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Enrollment & Graduation

Williams College is accredited by the New England Association of Schools and Colleges (NEASC).

The course catalog contains information that is complete and accurate. Williams College reserves the right, however, to make changes in its operations, programs, and activities as the trustees, faculty, and officers consider appropriate.
Correspondence

Post office address:

Williams College
PO Box 687
Williamstown, MA 01267
413-597-3131

Correspondence concerning matters of general interest should be addressed to the President.

Other inquiries should be addressed to the following:

- **Academic and Student Affairs:** Dean of the College
- **Admission of Students:** Director of Admission
- **Alumni:** Director of Alumni Relations
- **Business:** Controller
- **Development:** Senior Development Officer
- **Faculty Affairs:** Dean of the Faculty
- **Financial Aid:** Director of Financial Aid
- **Publications and Websites:** Chief Communications Officer
- **Sexual Misconduct:** Title IX Coordinator
- **Transcripts, Records, Catalog:** Registrar

The corporate name is The President and Trustees of Williams College.
Non-Discrimination

catalog.williams.edu/non-discrimination

Williams College is dedicated to building a diverse and inclusive community in which members of all backgrounds can live, learn and thrive. In compliance with state and federal law, Williams does not discriminate in admission, employment, or administration of its programs and activities on the basis of race, color, sex, national origin, religion, age, disability, marital status, sexual orientation, gender identity or expression, ancestry, or military service.

Inquiries should be addressed to:

Assistant Vice President & Title IX Coordinator
Office of Institutional Diversity and Equity
Williams College
PO Box 607
Williamstown, MA 01267
413-597-4376
In the gentle light of the Berkshire hills, Williams pursues a bold ambition: To provide the finest possible liberal arts education. If the goal is immodest, it is also bracing: Elevating the sights and standards of every member of the community, encouraging them to keep faith with the challenge inscribed on the College’s gates: “climb high, climb far.”

Williams is fortunate to have extraordinary resources, but its strength derives above all else from the quality of its people.

Williams students rank with the best in the country; the rigor and competitiveness of the College’s admission standards place Williams in the company of only a handful of other institutions. Over the past thirty years especially, Williams has both strengthened its academic profile and actively recruited a student body that is markedly more diverse in many dimensions, including race, national origin, and the educational and socio-economic background of its families.

The strength of the student body today is the product of the College’s resolve to search as widely as possible for students of high academic ability and great personal promise. Diversity is not an end in itself, but a principle flowing from the conviction that encountering differences is at the heart of the educational enterprise—differences, certainly, of ideas and beliefs, but also differences of perspectives rooted in the varied histories students bring with them.

As both an educational and social imperative, we are committed to welcoming talented students irrespective of their financial resources, and it is therefore a central institutional priority—unwaveringly supported by all parts of the College community—to maintain our policies of need-blind admission for domestic students and of fully meeting a student’s demonstrated need. And, recognizing that of those to whom much has been given much may properly be required, we ask all our students to understand that an education at Williams should not be regarded as a privilege destined to create further privilege, but rather as a privilege that creates the opportunity and responsibility to serve society at large.

We seek to capitalize on our character as a residential college by placing great emphasis on the learning that takes place not only inside the classroom, but outside as well, where students can strengthen mind, body, and spirit by participating in athletic teams, artistic performances, political debates, religious and volunteer groups, and nearly one-hundred-and-seventy extra-curricular organizations. We also urge students to see their college as a laboratory in citizenship. To an unusual degree, Williams gives students primary responsibility for creating and governing their own community, whether as Junior Advisors (chosen by fellow students to live with and mentor first-year students), or as guardians of academic integrity through the student-led Honor Code.
Recruiting top talent from a wide variety of institutions, Williams asks its faculty to accept a distinctive—and unusually demanding—combination of challenges: to be exemplary teachers, productive scholars or artists, and active partners in running the institution. Well supported by the College through research funding and a generous sabbatical program, Williams faculty are leaders in their fields—recognized nationally, and often internationally, for the high quality and significance of their scholarly and creative work. They also embrace the chance to shape their college, serving in a civic spirit on an array of committees, and as senior officers of an institution that has long prized shared governance and collaborative decision-making.

But it is the teaching gene that especially defines Williams professors. They devote sustained attention every year to assessing the quality and freshness of the curriculum, and to crafting pedagogical approaches that help nurture in their students a passionate pleasure in the life of the mind. Faculty members invite students to become partners in the process of intellectual discovery. That partnership becomes visible in every classroom, where students are expected to contribute rather than consume; in the challenging setting of Williams tutorials, where students take the lead in explaining what is interesting and consequential about that week’s assignment; and in the College’s ambitious programs to engage students directly in faculty research.

But the classroom and curriculum are only the entry points. Professors at Williams want to know not only what their students think, but how they think and who they are. They want to know students in all their dimensions—to learn their histories and hopes, to advise them on matters personal as well as academic, to see them as complex individuals who deserve attention and respect.

Faculty and students together, learning with and from each other in a community whose intimacy of scale fosters close personal and intellectual relationships; where concern for the needs and ideas of other people is not only an educational, but an ethical, imperative; where the values of engagement and decency fundamentally shape the educational process: These are the ideals to which Williams faculty and students aspire.

They have strong partners. Williams is blessed with an enormously talented administrative and support staff; they keenly understand the College’s mission and devote their energies to advancing it. Williams alumni are fiercely and intelligently loyal, contributing generously of their time, experience, and resources. Far from insisting that the College remain as it was in their time, alumni encourage Williams to reinvent itself for each new generation. Williams trustees (all of whom are currently alumni) provide discerning strategic direction and careful stewardship of the College’s assets. While the board is fully engaged, it keeps its focus on large policy issues and long-term decisions.

We are fortunate, too, in our location. Surrounded by communities that enthusiastically support and participate in its educational project, Williams is at home in a town rich with cultural resources. The College strives to be a responsible citizen and employer, and contributes both expertise and resources to numerous local initiatives. The natural beauty of the Berkshires
makes us especially conscious of the urgent need to address—through our teaching and research, and through the daily operations of the College—the environmental problems that threaten an increasingly fragile planet.

That is who we are, and this is what we aim to do: To develop in students both the wisdom and skills they will need to become responsible contributors to whatever communities they join, and the richly textured inner lives that will make them rigorously self-reflective, ethically alert, and imaginatively alive. Public and private purposes, as it were, harmoniously nurturing each other. Toward these ends, certain principles and values shape our sense of mission:

- Our purpose is not to offer specialized or professional training, but to develop in our students strong writing, speaking, and quantitative abilities, as well as analytical and interpretive talents, tested in relation to a wide range of issues and disciplines. We embrace the liberal arts claim that a broadly educated person will be more capable of adapting to the particular needs of the professions and of public life than a person narrowly trained in singular subjects.
- Our curricular requirements aim to negotiate the crucial balance between breadth and depth. We combine an appropriately liberal distribution of each student’s course choices across the curriculum with some measure of control over the methods and subject matter of at least one field. While fully recognizing the important value of disciplinary approaches and the departmental structures that support them, we have welcomed and participated in the academy’s growing emphasis on inter-disciplinary learning as a way of understanding the inter-connectedness of ideas, and as a bulwark against the fragmentation of knowledge.
- Through the increasingly global reach of our curriculum, as well as the diversity of our campus community, we seek to develop in students the capacity to see beyond the limits of their own experience. So many of the world’s problems—from racism, to sectarian and nationalistic violence, to everyday forms of disrespect—stem from a failure to imagine our way into the lives of other people, a failure to understand the beliefs and contingencies that shape their lives, a failure to hear the stories that other people are trying to tell us. A liberal education alone cannot solve the world’s problems, but it can help to open minds and deepen human empathy.
- Our curriculum is as varied, up-to-date, and forward-thinking as the contemporary world requires, but we also want to strengthen our students’ curiosity about, and respect for, the past: for the story of how people before us have responded to challenges different from—but analogous to—our own, for the story of where human beings have been, what we have achieved, and how we have failed. We want to resist the tendency to see our historical moment as so much more complex and dangerous than those experienced by earlier generations that we fail to think of the past as something that calls to us with an urgent, or admonitory, or even sympathetic voice.
- We want, too, to lean against the growing culture of simplification, where intricate issues are boiled down into fiercely held “positions,” where counter-arguments are seen as irritating distractions from clarity, where “points” have more power and visibility than the
thinking that produced them. We want instead to inspire in our students the confidence to be undaunted by complexity, and to embrace it in ways that will prove valuable to them and to society at large.

- We aim to encourage students to develop a personal stance toward learning and knowledge, and to make judgments that put their beliefs and values on the line. We want them to have the courage of their convictions, but at the same time, to seek out criticism of their own ideas, and to appreciate the virtues of personal and intellectual humility.

These values and ambitions will serve as beacons into a future when the college will continue to encounter, and continue to welcome, changes in our demographics, our curriculum, our approaches to what and how we learn. To remain a vibrant institution that both reflects and leads the society of which it is a part, Williams must always adapt and grow, and be prepared—as we tell our students they too must be prepared—to respond in an agile, nuanced way to needs and challenges we cannot yet anticipate.

In summarizing this college’s mission, we can turn to the eloquent words spoken by Williams President John Sawyer ’39 in his induction address in 1961:

The most versatile, the most durable, in an ultimate sense the most practical knowledge and intellectual resources which [students] can now be offered are those impractical arts and sciences around which a liberal education has long centered: the capacity to see and feel, to grasp, respond, and act over a widening arc of experience; the disposition and ability to think, to question, to use knowledge to order an ever-extending range of reality; the elasticity to grow, to perceive more widely and more deeply, and perhaps to create; the understanding to decide where to stand and the will and tenacity to do so; the wit and wisdom, the humanity and humor to try to see oneself, one’s society, and one’s world with open eyes, to live a life usefully, to help things in which one believes on their way. This is not the whole of a liberal arts education, but as I understand it, this range of goals is close to its core.

So it was more than a half-century ago, and so it remains today.

*The statement above is the product of discussions during the 2016-17 academic year in the Accreditation Self-Study Steering Committee, whose twenty-eight members include faculty, students, and administrators, and in the Williams College Board of Trustees. The Board approved this statement in June 2017.*
Williams uses a holistic admission process that focuses on gaining a deeper understanding of an applicant’s academic achievements and personal character. Applicants to Williams should pursue the strongest program of study offered by their schools. While there are no absolute requirements for admission, competitive first-year candidates typically study English, math, natural science, foreign language and social studies in four-year sequences and present a distinguished record throughout their secondary school career.

While the academic record is the most important factor in the admission process, we seek students who will serve as leaders not only in the classroom but also in the community at large. To that end, we also consider all candidates’ non-academic involvements and achievements at school and in their communities. A strong co-curricular record might reflect a wide range of talents and achievements or distinguished accomplishment in just one or a few areas.

First-Year Applicants

First-year applicants for whom Williams is their first-choice college may apply under the binding Early Decision program. The deadline for submission is November 15, and applicants will receive notice of a decision by December 15. Early Decision applicants may submit an Early Decision application to only one institution and, if admitted under Early Decision, are expected to withdraw all other college applications and to initiate no new applications.

First-year applicants who wish to apply to more than one college should apply under the non-binding Regular Decision plan. The deadline for submission is January 1, and applicants will receive notice of a decision by April 1. The majority of applicants apply under Regular Decision and, if admitted, have until May 1 to accept their place in the class. Acceptances are always contingent upon the applicant finishing the school year in good standing.

Here is additional information about the admission process and required materials.

Transfer Applicants

Williams welcomes transfer applications from students with strong intellectual promise and community engagement. Transfer students may apply for fall enrollment only; we do not accept mid-year transfers. Students will be informed of their class standing at the point of admission. Those who enroll as first-semester juniors will select a major upon matriculation. Students are not eligible for admission if they have already received a bachelor’s degree.

30 semester hours are considered equivalent to a full year at Williams. Students with one year or more of college credit completed or in process should apply as transfers. Students with less than one year of college credit are encouraged to apply as first-years. Regardless of how you
apply, college credit may be considered for course placement.

Williams students must fulfill a two-year residency requirement, so transfer students will be granted a maximum of two years' worth of credit. Students who have earned more than two years of transferable credit must relinquish credit in order to meet the residency requirement, but they may still use that credit for course placement.

The deadline for transfer application submission is March 1. Applicants will receive notice of a decision by April 15 and have until June 1 to accept their place in the class.

Here is additional information about the transfer admission process and required materials.

Veteran Applicants

Williams encourages applications from individuals who have actively served in the U.S. military. Veterans may apply either as first-year or transfer students, depending on the amount of college coursework completed. Please consult the Transfer Applicants page for more information. The Registrar will determine how much credit will be awarded for work completed at other institutions.

We require transcripts of all secondary and post-secondary academic work, including any coursework completed during service. We take a holistic approach to the admission process, and will evaluate each application—including these transcripts—in context, taking into account any time that may have elapsed since enrollment. If service has caused gaps in academic work for more than two years, we recommend enrolling in challenging college-level courses prior to submitting a formal application. Successful completion of post-secondary coursework will provide us with the most recent picture of academic abilities and the best evidence of potential for academic success.

Our standard applications for admission may not accurately capture all of a veteran’s individual interests and experiences, so we encourage applicants to detail any unique circumstances and achievements in the additional information section or by submitting supplementary materials.

An application fee waiver is available for all veterans and can be requested on the Coalition Application and the Common Application. A fee waiver for the CSS PROFILE is also available by emailing the Admission Office.

We meet 100 percent of each admitted veteran’s demonstrated financial need for four years. In many cases, this may well exceed the aid provided by veterans’ benefit programs.

More detailed information on available financial aid, Post-9/11 GI Bill benefits, and our participation in the Yellow Ribbon Program, is available on the Financial Aid Office site.

International Applicants
Williams is committed to building a community that includes the brightest minds from around the world. Each year, we receive nearly 2,300 international applications—that is, from students who, regardless of country of residence, do not hold U.S. citizenship, permanent residency or a green card—from more than 100 countries. Today, international students make up eight percent of the Williams student body.

Given the number of international applicants to Williams annually, the Admission Committee is familiar with the nuances of school systems and curricula from around the world. Therefore, international applicants follow the same application procedures as U.S. citizens and are not required to submit any additional forms or testing. Those students whose first language or language of academic instruction is not English must document their English proficiency, but there is no one required examination. While we are happy to review TOEFL or IELTS results, such examinations are not requirements for admission to Williams.

For more information please contact:

Office of Admission
Williams College
Weston Hall
995 Main Street
Williamstown, MA 01267
413-597-2211
admission@williams.edu
admission.williams.edu
Williams has a substantial financial aid program to promote the greatest possible diversity in the social and economic background of the student population. Students interested in financial aid policies and procedures should refer to the Office of Financial Aid site.

Distinctive Undergraduate Scholarships

The Office of Financial Aid administers over three hundred endowed scholarships, all of which are based on demonstrated need. Students who apply for financial assistance are automatically considered for these endowed scholarships (no separate application required). The following deserve special mention because of their distinctiveness:

BRONFMAN FAMILY FUND: Established in 1990 as part of the Third Century Campaign for international programs. The family’s support provides financial aid both for students coming to Williams from foreign countries and for students spending part of their undergraduate years overseas.

CLASS OF 1936 MEMORIAL SCHOLARSHIP: Established in 1986 by members of the Class of 1936 and their families and friends as its 50th Reunion gift. Preference is given to descendants of members of the Class of 1936.

CLASS OF 1957 SCHOLARSHIP: Established in 1982 by the Class of 1957 as its 25th Reunion gift. This award honors several juniors and seniors each year who have successfully combined campus leadership with academic achievement.

POLLY AND WILLARD D. DICKERSON ’40 SCHOLARSHIP: Established in 1990 by members of the Class of 1940 on the occasion of their 50th Reunion in honor of Willard D. Dickerson ’40, Executive Director of Development Emeritus, and his wife Polly. For 32 years from their home in Williamstown, the Dickersons cared for Williams, the Class, and its members with great concern, affection, and pride. Awarded to students of promise.

MARY AGNES R. AND PETER D. KIERNAN ’44 SCHOLARSHIP: Established in 1989 by Fleet Financial Group in memory of Peter D. Kiernan ’44, former chairman and CEO of Fleet/Norstar Financial Group, Inc. The scholarship was further endowed by Peter D. Kiernan III ’75, and his wife Eaddo, in memory of his father and in honor of his mother, Mary Agnes R. Kiernan. Seven scholarships are awarded annually, with preference given first to Fleet employees and their children or to residents of regions served by Fleet Financial Group (notably New England, New York, and New Jersey). Secondary preference is given to students from Ireland.

JOHN W. LASELL SCHOLARSHIP: Established in 1952 by five members of the Lasell family in memory of John W. Lasell of the Class of 1920. Preference is given first to students of
Whitinsville; then to other Massachusetts residents.

HERBERT H. LEHMAN SCHOLARSHIP: Established in 1964 by Mrs. Lehman as a memorial to her husband, a former New York Governor and U.S. Senator, who graduated from Williams in 1899. Fifteen to twenty upperclass students are selected each year on the basis of service to both the Williams and wider community.

MORRIS AND GLADYS LEWY SCHOLARSHIP: Established in 1983 by Morris and Gladys Lewy, parents and grandparents to two Williams graduates. Preference is given to pre-medical students.

JOHN J. LOUIS, JR. ’47 SCHOLARSHIP: Established in 1976 by the late John J. Louis, Jr., former Trustee of Williams, for general scholarship purposes. Preference is given to students from Illinois.

RALPH PERKINS ’09 SCHOLARSHIP: Established in 1960 by the family of Ralph Perkins, a member of the class of 1909. Preference is given to students from Ohio.

FREDERICK H. ROBINSON ’20 MEMORIAL SCHOLARSHIP: Established in 1988 by the late Mrs. Dorothy S. Robinson in memory of her husband, a member of the Class of 1920. Preference is given to students who demonstrate interest in music.

SPENCER FAMILY SCHOLARSHIP: Established at Williams in 1991 by Mrs. Harriet Spencer, a former Trustee of Williams, in honor of her husband’s (Edson W. Spencer ’48) 65th birthday and her great affection and respect for Williams. Preference is given to students of Native American, African-American, Latina/o, or Asian-American descent.

C. V. STARR SCHOLARSHIP: Established in 1981 by the C. V. Starr Foundation with preference given to international students.

FRANCIS LYNDE STETSON SCHOLARSHIP: Established in 1921-22 by Francis Lynde Stetson, Class of 1867. Preference is given to students from northern New York.

JACOB C. STONE SCHOLARSHIP: Established in 1928 by Jacob C. Stone, a member of the Class of 1914, a Trustee of Williams, and a native of North Adams, Massachusetts. Preference is given to students from Berkshire County.
Tuition & Fees

catalog.williams.edu/tuition-fees

Williams College, within the limits of available funds, offers educational opportunities to all who qualify for admission. Endowment income and annual contributions from alumni and friends allow Williams to keep tuition at about half the actual cost per student.

The Office of Student Accounts oversees billing and expenses—detailed information can be found on their site.

Comprehensive Fee

Charges for 2018-2019 tuition, room, board, and fees are as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$55,140</td>
</tr>
<tr>
<td>Room</td>
<td>$7,350</td>
</tr>
<tr>
<td>Board</td>
<td>$7,150</td>
</tr>
<tr>
<td>Activities &amp; Residential House Fees</td>
<td>$310</td>
</tr>
<tr>
<td>Study Away Fee (if applicable)</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

Health Insurance

The Commonwealth of Massachusetts requires health insurance for all full and three-quarter time students.

Williams offers a qualifying student health insurance plan through Blue Cross Blue Shield of Massachusetts (BCBS). Information about the plan is emailed to every student in May. Students enrolled in the Williams plan for 2018-19 will be charged $1,976 for this coverage.

Participation in this plan may be waived if a student certifies prior to August 1 that the coverage offered by an alternative program is comparable to the plan offered by Williams. Questions about the plan or online waiver/enrollment process should be directed to Gallagher Student Health.

Term Bill Payments

Term bills for one-half of the annual comprehensive fee are issued electronically to students twice a year:

- mid-July due by August 15
- mid-December due by January 15
Additional billing statements are sent on a monthly basis with any miscellaneous charges or credits that are posted to a student’s account during the course of the term.

Students are encouraged to grant access to parents and other parties to the Student Account Center to pay and view bills online. Payments may be made by echeck, ACH or by credit card (2.99% convenience fee). International payments may be made by wire transfer through Flywire. Payments may also be made by check, mailed directly to:

Williams College Office of Student Accounts
PO Box 406
Williamstown, MA 01267

Payment Plans

Williams offers two installment payment plans, administered by Tuition Management Systems (TMS), where charges for each term are paid in equal installments, with no interest charges:

- 5-month plan (July-November for fall and December-April for spring), or
- 4-month plan (August-November for fall and January-April for spring)

Information on payment plan options and TMS can be found at the Student Account Center.

Returned Checks

A $30 charge will be assessed for each returned check paid directly to Williams or any payment through the Student Account Center. A cashier check or money order may be required as payment for a returned check.

Outside Scholarships/Employer Tuition Benefit Plans

Students who receive a scholarship that was not awarded through the Office of Financial Aid, or an employer tuition benefit plan, must complete a Scholarship Information Sheet and submit it to the Office of Financial Aid by May 30. Provisional credit will be posted to the term bill. If actual payment for the provisional credit is not received by the date anticipated, the provisional credit will expire and be removed from a student’s account creating a balance due.

Loans

There are several loan options available to parents through outside sources. Information can be found in the Guide to Financing Your Williams College Education.

Outstanding Balances

Accounts that are not paid in full by the due date may be assessed a $250.00 late fee. This includes accounts which have a balance due to a late loan application or the failure of the student or parent to sign promissory notes on a timely basis.

A student with an outstanding balance may be held from the following activities:
Upon graduation, all outstanding balances must be paid to the Office of Student Accounts, and all books and materials must be returned to the Library, before a student is entitled to a degree or a transcript.

Refund Policy

Federal regulations require that all educational institutions disclose their refund policy to all prospective students. Below is the Williams College Refund Policy for the 2018-2019 academic year:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Withdrawal Date</strong></td>
<td><strong>Withdrawal Date</strong></td>
</tr>
<tr>
<td>Prior to the start of classes 9/6</td>
<td>100% tuition, room, board</td>
</tr>
<tr>
<td>9/6-9/12</td>
<td>90% tuition, board only*</td>
</tr>
<tr>
<td>9/13-9/19</td>
<td>80% tuition, board only</td>
</tr>
<tr>
<td>9/20-9/26</td>
<td>70% tuition, board only</td>
</tr>
<tr>
<td>9/27-10/3</td>
<td>60% Tuition, board only</td>
</tr>
<tr>
<td>10/4-10/10</td>
<td>50% Tuition, board only</td>
</tr>
<tr>
<td>10/11-10/17</td>
<td>40% Tuition, board only</td>
</tr>
<tr>
<td>10/18-10/24</td>
<td>30% Tuition, board only</td>
</tr>
<tr>
<td>10/25-10/31</td>
<td>20% Tuition, board only</td>
</tr>
<tr>
<td>After 10/31</td>
<td>No refund</td>
</tr>
</tbody>
</table>

*Housing and miscellaneous fees are not pro-rated after the start of classes. Coverage under the Williams’ student health insurance plan will continue for the duration of the plan (August 15-August 14).

Federal Funds Repayment

For students receiving Title IV federal funds, repayment of federal funds on a pro-rata basis will be determined up to the 60% point of the semester per federal regulation. Please note that withdrawal late in the semester could result in a balance owed to Williams for federal aid that must be returned to the program.

Tuition Insurance
Williams offers a GradGuard™ Tuition Protection Plan which supplements the Williams College Refund Policy in the case of a medical withdrawal.

**Tax Forms**

Williams will issue a 1098-T form at the end of each calendar year for the American Opportunity and Lifetime Learning tax credits. The 1098-T should not be used to calculate the amount of scholarship and grant aid that is taxable. These forms will be mailed by January 31 to the student at the permanent address on file.
Subscribe to the Williams Academic Calendar and never miss a deadline.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27</td>
<td>Monday</td>
<td>First Days</td>
</tr>
<tr>
<td>September 3</td>
<td>Monday</td>
<td>Williams Reads</td>
</tr>
<tr>
<td>September 4</td>
<td>Tuesday</td>
<td>First-year student advising</td>
</tr>
<tr>
<td>September 4-14</td>
<td>Tuesday-Friday</td>
<td>Drop/Add period</td>
</tr>
<tr>
<td>September 6</td>
<td>Thursday</td>
<td>Fall semester classes begin</td>
</tr>
<tr>
<td>September 8</td>
<td>Saturday</td>
<td>Presidential Induction</td>
</tr>
<tr>
<td>September 15</td>
<td>Saturday</td>
<td>Convocation</td>
</tr>
<tr>
<td>September 27</td>
<td>Thursday</td>
<td>Last day to register for Winter Study travel courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to submit Winter Study 99s to faculty sponsors</td>
</tr>
<tr>
<td>October TBA</td>
<td>One of first three Fridays</td>
<td>Mountain Day</td>
</tr>
<tr>
<td>October 8-9</td>
<td>Monday-Tuesday</td>
<td>Reading period, no classes</td>
</tr>
<tr>
<td>October 22</td>
<td>Monday</td>
<td>Last day to drop a fifth course</td>
</tr>
<tr>
<td>October 26-28</td>
<td>Friday-Sunday</td>
<td>Family Days</td>
</tr>
<tr>
<td>October-November 29-5</td>
<td>Monday-Monday</td>
<td>Spring 2019 preregistration period</td>
</tr>
<tr>
<td>November 3</td>
<td>Saturday</td>
<td>Homecoming</td>
</tr>
<tr>
<td>November 7-9</td>
<td>Wednesday-Friday</td>
<td>Winter Study registration period</td>
</tr>
<tr>
<td>November 15</td>
<td>Thursday</td>
<td>Last day to change grading option of a course to pass/fail</td>
</tr>
<tr>
<td>November 16</td>
<td>Friday</td>
<td>Last day to withdraw from a course</td>
</tr>
<tr>
<td>November 21-25</td>
<td>Wednesday-Sunday</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>November 26-30</td>
<td>Monday-Friday</td>
<td>Last Chance Winter Study registration period</td>
</tr>
<tr>
<td>November 30</td>
<td>Friday</td>
<td>Last day to claim exam hardship</td>
</tr>
<tr>
<td>December 7</td>
<td>Friday</td>
<td>Fall semester classes end</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event Description</td>
</tr>
<tr>
<td>-----------</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>December</td>
<td>8-11</td>
<td>Saturday-Tuesday Reading period</td>
</tr>
<tr>
<td>December</td>
<td>8-16</td>
<td>Saturday-Sunday Self-Scheduled and Take-Home Exam period</td>
</tr>
<tr>
<td>December</td>
<td>12-17</td>
<td>Wednesday-Monday Scheduled Final Exam period</td>
</tr>
<tr>
<td>December</td>
<td>21</td>
<td>Friday Fall semester grades due</td>
</tr>
<tr>
<td>January</td>
<td>3</td>
<td>Thursday Winter Study begins</td>
</tr>
<tr>
<td>January</td>
<td>21</td>
<td>Monday Martin Luther King Jr. Day, no classes</td>
</tr>
<tr>
<td>January</td>
<td>25</td>
<td>Friday Winter Study ends</td>
</tr>
<tr>
<td>January</td>
<td>28</td>
<td>Monday Winter Study grades due</td>
</tr>
<tr>
<td>January</td>
<td>28-8</td>
<td>Monday-Friday Drop/Add period</td>
</tr>
<tr>
<td>January</td>
<td>30</td>
<td>Wednesday Spring semester classes begin (classes follow a Thursday schedule)</td>
</tr>
<tr>
<td>January</td>
<td>31</td>
<td>Thursday Claiming Williams Day, no classes</td>
</tr>
<tr>
<td>February</td>
<td>1</td>
<td>Friday Classes resume assigned schedule</td>
</tr>
<tr>
<td>February</td>
<td>15-16</td>
<td>Friday-Saturday Winter Carnival, no classes</td>
</tr>
<tr>
<td>March</td>
<td>16-31</td>
<td>Saturday-Sunday Spring Break</td>
</tr>
<tr>
<td>April</td>
<td>4</td>
<td>Thursday Last day to drop a fifth course</td>
</tr>
<tr>
<td>April</td>
<td>22-29</td>
<td>Monday-Monday Fall 2019 preregistration period</td>
</tr>
<tr>
<td>April</td>
<td>25</td>
<td>Thursday Last day to change grading option of a course to pass/fail</td>
</tr>
<tr>
<td>April</td>
<td>26</td>
<td>Friday Last day to withdraw from a course</td>
</tr>
<tr>
<td>May</td>
<td>3</td>
<td>Friday Last day to claim exam hardship</td>
</tr>
<tr>
<td>May</td>
<td>10</td>
<td>Friday Spring semester classes end</td>
</tr>
<tr>
<td>May</td>
<td>11-14</td>
<td>Saturday-Tuesday Reading period</td>
</tr>
<tr>
<td>May</td>
<td>11-19</td>
<td>Saturday-Sunday Self-Scheduled and Take-Home Exam period</td>
</tr>
<tr>
<td>May</td>
<td>15-20</td>
<td>Wednesday-Monday Scheduled Final Exam period</td>
</tr>
<tr>
<td>May</td>
<td>24</td>
<td>Friday Seniors grades due by 12:00 pm (absolute deadline)</td>
</tr>
</tbody>
</table>
May 27 Monday  Spring semester grades due (all other students)

June 1 Saturday  Baccalaureate Service  Class Day

June 2 Sunday  Commencement

June 6-9 Thursday-Sunday  Alumni Reunions

Number of Class Meetings

<table>
<thead>
<tr>
<th></th>
<th>Mornings</th>
<th>Afternoons</th>
<th>Evenings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M,W,F</td>
<td>T,Th</td>
<td>M,Th</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>36</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>36</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

The Winter Study Period covers 22 calendar days.

Approved by the faculty on February, 2016; revised March, 2016; revised May 2017.
Concentrations

In addition to majoring in a field, students may choose to concentrate elective courses in a single topic or area. A concentration is normally declared spring of sophomore year. Concentrations are offered in the following programs:

- Africana Studies
- Biochemistry and Molecular Biology
- Cognitive Science
- Environmental Studies
- Global Studies
- Jewish Studies
- Justice and Law
- Latina/o Studies
- Leadership Studies
- Maritime Studies
- Neuroscience
- Public Health
- Science and Technology Studies

Coordinate Programs

A number of programs do not offer concentrations formally, but do provide students with the opportunity to study interdisciplinary topics:

- Bioinformatics, Genomics, and Proteomics
- Film and Media Studies
- History of Science
- Linguistics
- Materials Science Studies

These programs provide guidance only and do not appear on transcripts.

Honors Program

The Honors Program requires two or three courses (one of which may be a Winter Study course) constituting a clearly interrelated pattern of study in the form of specialization within the major or interdisciplinary study with courses from other programs, and culminates in a thesis or project. At least one of the courses is in addition to the minimum number required for the major or concentration. Students must do the equivalent of two theses or projects to be eligible for honors in two majors or a major and concentration.
Prior to enrolling in the final required course for their program and before senior year, students should contact individual departments or programs for information about special criteria, procedures, and patterns of study for honors.

The degree is awarded with honors or highest honors at the end of senior year if, in the judgment of the department or program, its criteria of excellence have been met.

As the final step, honors theses or projects must be submitted to Special Collections, according to their specific guidelines.

Foreign Language Certificates

Certificates are awarded in Arabic, French, German, Russian, and Spanish. The certificate confirms a particular degree of proficiency, cultural literacy, and experience with the language. The number of courses required for a certificate varies, depending on the language. Please see individual programs for details.

Combined Program in Liberal Arts and Engineering

Williams offers opportunities for students to combine their liberal arts education at Williams with undergraduate professional training in engineering via two 5-year dual-degree programs: a 3-2 program with the Fu Foundation School of Engineering and Applied Science at Columbia University, and a 2-1-1-1 program with the Thayer School of Engineering at Dartmouth. Upon successful completion of either of these programs, a student receives a Bachelor of Arts degree from Williams as well as either a Bachelor of Science (Columbia) or Bachelor of Engineering (Dartmouth) degree in an engineering discipline.

Students interested in pursuing either dual-degree program must complete the requirements for a Williams degree, including the major and distribution requirements, as well as the prerequisite courses for their engineering program of choice, so it is necessary to plan course selections at Williams carefully. The Physics Department’s Pre-Engineering site includes a list of Williams courses recommended to prospective engineers, as well as links to further resources.

A popular alternative to the dual-degree programs is to complete the Williams B.A. in the usual four years, majoring in one of the sciences, and then go directly to a graduate program in engineering.

The pre-engineering advisor, Katharine Jensen, will be happy to assist students interested in any of the options leading to engineering careers.

Tutorial Program

The Tutorial Program offers Williams students a distinctive opportunity to take a heightened form of responsibility for their own intellectual development. No student is required to take a tutorial course, but any student with the appropriate qualifications and interests is invited to do
Tutorials place much greater weight on student participation—more so than regular courses or small seminars. They aim to teach students how to develop and present arguments; listen carefully, and then refine their positions in the context of a challenging discussion; and respond quickly and cogently to critiques of their work. Tutorials place particular emphasis on developing analytical skills, writing abilities, and the talents of engaging in rigorous conversation and oral debate.

The ways in which particular tutorials are conducted vary across the disciplines, but this is how most tutorials at Williams are organized:

Tutorials are usually limited to ten students. At the start of term, the instructor divides students into pairs. Each pair meets weekly with the instructor for roughly one hour—this is the main focus of tutorial courses. Many tutorial courses begin and end the term with a group seminar, and in a few departments, instructors hold weekly group meetings of all tutorial members to provide background information designed to facilitate students’ independent work.

At these weekly meetings, one student delivers a prepared essay or presentation (e.g., an analysis of a text or work of art, a discussion of a problem set, a report on laboratory exercises, etc.) pertaining to the assignment for that week, while the other student—and then the instructor—offer a critique. In the following week, students switch roles. Typically, students write five or six essays (usually in the range of 4-7 pages) during the term, and offer five or six critiques of their partners’ work.

Since the program’s inception in 1988, students have ranked tutorials among the most demanding—and rewarding—courses they have taken at Williams. While not designed to be more difficult than other courses, tutorials are nonetheless challenging, with frequent writing assignments and the expectation that students will be well prepared to participate actively and effectively in weekly discussions. At the same time, students have consistently placed tutorials among the most enriching and consequential courses they have taken. They appreciate the close attention to their writing and argumentation skills; the opportunity to be held accountable, in a detailed way, for the extended implications of their ideas; the chance to develop their oral abilities as they engage in debate; and the close intellectual bonds tutorials build between teachers and students, and students with each other. Many students have formed important advising and mentoring relationships with their tutorial teachers.

Registration Information

Students pre-register for tutorials as they would any other course. Because of limited enrollments and the special logistical arrangements involved in organizing tutorials, students may not drop a tutorial after 4:00 pm on the day before the first scheduled organizational meeting of the semester. It is important that students determine, before the start of the term, their interest in and commitment to the course, and consult with the instructor if necessary.

Tutorials may not be taken on a pass/fail basis.
This is a current list of tutorials offered.

Independent Study

When students wish to study a subject not covered by regular course offerings, arrangements can be made to take independent study courses under faculty supervision. Once plans for an independent study have been discussed with a faculty sponsor, the Independent Study Request form should be submitted before the beginning of the semester in which the independent study will be taken, but no later than the last day of drop/add period.

Cross-Enrollment Program

Students may register at Bennington College or Massachusetts College of Liberal Arts for courses not offered at Williams.

Please note, one and two credit courses at Bennington College are not transferable.

Contact the Registrar’s Office to make arrangements.

Study Away

Students are encouraged to think about the option of study away as they begin the process of considering major fields and course requirements sophomore year. All students in good standing with no deficiencies, including financial aid recipients, are encouraged to study away during all or part of their junior year. The Office of International Education and Study Away offers up to 200 approved programs, both domestically and internationally, for students to choose from. Nearly 50% of the junior class chooses to study away for a full semester or academic year.

Credit earned in the Williams-Mystic Maritime Studies Program and the Williams-Exeter Programme at Oxford University are considered Williams credits and the grades will be applied toward the GPA. Students participating in all other approved programs will receive general credit and their GPA will not be impacted, however, the experience will appear on their Williams transcript. Coursework can transfer toward the Williams degree, however approval is required from the chair of a student’s major department; the Director of International Education and Study Away; and the Committee on Academic Standing (CAS).

The one-time petition deadline is March 1st the year before a student chooses to study away. To learn more about the process please contact the Office of International Education and Study Away.

Experiential Education

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

Special Academic Programs

The Office of Special Academic Programs (OSAP), part of the Office of Institutional Diversity and Equity, develops and administers programs that address diversity and inclusion in higher education. Beginning with the pre-enrollment programs—Summer Humanities and Social Sciences (SHSS) and Summer Science Program (SSP)—OSAP provides opportunities for students to thrive academically. The Mellon Mays Undergraduate Fellowship (MMUF) and the Allison Davis Research Fellowship (ADRF) give selected students the opportunity to learn advanced research skills and practice them on research projects of their own design with the guidance of a faculty mentor and a cohort of peers. The fellowships offer stipends so students can use their time to pursue research instead of campus and summer jobs. The ultimate goal of these fellowships is to increase the number of students from underrepresented groups in PhD programs and academic careers. OSAP also helps connect eligible students to a variety of other opportunities, from the Creating Connections Consortium (C3) summer fellowships to the Institute for Recruitment of Teachers (IRT) to a wide variety of summer research programs. More information can be found on the OSAP site.
Overview

Williams College offers a course of study leading to the Bachelor of Arts degree. The course requirements prescribe both the number of courses to be completed and the minimum grade level to be achieved; the curriculum also requires that each student explore several fields of knowledge and major in one.

To be eligible for the Bachelor of Arts degree students must complete the following requirements within eight semesters, including any semesters for which a student receives credit while not in residence at Williams (semesters spent away on exchange or other approved programs at other colleges are included in the eight semesters):

- **Pass 32 semester courses (4 per semester):**
  - at least 29 of which must be regularly graded A-E, including 19 with grades of C- or better;
  - a maximum of 3 P/F courses, with a limit of 1 P/F per semester;
  - students may not repeat a course for which degree credit has been awarded.

- **Fulfill the four-part distribution requirement** with graded courses taken at Williams or at programs under the direction of Williams College faculty:
  1. **Divisional requirement**: three graded semester courses (with two different prefixes) in each division, two of which must be completed by the end of sophomore year.
  2. **Writing-Intensive (WI) requirement**: two writing-intensive courses, one by the end of sophomore year, and one by the end of junior year.
  3. **Difference, Power, and Equity (DPE) requirement**: one before graduation, however, students are urged to complete the course by the end of sophomore year. (Class of 2019, 2020, 2021: students who have successfully completed an EDI course do not need to complete a DPE course; students who have not taken an EDI course can satisfy the requirement by completing a DPE course. Class of 2022: students must satisfy the DPE requirement).
  4. **Quantitative/Formal Reasoning (QFR) requirement**: one by the end of junior year.

- **Complete all requirements for the major** with an average of C- or higher.
- **Pass four Winter Study courses.**
- **Complete four quarters of physical education** by the end of sophomore year in at least two different activities.
- **Take the swim test** at the start of the first semester at Williams—students who fail to complete the test must pass a basic swim course.
- **Be in residence** at Williams eight semesters, two of which can be an approved Study Away program. Students must be in residence for both semesters of their final year.
Academic Requirement

To be eligible for the Bachelor of Arts degree students must pass 32 semester courses (at least 29 of which must be regularly graded A-E, including 19 with grades of C- or better), fulfill the four-part distribution requirement, complete all requirements for the major with an average of C- or higher, and pass four Winter Study courses. Students may not repeat a course for which degree credit has been awarded.

Distribution Requirement

The distribution requirement falls into four parts. **Courses used to fulfill these requirements must be regularly graded.**

1) **Divisional requirement**: Designed to ensure students take an appropriately diverse distribution of courses across the full range of the curriculum.

Courses are grouped into three divisions:

- Division I: Languages and the Arts
- Division II: Social Studies
- Division III: Science and Mathematics

Students must complete at least three graded semester courses in each division. Two in each division must be completed by the end of sophomore year. No more than two of the courses used to satisfy the requirement may have the same course prefix. The courses must be taken at Williams or at programs under the direction of Williams College faculty.

There may be exceptions to divisional credit, and those exceptions are noted in individual course descriptions.

**Division I** courses are designed to help students become better able to respond to the arts sensitively and intelligently by learning the language, whether verbal, visual, or musical, of a significant field of artistic expression. Students learn how to develop the capacity for critical discussion, to increase awareness of the esthetic and moral issues raised by works of art, and to grow in self-awareness and creativity.

- Arabic (exceptions, see individual course descriptions)
- Art History
- Art Studio
- Asian Studies (exceptions, see individual course descriptions)
- Chinese (exceptions, see individual course descriptions)
- Classics
- Comparative Literature
- Critical Languages
- Dance
- English
- Environmental Studies (any Environmental Studies course that is also cross-listed with
another subject carries divisional credit of that subject; for other exceptions see individual course descriptions

- French
- German
- Greek
- History of Science (exceptions, see individual course descriptions)
- Interdisciplinary Studies (exceptions, see individual course descriptions)
- Italian
- Japanese (exceptions, see individual course descriptions)
- Latin
- Literary Studies
- Maritime Studies (exceptions, see individual course descriptions)
- Music
- Russian
- Spanish
- Theatre

Division II courses consider the institutions and social structures that human beings have created, whether knowingly or unknowingly, and which in turn markedly affect their lives. These courses are intended to help students recognize, analyze, and evaluate these human structures in order that they may better understand themselves and the social world in which they live.

- Africana Studies
- American Studies
- Anthropology
- Arabic (exceptions, see individual course descriptions)
- Asian Studies (exceptions, see individual course descriptions)
- Chinese (exceptions, see individual course descriptions)
- Cognitive Science
- Economics
- Environmental Studies (any Environmental Studies course that is also cross-listed with another subject carries divisional credit of that subject; for other exceptions see individual course descriptions)
- Global Studies
- History
- History of Science (exceptions, see individual course descriptions)
- Interdisciplinary Studies (exceptions, see individual course descriptions)
- Japanese (exceptions, see individual course descriptions)
- Jewish Studies
- Justice and Law
- Latina/o Studies
- Leadership Studies
- Maritime Studies (exceptions, see individual course descriptions)
Division III courses are intended to provide some of the factual and methodological knowledge needed to be an informed citizen in a world deeply influenced by scientific thought and technological accomplishment, and to cultivate skill in exact and quantitative reasoning.

- Astronomy
- Astrophysics
- Biochemistry and Molecular Biology
- Biology
- Chemistry
- Computer Science
- Environmental Studies (any Environmental Studies course that is also cross-listed with another subject carries divisional credit of that subject; for other exceptions see individual course descriptions)
- Geosciences
- History of Science (exceptions, see individual course descriptions)
- Interdisciplinary Studies (exceptions, see individual course descriptions)
- Maritime Studies (exceptions, see individual course descriptions)
- Mathematics
- Neuroscience
- Physics
- Psychology (exceptions, see individual course descriptions)
- Statistics

2) Writing-Intensive (WI) requirement: The goal of this requirement is to improve student writing proficiency across disciplines. Students in these courses will receive guidance on style, argumentation, and other significant aspects of writing, as well as evaluation and criticism of their writing throughout the semester. This may be achieved through a variety of approaches: brief assignments spaced over the semester, sequenced assignments leading to a longer final paper, etc. WI courses may also include multiple drafts, conferences, peer review, or class discussions designed to improve writing skills. A course with a single long paper due at the end of the semester, but with no required or structured means of addressing writing issues, would not be considered writing-intensive. WI courses require a minimum of 20 pages of writing and have a maximum enrollment of 19—this allows the instructor to devote appropriate attention to writing over the course of the semester.
All students are required to take TWO WI courses: one by the end of sophomore year and one by the end of junior year. Students will benefit most from WI courses by taking them early in their college careers and are strongly encouraged to complete the requirement by the end of sophomore year.

Here is a current list of courses offered that meet the WI requirement. 

More information for faculty. 

3) Difference, Power, and Equity (DPE) requirement: Williams College recognizes that in a diverse and globalized world, the critical examination of difference, power, and equity is an essential part of a liberal arts education. The DPE requirement provides students with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change. Courses satisfying the DPE requirement include content that encourages students to confront and reflect on the operations of difference, power and equity. They also provide students with critical tools they will need to be responsible agents of change. Employing a variety of pedagogical approaches and theoretical perspectives, DPE courses examine themes including but not limited to race, class, ethnicity, gender, sexuality, and religion.

All students are required to complete at least ONE DPE course. Although this course, which may be counted toward the divisional distribution requirement, can be completed any semester before graduation, students are urged to complete the course by the end of sophomore year. The requirement may be fulfilled with a course taken away from campus, but students wishing to use this option must petition the Committee on Educational Affairs (CEA) upon their return by providing a clear and detailed explanation of how the course taken away from Williams fulfills the DPE requirement.

Class of 2019, 2020, 2021

Students who have successfully completed an EDI course do not need to complete a DPE course.

Students who have not taken an EDI course can satisfy the requirement by completing a DPE course.

Class of 2022

The Class of 2022 must satisfy the DPE requirement.

Here is a current list of courses offered that meet the DPE requirement. 

More information for faculty. 

4) Quantitative/Formal Reasoning (QFR) requirement: This requirement is intended to help students become adept at reasoning mathematically and abstractly. The ability to apply a formal method to reach conclusions, use numbers comfortably, and employ the research tools
necessary to analyze data lessens barriers to carrying out professional and economic roles. The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers).

Prior to senior year, all students must satisfactorily complete ONE QFR course. Students requiring extra assistance (as assessed during First Days) are normally placed into MATH 100/101/102, which is to be taken before fulfilling the QFR requirement.

Here is a current list of courses offered that meet the QFR requirement.

More information for faculty.

Major Requirement

The major requirement is designed to assure that all Williams students have the experience of disciplined and cumulative study, carried on over an extended period of time, in an important field of intellectual inquiry. Students are required to declare a major spring of sophomore year.

Majors

- American Studies
- Anthropology
- Arabic Studies
- Art
- Asian Studies
- Astronomy
- Astrophysics
- Biology
- Chemistry
- Chinese
- Classics (Greek, Latin)
- Comparative Literature
- Computer Science
- Economics
- English
- Environmental Studies
- French
- Geosciences
- German
- History
- Japanese
- Mathematics
- Music
- Philosophy
• Physics
• Political Economy
• Political Science
• Psychology
• Religion
• Russian
• Sociology
• Spanish
• Statistics
• Theatre
• Women’s, Gender and Sexuality Studies

General Structure of Majors

1) Students must elect at least nine courses in their major field. A major may also require an additional course and/or one Winter Study course during junior or senior year.

Students may also fulfill the minimum requirements for a major by taking eight courses in the major field and two courses, approved by a major advisor, in associated fields. In interdepartmental majors, such as Political Economy, a larger number of courses may be required.

2) A prescribed sequence of courses, supplemented by parallel courses, and including a major seminar, is required in some major fields. Other majors ask students to plan a sequence of elective courses, including advanced work building on elementary courses in the field, and ending in a one- or two- semester faculty-organized course or project senior year. All majors provide a system of counseling to help students plan programs reflecting individual interests as well as disciplined and cumulative patterns of inquiry.

Courses in many major programs require prerequisite courses in related areas. A full description of the detailed structure of each major is found under the heading of that major.

Contract Major

Students who wish to undertake the coherent study of an interdisciplinary subject not covered by a regularly offered major may propose a Contract Major. Those interested in this option should thoroughly review the Contract Major site, and begin consulting with the Contract Major Advisor and potential faculty advisors fall semester of sophomore year. Students completing a Contract Major may not do so in conjunction with a second major.

Three Majors

Students may complete three majors with the permission of all majors and the Committee on Academic Standing (CAS). Although students may be granted permission to use a course from one major to fulfill a particular requirement in another, a student must take the minimum
number of courses in each field without counting any course twice. Students may be a candidate for honors in either or all of the majors, but a course for honors in one major may not be used for an honors course in another.

Winter Study

Winter Study, which began in 1967, is intended to provide students and faculty with a dramatically different educational experience. The differences are in the nature of the courses, the nature of the learning experience, and the change of educational pace and format from fall and spring semesters. These differences apply to the faculty and students in several ways: faculty can try out courses with new subjects and techniques that might, if successful, be used later in the regular terms; they can explore subjects not amenable to inclusion in regular courses; and they can investigate fields outside their usual areas of expertise. In their academic work (which is graded Pass, Perfunctory Pass, or Fail) students can explore new fields at low risk, concentrate on one subject that requires a great deal of time, develop individual research projects, or work in a different milieu (as interns, for example, or on trips outside Williamstown). In addition, Winter Study offers students an opportunity for more independence and initiative in a less formal setting, more opportunity to participate in cultural events, and an occasion to get to know one another better.

Students who fail their Winter Study course will be required to make up the deficiency. Students who fail through gross neglect of work may be put on academic probation or required to resign. A student who receives a second Perfunctory Pass grade in Winter Study will be required to pass a fifth course the following spring or fall semester.

Swim Test

Williams believes it is vitally important that students possess the ability to swim.

A swim test is required of all first-year students at the start of the academic year. Students are required to swim 25 yards front crawl and 25 yards backstroke.

While all first-year students are required to report to the pool for the swim test, non-swimmers are not required to take the test but must register for a beginning swim class through the Department of Physical Education during the first quarter of the year.

The swim test is designed to be a safe and comfortable experience for everyone. If a student would prefer to take the swim test in a private setting, for reasons of religious observance or gender identity/expression, accommodations can be made.

Physical Education Requirement

The Physical Education (PE) requirement provides students the opportunity of establishing and maintaining a general level of fitness and well-being; of developing abilities in carry-over activities; of discovering and extending their own physical capabilities; and of developing skills in activities with survival implications, such as swimming.
Students must complete four PE credits as a requirement for graduation.

Students must complete at least two PE credits during the first year.

All four PE credits must be completed by the end of a student’s sophomore year. Students will not be permitted to study abroad if the Physical Education requirement has not been met.

The requirement may be met through successful participation in the following:

- Successful completion of a physical education or dance department activity course.
- Participation on a varsity, junior varsity, or club team.
- Participation in a regularly scheduled Williams Outing Club activity (requires WOC membership).
- Independent class (must be approved by the Physical Education Coordinator only after three PE credits have been earned).

Additionally, students must enroll in at least two different activities to fulfill the requirement.

- Completion of a physical education activity class earns one PE credit.
- Participation on a varsity, junior varsity or club sport team earns two PE credits per season.
- Students involved in dance ensembles earn two PE credits.
- Students may earn a maximum of three PE credits in one discipline.

Satisfactory attendance is required except for students excused by a Dean and the Director of Medical Services or the Director of Counseling Services.

PE credits are posted only twice per year, at the end of fall semester and at the end of spring semester. As a result, Academic Progress Reports may not accurately reflect PE credits.

- At the beginning of fall semester, PE credits listed should be accurate through the end of the previous spring semester.
- During late October/early November, any physical education activities completed during the first half of fall semester will not yet be posted.
- At the beginning of spring semester, any physical education activities completed during Winter Study will not be posted; they will be posted once Winter Study grading is completed.
- During April preregistration any physical education activities completed during the first half of spring semester will not be posted; they will be posted at the end of spring semester.

If your PE credits still seem incorrect, please check with the Department of Physical Education.

Residence Requirement

Students who begin college at Williams must spend eight semesters in residence, two of which can be an approved Study Away program.
Students transferring to Williams from other institutions as sophomores are expected to spend six semesters in residence and juniors must spend four semesters in residence.

Students must be in residence for both semesters of their final year.
Master of Arts in the History of Art

In cooperation with the Sterling and Francine Clark Art Institute, Williams College offers a two-year course of study leading to the degree of Master of Arts in the History of Art. The objective of the program is to offer to a small number of students a thorough professional preparation for careers in the visual arts, including schools and museums, and to enable them to pursue further research whether independently or at institutions offering higher graduate degrees. The curriculum consists of seminars in a wide range of art historical subjects. Opportunities are provided for practical experience in museum work at The Clark, the Williams College Museum of Art, the Massachusetts Museum of Contemporary Art, and other local collections. The study of primary materials is further extended by field trips to other collections. The degree is normally awarded after two years of resident graduate study. To earn the degree, students must take ten courses, of which at least six must be graduate seminars (including ARTH 504 and ARTH 506). In connection with the preparation of a paper for the Graduate Symposium, students will register for an eleventh course (ARTH 509), to be graded pass/fail, in their fourth semester. A demonstration of proficiency in reading two foreign languages is required. Of these two, German is required, and French is recommended. In January of the first year, students participate in a European study trip with selected faculty; in January of the second year, students must complete a draft of their Qualifying Paper. In addition to all course work, students must, at the end of the second year, present a shortened version of the Qualifying Paper in a graduate symposium to be held on Commencement weekend. To enter the program a successful applicant must have been awarded the degree of Bachelor of Arts or its equivalent from an accredited institution. An undergraduate major in art history is not required for acceptance to the program. More information is available on the Grad Art site.

Master of Arts in Policy Economics

The Center for Development Economics (CDE), which opened at Williams College in 1960, offers an intensive one-year program in economic analysis leading to the degree of Master of Arts in Policy Economics. The program is specifically designed for economists from developing countries who have already embarked on professional careers in the public sector. The curriculum requires courses in development economics, macroeconomics, public finance, and econometrics. CDE fellows choose among other courses in lecture, seminar, and tutorial formats. Recent course electives have included: developing country macroeconomics II; financial development and regulation; tax policy; international trade and development; program evaluation for international development; environmental and natural resource policy; international financial institutions; long-term fiscal challenges; the role of social safety nets; and micro-simulation for policy analysis. Williams undergraduates who satisfy course prerequisites, with the consent of the individual instructor, are encouraged to take courses at the CDE.
Admission to the master’s degree program is highly selective, with several hundred applicants each year for approximately 30 places. Candidates normally have a B.A. or B.Sc. degree with honors in economics or a related field, two or more years of relevant work experience, and an effective command of spoken and written English. CDE fellows are often nominated for the program by public agencies from which they will be on leave. More information is available on the CDE site.
All students are expected to be familiar with the Williams College Honor Code and to reaffirm their commitment to the Statement of Academic Honesty annually.

The Honor Code covers all aspects of academic honesty including, but not limited to:

- written examinations
- tests and quizzes
- problem sets
- lab reports
- papers
- homework assignments

To ensure a thorough understanding of the Honor Code, please refer to The Eph Survival Guide.

Statement of Academic Honesty

As an institution fundamentally concerned with the free exchange of ideas, Williams College has always depended on the academic integrity of each of its members. In the spirit of this free exchange, the students and faculty of Williams recognize the necessity and accept the responsibility for academic honesty.

A student who enrolls at the College thereby agrees to respect and acknowledge the research and ideas of others in their work and to abide by those regulations governing work stipulated by the instructor. Any student who breaks these regulations, misrepresents their own work, or collaborates in the misrepresentation of another’s work has committed a serious violation of this agreement.

Students and faculty are to report violations and alleged violations of this agreement. Such reports are to be submitted to the Student Honor Committee, consisting of eight student members of the joint Faculty-Student Honor System-Discipline Committee. This committee is responsible for determining the guilt or innocence of the accused person or persons, and for recommending appropriate punishments to the Dean. A committee of faculty members to be designated by the Faculty will sit with the Student Honor Committee in an advisory capacity.

A quorum of three-quarters shall be required for the Committee to meet. A vote of guilty by at least three-quarters of those present is necessary for conviction. A recommendation for dismissal must be made by unanimous vote of those present, and shall be carried out only with the assent of the President of the College.
The Committee is responsible for informing the student body of the meaning and implications of this statement. The aforementioned faculty committee shall be responsible for informing faculty members of the meaning and implications of this statement.

Any amendments to this statement must be made through a student referendum in which two-thirds of the student body votes, and in which two thirds of those voting vote for the amendment. These alterations must be ratified by the Faculty. —Adopted 1971
Students are required to be thoroughly familiar with the policies stated below.

Any exceptions to academic policies are by petition to the Committee on Academic Standing with the understanding that not all exceptions are approved.

Attendance

Williams College does not administer a general system of required classroom attendance. Students are expected to make full use of their educational opportunities by regular class attendance and assume the academic risks incurred by absences.

Instructors may set such standards of attendance as they deem necessary for the satisfactory conduct of their courses.

Students who fail to meet these standards may be warned by the instructor and notice sent to the Dean that continued absence could result in their being dropped from the course. A failing grade will be assigned to any regularly graded course dropped after the designated course change period. Students who do not attend the first-class meeting in a regular semester or Winter Study course may be required to withdraw by the instructor. Attendance is required at announced tests and final examinations unless the student is specifically excused by the instructor or a Dean.

Course Change Period

Course changes may be made during the Drop/Add period at the beginning of each semester. No changes may be made after that period except with the approval of the Committee on Academic Standing, after consultation with the Dean’s Office. During Winter Study, a second Winter Study course may be added if the instructor approves but the original course may not be dropped. A late fee of $5 per day may be assessed for each course change accepted after the announced deadline.

Year-Long Courses

Year-long courses are designated by an odd number and an even number joined by a hyphen; the work of the two semesters constitutes an integral, indivisible course. Therefore, if a student does not pass the second half of a year-long course, they forfeit credit for the first half and incur a deficiency as a result of the forfeiture. Students who register for a year course are required to do both semesters of that course within the same academic year.

Grading System
Williams uses the following system of grades: A = excellent; B = good; C = fair; D = passing; E = failing. These letters, with plus and minus value, have the following numerical equivalents in calculating grade averages:

- A+ = 4.33
- A = 4.00
- A- = 3.67
- B+ = 3.33
- B = 3.00
- B- = 2.67
- C+ = 2.33
- C = 2.00
- C- = 1.67
- D+ = 1.33
- D = 1.00
- D- = 0.67
- E = 0 results in a course deficiency

A student receives credit for a course by obtaining a grade of at least D-.

**First-Year Student Unsatisfactory Grade Notifications**

In the middle of each semester, instructors report to the Registrar those first-year students whose grades at that time are unsatisfactory. The students and their academic advisors receive these notices as a matter of routine.

**Eligibility for and Completion of Majors**

To be eligible for any major, students must have received grades of C or better in each course in the major taken in the first two years of college and Pass on any Winter Study Project taken in the major department or program. A senior may enter a major only upon the approval of the department chair and the Committee on Academic Standing.

All semester courses in the major must be taken on an A-E graded basis, unless a course is the first in the major; in that case, it can be taken pass-fail. In rare instances, and only with the permission of the relevant chair, students may be allowed to count a second pass-fail course for the major. In addition to passing each major course and, where required, a major Winter Study Project, the student must maintain an average in the major of 1.67 or higher. Seniors who have an average below 1.67 in the major field normally will not be allowed to continue. A senior who receives a grade of E in the first semester of a required major course may be dropped from the College at mid-year. A student who falls below these standards may continue in the major only with the approval of the Committee on Academic Standing.

A senior major exercise is not required by every department but is by some. All departments requiring such an exercise specify it as such in the description of their major programs, and all students in those departments must complete the exercise satisfactorily.
Early Concentration Rule

During the first two years of study, students are limited in the number of courses they may take in one department or subject each semester as follows:

- First-year students may take no more than one course with the same course prefix, nor more than two in one department, in a semester.
- Sophomores may take no more than two courses with the same course prefix, nor more than three in one department, in a semester.
- Sophomores may take no more than three courses with the same course prefix, nor more than four in one department, during the full year.
- A student may take no more than a total of five courses with the same course prefix, nor more than eight in one department, during the first two years.

Any exception to the above early concentration rule may be requested by a petition to the Committee on Academic Standing (CAS) filed at the time of registration.

Course Load

Students are required to complete four courses each semester.

Approved Reduced Course Load

If a student with a disability believes that they are unable to pursue a full course of study, the student may petition the Disabilities and Accommodations Advisory Committee for permission to pursue a reduced course load. Such a petition must be accompanied by a professional evaluation that addresses the student's inability to maintain a full course of study and discusses the rationale for a reduced course load. Upon consideration of a student's petition and supporting documentation, the Disabilities and Accommodations Advisory Committee makes a recommendation to the Committee on Academic Standing, which renders decisions. Such cases are considered on an individual basis and may be initiated at any time during the student's tenure at Williams.

A reduced course load permits students with documented need based on a disability to take three rather than four courses each semester. Students approved for a reduced course load must still complete all academic requirements of the college (including passing 32 courses, completing a major, and completing all of the distribution requirements) in order to graduate.

Academic rules of the college as they apply to students on approved reduced (three) course load:

- Minimum academic standards for an upperclass student on a reduced course load are three grades of C- or better, OR two grades of C- or better and a Pass each semester, and at least Perfunctory Pass on the Winter Study Project. The minimum academic standards for a first-year student on a reduced course load are two grades of C- or better and no failures each semester, and at least Perfunctory Pass on the Winter Study Project. The Committee on Academic Standing may require a student to withdraw from
the college for a period of time for failure to meet these minimum standards.

- Students may take a fourth course as an extra course. This course may be taken pass/fail or for a grade, and will count toward the 32 course requirement.
- Students on a reduced course load should confer with the Associate Registrar and with Dr. Wallace, Director of Accessible Education, at least once each year to make plans for completing the degree. Since the student will complete fewer than 32 Williams courses in eight semesters, the student will need to either take summer courses elsewhere or take additional semesters at Williams in order to complete their graduation requirements. Note, however, that only Williams courses can be used for completing distribution requirements.
- If a student wishes to take summer courses elsewhere, they must be pre-approved by the Associate Registrar and must be taken at an accredited four-year institution and be in a field appropriate to the liberal arts.
- If a student wishes to take courses elsewhere that count towards the requirements of their major, those courses will need to be approved by the chair in their major department or program.
- If a student receives financial aid, that aid can be extended if the reduced course load requires additional semesters to complete 32 courses.
- The college requires all students to take a full course load. This means that students on a reduced course load must be enrolled in a minimum of three courses each semester. Students who come to the end of a semester having completed 30 or 31 courses, and choose to complete those remaining courses by petitioning to take an additional semester at Williams will be expected to be enrolled in three courses that final semester.
- As is the case for all students, students are permitted to withdraw from one course in the first year and one additional course during the remaining semesters at Williams, so long as the requirements for withdrawing from a course are met. If the student withdraws from a course, the deficiency must be made up in either the following summer or the next semester.
- Students on reduced course load who plan to study away should be sure to let both Dr. Wallace and the study away advisor know of their intention to take a reduced course load while away. Many study away programs permit students to take a three course load if they have been approved for that load by their home institution, but some programs are fully integrated such that taking only three courses is not possible without disrupting the academic integrity of the program.
- If a student is approved for a reduced course load without a specific ending date, Dr. Wallace will review the necessity of continuing on reduced load at the beginning of each term. He may contact the student to request updated academic or medical information if needed to determine the appropriateness of continuing the reduced course load accommodation.

Pass/Fail Option

Students may take up to 3 courses on a pass/fail basis (but no more than one in any given semester). Students may designate a course pass/fail at any point after drop/add up to the
tenth week of the semester. Once a course has been designated pass/fail, however, this
designation cannot be changed. Students must achieve a minimum grade of D- in a pass/fail
course to receive a “P”. An “F” in a pass/fail course will be recorded as an “E” on students’
records and will count toward the GPA, but a “P” will not.

Courses taken pass/fail cannot subsequently be used to fulfill distributional requirements
(divisional, WI, DPE, QFR). No course counting toward a major, certificate, or concentration
can be taken pass/fail unless this course is the first one taken toward that credential. (In rare
circumstances, chairs of programs or departments may grant exceptions to this rule.)

Students may designate a fifth course as one of their pass/fail options, similarly by the tenth
week of the semester. Courses taken pass/fail as part of a four-course load or as a fifth course
to make up a course deficiency will count toward graduation; courses taken pass/fail as an
extra course will not count toward graduation.

By default, any course is available for students to enroll on a graded or pass/fail basis.
Instructors have the option of designating any of their courses not eligible for the pass/fail
option.

Fifth Course Option

Except in the case of the unbalanced course program described above, a student may, by the
end of drop/add, enroll in a fifth course that must be designated as an extra graded course. An
extra course may be dropped any time up to the sixth week of the semester. If a student
chooses to continue in the course and the course is available for the pass/fail option, they
must decide by the tenth week whether to complete the course on an A-E graded basis or
change the course to pass/fail. An extra course graded “Pass” may not be used to fulfill
distribution or major, concentration, or certificate requirements (under rare circumstances, the
chair of the relevant program or department may grant an exception to this rule) or to
accelerate graduation, but may be used to make up a deficiency from a prior semester as one
of the 32 semester courses required to complete the degree. An extra course completed as a
fifth A-E graded course may be used to fulfill distribution or major, concentration, or certificate
requirements or to make up a deficiency incurred in a prior term, but not to accelerate
graduation. The grade received will be included in the calculation of the student’s cumulative
grade-point average.

By default, any course (except a tutorial) is available for students to enroll as a Fifth Course.
Instructors have the option of designating any of their courses not eligible for the fifth course
option.

Withdrawing from a Course

First-year and first-semester transfer students may be permitted to withdraw from one course
(incurring a deficiency but no grade penalty) as late as the tenth week of the semester.
Upperclass students also may withdraw from a course under the same conditions once in
subsequent years. A withdrawal, recorded on the transcript as a “W,” is granted only with the
approval of the instructor and a dean and only if there is complete agreement between the
instructor and the dean that, despite conscientious effort to do the work, continuation in the
course would be detrimental to the overall educational interest or health of the student. The
deficiency thereby incurred must be removed in the normal manner.

**Deadlines for Coursework**

Deadlines for coursework are set by the instructor with the following limitations:

- for courses with final exams, the latest that written work may be due is 5:00 pm on the
  last day of reading period.
- for courses without final exams, the latest that written work may be due is 5:00 pm on
  the third-to-last day of the exam period.
- If work is due before these deadlines, the instructor may grant an extension up to these
deadlines solely at their discretion. Short extensions beyond these deadlines may be
  granted by a dean but only with the concurrence of the instructor. No extensions will be
  granted beyond the examination period except in the case of serious illness.
- Instructors may require students who have missed announced quizzes or hour tests to
  present satisfactory explanations to a dean before they are permitted to make up the
  exercises.
- If a student is absent from a final examination, a make-up examination may be given
  only with the permission of a dean and at a time determined by the dean.

**Failing a Course and Deficiencies**

When a student falls behind in course credits because of a failure or course withdrawal, they
have a deficiency. Deficiencies can be made up only by courses taken after the deficiencies
have been incurred. Thus, for example, Advanced Placement credits may not be used to make
up deficiencies.

A deficiency incurred in the fall term must be made up before the start of the following
academic year. A deficiency incurred in the spring semester must be made up prior to the start
of the following spring semester. A student may, in consultation with the Dean's Office, petition
the Committee on Academic Standing with an alternate plan.

A student must make up a deficiency in one of these ways:

- obtain a grade of at least C- in a summer school course, approved in advance by the
  Registrar, at a regionally accredited four-year college or university; (the grade will not,
  however, be included in the calculation of the student's cumulative grade point average)
- pass an extra course, either on a pass/fail or on an A-E graded basis, at Williams in the
  semester following the withdrawal or failure.
- in the case of a first-semester failure of a year-long course, obtain a grade of at least a
  C- in the work of the second semester of that course. The failure for the first semester
  will, however, remain on the student's record and will be included in the cumulative
  grade point average. If a failure occurs in the second semester of a full-year course,
credit for passing the first semester may be retained only upon the recommendation of the department concerned and with the approval of the Committee on Academic Standing.

A senior who incurs a failure in the first semester in a required major course may be dropped from the College at midyear.

Separation for Low Scholarship

It is the policy of Williams College not to permit a student to remain in residence after it has become evident that they are either unable or unwilling to maintain reasonable standards of academic achievement. At the end of each term, the Committee on Academic Standing reviews all academic records that fail to meet the following minimum academic requirements:

- For first-year students: Three grades of C- or better and no failures each semester, and at least Perfunctory Pass on the Winter Study Project
- For upper-class students: Four grades of C- or better, OR three grades of C- or better and a Pass each semester, and at least Perfunctory Pass on the Winter Study Project

Students whose records fail to meet these minimum academic requirements or whose records otherwise fail to show adequate progress may be required to resign.

Students who are required to resign from the College for academic reasons are normally not permitted to return for at least one year from the date of their resignation. A student who has been required to resign from the College may petition the Committee on Academic Standing through the Office of the Dean of the College for reinstatement. That petition must include (1) evidence that the student has made up all course deficiencies, (2) a letter to the Committee providing convincing evidence that the student is ready and able to complete work toward a degree at Williams.

Students who are required to resign due to failure to meet minimum academic requirements can appeal that decision by making a personal statement to the Committee on Academic Standing (in person, in writing, or via Skype/conference call). The CAS decision upon appeal is final.

When required to resign, students must vacate their rooms promptly. Financial aid students must also see the Director of Financial Aid before leaving to discuss loan repayment and renewal of aid in the event of readmission.

Students are expected to vacate their rooms, including belongings, upon withdrawal from the College and follow all housing deadlines for departure.

Withdrawal from the College in Good Standing

Students may request personal leaves of absence from a dean and, if granted, withdraw from the College. Such time away, often as a period of reassessment and self evaluation, can prove to be beneficial educationally. A withdrawal in good standing may be granted for not less than
one semester and not more than three years. Students who withdraw in good standing are readmitted with the approval of the Dean’s Office and are expected to complete the degree without further interruption.

Students may request permission from a dean to withdraw at any time. If a student is granted a personal leave of absence after the semester begins, but before the end of the drop/add period, the transcript will list the date of withdrawal as the day before the term began. If a personal leave is granted after the end of the drop/add period, but before the end of the eighth week of the semester, the transcript will list the date of withdrawal, but the semester will not count toward the maximum of eight allowed to complete the degree. If a personal withdrawal is allowed after the eighth week of the semester, the transcript will list the date of withdrawal and the courses in progress, each with a W; the semester will normally count toward the maximum of eight allowed to complete the degree and the student will incur deficiencies that must be made up before returning to the College.

Refunds

Payment refund or credit in the event of withdrawal is described in the Williams College Refund Policy.

Eligibility for Extracurricular Activities

A student is eligible to participate in any athletic, dramatic, literary, or musical event and be in the student government, or other organization as a member, substitute, or officer, unless they are declared ineligible:

1) by the Dean;
2) by vote of the Discipline Committee; or
3) by vote of the Committee on Academic Standing because of a dangerously low record.

The Student Honor Committee may recommend to the Dean loss of eligibility as a penalty for a violation of the Honor Code.

Dean’s List

All students who attain a semester average of 3.50 or higher in a program of four or more courses taken on an A-E graded basis are placed on the Dean’s List for that semester. Students with three courses taken on an A-E graded basis and one pass/fail course are not eligible for the Dean’s List.

Phi Beta Kappa Society

Students of the highest academic standing are eligible for election to membership in the Phi Beta Kappa Society in accordance with the following rules:
1) The requirements for election to membership shall be a grade point average of 3.3 and Honors or Pass in all required Winter Study Projects. There shall be two elections of new members for each class, at the end of the junior and senior years.

2) At the end of the junior year, all students in the highest five percent of the class, ranked by cumulative grade point average, shall be eligible for election provided they have met the requirements and have completed enough courses to be considered candidates for the B.A. degree in the following year. A student who leaves Williams at the end of the junior year to attend graduate school may be elected under the above procedures.

At the end of the senior year, all students not yet elected and in the highest 12.5 per cent of the class, ranked by cumulative grade point average, shall be eligible for election provided they have met the requirements.

3) Students shall be eligible for election only if they have been students at Williams College for at least two years.

4) Honorary members may be elected from distinguished alumni of at least twenty years’ standing. No more than one such member shall be elected each year.

5) Any student who shall have gained their rank by unfair means or who in the judgment of the Dean of the College is not of good moral character is ineligible to election.

6) The name of a member elect shall be entered on the roll only after they have accepted the election and has paid to the Treasurer the regular entrance fee.

7) Any undergraduate member who withdraws from the College before graduation or who falls short of the minimum Phi Beta Kappa scholastic standing may, upon a two-thirds vote of the members present at the annual meeting, be deprived of membership in the society.

8) Any undergraduate member who is expelled from the College shall be deprived of membership in the Society.

9) While connected with Williams College as an officer of instruction or administration, any graduate of Williams College who is a member of another chapter of Phi Beta Kappa shall be considered a regular member of the Williams chapter.

10) While connected with Williams College as professor, associate professor or assistant professor, or an officer of administration, any member of another chapter of Phi Beta Kappa shall have all the privileges of the Williams chapter, including holding office and voting. While connected with Williams College, any other officer of instruction or administration who is a member of another chapter shall have all the privileges of the Williams chapter, except holding office and voting.

Awarding of Degrees
By vote of the Trustees, the degree of Bachelor of Arts is conferred at Commencement upon students who have completed the requirements as to courses and grades to the satisfaction of the Faculty. The right to a degree may, however, be forfeited by misconduct at any time prior to the conferring of the degree. No degree in absentia will be conferred except by special vote of the Trustees on petition presented to the Dean. Diplomas will not be authorized for students who have not paid College charges or have not returned all books belonging to the library.

Graduation with Distinction (Latin Honors)

The Faculty will recommend to the Trustees that the degree of Bachelor of Arts with distinction (Latin Honors) be conferred upon those members of the graduating class who have passed all Winter Study Projects and obtained a four-year average in the top:

- 35% of the graduating class – Bachelor of Arts cum laude or higher
- 15% of the graduating class – Bachelor of Arts magna cum laude or higher
- 2% of the graduating class – Bachelor of Arts summa cum laude

Winter Study

Students must pass a Winter Study course in each of their four years. Winter Study courses are graded Pass, Perfunctory Pass, or Fail. All work must be submitted by the last day of the Winter Study term; work may be accepted after this date only with the permission of a Dean. Students who fail their Winter Study course or receive a second Perfunctory Pass will be placed on academic probation by the Committee on Academic Standing and will be required to make up the deficiency. Students who fail through gross neglect of work will normally be required to resign.

Student Records

Williams College has policies regarding the kinds of information that will be included in the permanent record of students as well as policies regarding the retention, safety and security, and disposal of records. Its information-release policies respect the rights of individual privacy, the confidentiality of records, and the best interests of students and the institution.

Williams values the privacy of its students and complies with the Family Educational Rights and Privacy Act (FERPA), which governs access and release of student education records.

The Student Records Disclosure Policy is emailed annually to ensure students are aware of their rights.

1. A student has the right to inspect and review their education records within 45 days of their request.

Even though the law allows 45 days, at Williams, requests are normally honored at the time they are submitted. Students should submit their requests to the persons maintaining the records to which they wish access, e.g. the registrar, dean, department chair, or other appropriate officials.
2. A student has the right to request that corrections be made to their education records if they believe the records are inaccurate or misleading or otherwise in violation their privacy rights under FERPA.

Students should address such requests to the official responsible for the record and must clearly identify the parts of the record which they wish amended and why they believe them to be inaccurate or misleading.

If the official responsible for the record does not agree to amend the record as requested, Williams will notify the student of the decision and advise them of the right to a hearing and the procedures for initiating one.

3. A student has the right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is to school officials with legitimate educational interests. For these purposes, a school official is a person employed by Williams in an administrative, supervisory, academic, research, or support staff position, including security and health personnel; a person or company with whom Williams has a contract such as an attorney, auditor, collection agent, or educational researcher; a person serving on the Board of Trustees; or a student serving on an official committee such as the disciplinary committee, or assisting another school official in performing their tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their responsibility.

Williams also discloses educational records without prior consent upon request from another educational institution in which the student seeks or intends to enroll.

Williams may also disclose to parents and guardians of a student under the age of 21, without the student’s consent, information regarding the student’s violation of any Federal, State, or local law, or any rule or policy of Williams, governing the use or possession of alcohol or a controlled substance.

The law also allows Williams to make public, without prior consent of the student, the final results of the disciplinary proceedings conducted by Williams concerning an allegation of a crime of violence against a student who is an alleged perpetrator of a crime of violence, if the student is found to have violated Williams’ rules or policies with respect to that crime.

In addition, Williams may make public the following student “directory information” unless the student informs the registrar in writing by September 15 that their prior consent be required during that academic year:

- name
- permanent and College addresses
- campus electronic mail address
- permanent, mobile, and campus telephone numbers
- date of birth
- major field
- extra-curricular activities
- height and weight of members of athletic teams
- dates of attendance
- degrees, honors, and awards
- other schools attended

Williams is very conservative in its use of this directory information and releases it outside the college community only when its release is deemed of benefit to students. Generally this information is not publicly available outside the Williams network, with the exception of the directory. The directory lists name, class year, campus address and campus e-mails.

A student may opt to consider directory information confidential and it will be flagged as such in the student’s record. To elect this option, the student must inform the registrar in writing by September 15 that prior consent is required to release directory information, and should contact the Associate Registrar, Mary.L.Morrison@williams.edu, to discuss this request.

4. A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Williams to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202–8520

Record Retention

- Records that document the academic progress of matriculated students: This series may include but is not limited to high school and other college transcripts, admission applications, major and concentration declaration forms, independent study petitions, summer school and study away petitions, petitions for exceptions to College academic policies, applications for withdrawal from the College, and transfer admissions to the College. These types of records are retained for five years from last enrollment.
- Records related to grades: Paper/email submissions of grades and grading changes, reports of unsatisfactory grades, pass/fail designations, fifth course options, withdrawal with W grade forms, and audit validation forms are retained for seven years beyond end of pertinent term.
- Official transcript at the time of graduation is a permanent record.
Academic Resources

Academic Resources is a number of services and programs that reside in various locations on campus designed to support students’ academic and intellectual engagement and to help them take full advantage of the curriculum. Our goal and higher purpose is to help students explore and take full advantage of Williams’ educational/intellectual opportunities of living and learning.

“The mission of Academic Resources is to help students go beyond SUCCEEDING at Williams to THRIVING at Williams.”

- Quantitative Skills Program
- Writing Program
- Peer Tutor Program
- Disability Support Services (DSS)

Graduate Study and Professional Careers

Although Williams’ principal function is to provide a broad and solid liberal education that will be of lasting value no matter what vocation a student may pursue, the College recognizes that no fundamental conflict exists between a liberal education and preparation for a professional career, on the contrary, a foundation of liberal studies increases professional competence in any field. A student should plan their program of study to provide as much educational breadth and enrichment as circumstances permit. A student should also give serious consideration to post-college plans early in their college career.

Each departmental major provides the foundation for graduate study in the corresponding field. Students should consult with individual programs for requirements and for special advice regarding preparation for graduate study. Students should also consult with the appropriate faculty advisors as early as possible to make certain they have taken all the necessary factors into consideration.

Visual Arts

Students interested in graduate studies in art or architecture should meet with faculty with whom they have completed advanced work in the areas they wish to pursue. Their counsel can help narrow the search of programs that would best match a student’s needs. The specific requirements of all art and architecture schools offering Master of Arts and/or Master of Fine Arts is available from their online resources.

The College Art Association (CAA) has written:
"Admission to (graduate) programs should be based on the nature, extent, and quality of undergraduate preparation, including courses in studio, art history, and other academic subjects. Quality of studio preparation can best be judged on the basis of careful evaluation of work done at the undergraduate level; therefore, a portfolio review (usually represented by slides) is regarded as an absolute necessity in the admission process.

While many institutions consider the BFA to be the standard qualifying degree, the fact that the applicant has attended a BA- or BS-granting institution does not necessarily rule out acceptance in most MFA programs. Whatever the undergraduate degree, most entering graduate students tend not to be completely prepared in one or more of the areas cited above and will require remedial make-up work...

Some institutions use the MA degree as a qualifying prerequisite for final acceptance into MFA candidacy, allowing the student to apply the earned credits toward the higher degree."

Students are advised to take into consideration not only current minimum requirements but also recommended courses.

**Business Administration**

Williams offers no special course in preparation for a business career for graduate study in business administration. The qualities which are important to succeed in business, and which graduate business schools are seeking, are an ability to reason and to express oneself logically and clearly in written and oral exposition; a good understanding of the physical and social environment in which business operates; a solid background in quantitative skills; and an appreciation of human motivations and goals. This means that a broad liberal arts program is preferred over a highly specialized one.

Within this broad prescription, it may be desirable to have at least one year of economics and one year of mathematics (including statistics and calculus). For those interested in production management or operation research, additional work in any quantitative course and/or a course in computer science would be helpful.

But there is no particular major at Williams that is designated as preparation for the business profession. Students interested in futures in business are encouraged to undertake a broad educational program in the arts, humanities, and sciences. It is important that one gets involved in extra-curricular activities, one holds a leadership position, and pursuing relevant summer internships is critical.

Students interested in graduate work in business administration should contact the Pre-MBA Advisor, Robin Meyer, at the Career Center.

**Engineering**

Many Williams graduates enjoy productive careers in engineering, applied science, or technical management. Successful engineers need to communicate effectively, reason logically, and understand both the technical and the social dimensions of a problem. A
prospective engineer should major in one of the sciences (usually physics, chemistry, computer science, or mathematics), while pursuing a broad liberal arts education at Williams. Most often a student will complete a Williams B.A. in the usual four years and then go to an engineering school for professional training leading to a master’s degree or doctorate in engineering. While it may be necessary to make up a few undergraduate engineering courses, the opportunities at Williams to participate in scientific research and the breadth of a liberal arts education prepare Williams graduates to succeed in engineering graduate study and in their careers.

The Physics Department’s Pre-Engineering site includes a list of Williams courses recommended to prospective engineers, as well as links to further resources.

Foreign Language

Particular attention is called to the foreign language requirements of graduate study. Candidates for the degree of doctor of philosophy at many graduate schools are required to have a reading knowledge of both French and German. Under certain circumstances another language may replace French. Many graduate schools require also a knowledge of Latin for students of English and Romantic Languages. Candidates for the master of arts degree are required to have a reading knowledge of either French or German. Students should consult departmental chairs or the faculty advisors for the requirements in specific fields of study.

Law

Williams graduates regularly proceed directly to law schools on the strength of their liberal arts education. As a rule, law schools do not require particular pre-law curriculum for undergraduates. Consequently, application and admission to law school is open to qualified students from all academic disciplines. This does not mean, however, that law schools are indifferent to one’s undergraduate academic experience. In fact, law schools will be very conscious of the quality and rigor of one’s undergraduate education. A serious student, considering law school, will heed this advice and undertake a challenging program.

Students intending to study law should consult with the Pre-Law Advisor, Michelle Shaw, at the Career Center. Also, on a regular basis, law schools from around the country visit Williams to provide information and to answer questions from potential applicants.

Health Professions

Many Williams graduates elect to pursue a career in medicine, dentistry, veterinary medicine, public health, or other health-related fields. All are welcome to seek guidance from the Health Professions Advisor within the Career Center.

Students interested in medicine and related fields should pursue a broad liberal arts education, letting enthusiasm for subjects be a guide. In most cases, a student should acquire volunteer service and field-specific internship experience in an effort to confirm interest in the chosen field. With careful planning, any major can be studied.
In order to pursue a career in a health-related field, a student must pay particular attention to the courses required for graduate school admission. In certain fields, upwards of twelve courses are listed as prerequisites. The general requirements for many programs are outlined in “Choosing First Year Courses,” but each student considering advanced study in health fields should meet with the Health Professions Advisor early in the college career to ensure that planned coursework will satisfy admissions requirements.

Barbara Fuller, the Health Professions Advisor, will be happy to discuss goals and specific steps that might help a student realize them. Detailed information is available at the Health Professions site.

Pre-College and College Teaching/Research

A central qualification for careers in teaching at any level is proficiency in a major. Students interested in college teaching and research should prepare themselves at Williams for graduate work in the subject of their choice. Those interested in teaching at the elementary or secondary level should plan to attain state certification and/or earn an MAT or M.Ed. There are many opportunities to do teaching internships and study education as an undergraduate while at Williams.

Students interested in college teaching should consult with the chairs of the departments in which they intend to major. Those interested in teaching at the elementary and secondary level should refer to the Williams Program in Teaching site. Additional advice for both of these options is also available at the Career Center.

Teaching After Williams

There are many options for teaching after Williams, including independent and public school teaching. Many states now offer streamlined programs to certify public school teachers, and many states offer a wide range of options for acquiring certification while you teach.

Students interested in teaching may want to consider participating in the Williams Program in Teaching which is designed to enable undergraduates to study the ideas, questions, and practices involved in good teaching at all levels. The program is open to any student interested in education and offers opportunities for all levels of interest, including those who want to find out about certification and graduate study. Students should contact Susan Engel, the Director of the Program, to find out how they might participate.

Students who want career advice should contact the Career Center which has a very active on-campus educational recruiting program that includes many private schools as well as Teach for America and similar programs. The program begins in the fall and continues through the spring. Students interested in teaching at independent elementary- or secondary-level schools or participating in the Teach for America or similar programs directly after graduation from Williams (certification is not required) should consult with the Career Center.

Religious Study
There is no particular path through the Williams curriculum designed or recommended for students intending to prepare for a career as a religious professional, enroll in a seminary, or pursue theological education. Undergraduate study in many fields within the liberal arts curriculum can be useful to the prospective minister, priest, rabbi, imam, or teacher of religion.

Students contemplating advanced academic work in religious studies in preparation for an academic career in teaching or scholarship should give serious consideration to concentrated undergraduate study in the field, in consultation with faculty advisors in the Religion Department.

Students with vocational interests that may include ordination or certification as a religious professional in a field such as chaplaincy, religious education, service to a congregation, faith-based humanitarian work or some other form of ministry are urged to make themselves known to one of the chaplains (or, where appropriate, one of the local clergy) as soon as these interests begin to come into focus. Ordination requirements vary widely depending on the particular religious community or tradition; in some cases, it may be possible to make progress on certain credentials in academic study or field experience during the college years. Many divinity schools and theological seminaries expect and welcome students whose understanding of “ministry” or sense of call is very much still in formation. A basic foundation in the study of religion is certainly helpful—sacred texts, scriptural languages, history, philosophy, phenomenology and comparative studies, etc. But undergraduate study in other disciplines—music and the arts, political science and economics, anthropology, psychology and sociology—may also enhance preparations at the graduate level for future service to communities of faith.
Administration

catalog.williams.edu/administration

Senior Staff

Collette Chilton
Chief Investment Officer

Keli Gail
Assistant to the President and Secretary of the College

Leticia S. E. Haynes
Vice President for Institutional Diversity and Equity

Stephen Klass
Vice President for Campus Life

David Love
Provost, Professor of Economics

Maud S. Mandel
President and Professor of History, Program in Jewish Studies

Megan Morey
Vice President for College Relations

Lee Park
Interim Dean of the Faculty, William R. Kenan, Jr. Professor of Chemistry

Frederick W. Puddester
Vice President for Finance and Administration and Treasurer

Jim Reische
Chief Communications Officer

Marlene Sandstrom
Dean of the College, Hales Professor of Psychology
The Williams Directory can provide additional information about faculty.

Leave information is noted.

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Charles F. Jackson, Visiting Assistant Professor of Art, 1984, B.F.A., VA Commonwealth University, 1990, M.F.A., University of California, Davis, Fall 2018

Galen E. Jackson, Assistant Professor of Political Science, 2009, B.A., Williams College, 2010, M.A., University of Chicago, 2016, Ph.D., University of California, Los Angeles

Sarah A. Jacobson, Associate Professor of Economics, 1998, B.S., Harvey Mudd College, 2005, M.A., Georgia State University, 2010, Ph.D., Georgia State University

Joy A. James, Francis Christopher Oakley Third Century Professor of Humanities, 1980, B.A., Saint Mary’s University, 1982, M.A., Fordham University, 1987, Ph.D., Fordham University
Ju-Yu Scarlett Jang, Professor of Art, 1969, B.A., National Cheng-Chih University, 1984, M.A., University of California, Berkeley, 1989, Ph.D., University of California, Berkeley

William K. Jannen, Assistant Professor of Computer Science, 2009, B.A., Williams College

Katharine E. Jensen, Assistant Professor of Physics, 2004, A.B., Princeton University, 2013, Ph.D., Harvard University

Cathy M. Johnson, James Phinney Baxter III Professor of Political Science, 1979, B.A., Dartmouth College, 1986, Ph.D., University of Michigan

Shakia F. Johnson, Arthur Levitt, Jr. '52 Artist-in-Residence, Spring 2019

Stewart D. Johnson, Professor of Mathematics, 1979, B.A., Fort Lewis College, 1985, Ph.D., Stanford University


Kevin M. Jones, William Edward McElfresh Professor of Physics, 1977, B.A., Williams College, 1983, Ph.D., Stanford University

Peter Just, Professor of Anthropology, 1972, B.A., University of Chicago, 1979, M.A., University of Pennsylvania, 1986, Ph.D., University of Pennsylvania

Shinko Kagaya, Professor of Japanese, 1989, B.A., Aoyama Gakuin University, 1991, M.A., Ohio State University, 1999, Ph.D., Ohio State University

William R. Kangas, Assistant Professor of Physical Education and Head Men's Ice Hockey Coach, 1982, B.A., University of Vermont, 1994, M.Ed., Massachusetts College of Liberal Arts

Aparna Kapadia, Assistant Professor of History, 1998, B.A., St Xavier's College, Mumbai University, 2005, M.Phil., Jawaharlal Nehru University, 2010, Ph.D., University of London

Paul M. Karabinos, Charles L. MacMillan Professor in Natural Sciences, 1975, B.S., University of Connecticut, 1981, Ph.D., Johns Hopkins University, on leave Spring 2019

Catherine M. Kealhofer, Assistant Professor of Physics, 2003, A.B., Princeton University, 2013, Ph.D., Stanford University

Christiann L. Kelsey, Assistant Professor of Physical Education and Head Women's Volleyball Coach, 2000, B.S., Purdue University, 2012, M.S., Northeastern University


Savan Kharel, Visiting Assistant Professor of Physics

Anthony Kim, Visiting Assistant Professor of American Studies, 2006, B.A., University of California, San Diego, 2013, M.A., University of California, San Diego, 2016, Ph.D., University of California, San Diego

Kris N. Kirby, Professor of Psychology, 1985, B.A., Marshall University, 1991, Ph.D., Harvard University


Eric C. Knibbs, Associate Professor of History and Faculty Affiliate in Religion, 2004, B.A., University of Pennsylvania, 2009, Ph.D., Yale University

Pia M. Kohler, Assistant Professor of Environmental Studies, 1998, B.S., McGill University, 2001, M.E.S., Yale School of Forestry and Environmental Studies, 2006, Ph.D., Massachusetts Institute of Technology

Thomas A. Kohut, Sue and Edgar Wachenheim III Professor of History, 1972, B.A., Oberlin College, 1975, M.A., University of Minnesota, 1983, Ph.D., University of Minnesota, on leave Spring 2019

Anjuli F. Kolb, Assistant Professor of English, 2003, B.A., Columbia University, 2008, M.Phil., Columbia University, 2013, Ph.D., Columbia University

Christophe A. Koné, Assistant Professor of German, 2006, M.A., Université Lumiére Lyon 2, 2013, Ph.D., Rutgers University, on leave 2018-2019


Elizaveta A. Koryushkina, Visiting Assistant Professor of Anthropology, 2011, Ph.D., Brown University

Lu Kou, Visiting Assistant Professor of Chinese, 2018, Ph.D., Harvard University

Cornelius C. Kubler, Stanfield Professor of Asian Studies, 1972, B.A., Cornell University, 1978,
M.A., National Taiwan University, 1981, Ph.D., Cornell University

Joanna Kurkowicz, Lyell B. Clay Artist in Residence, Violin and Concertmaster, Berkshire Symphony, 1994, M.M., University of Massachusetts Amherst, on leave Fall 2018

Steven J. Kuster, Assistant Professor of Physical Education and Head Swim Coach, 1993, B.A., University of Pennsylvania, 1999, M.Ed., Harvard University

Kenneth N. Kuttner, Robert F. White Class of 1952 Professor of Economics, 1982, B.A., University of California, Berkeley, 1989, Ph.D., Harvard University, on leave Fall 2018

Karen B. Kwitter, Ebenezer Fitch Professor of Astronomy, 1972, B.A., Wellesley College, 1974, M.A., University of California, Los Angeles, 1979, Ph.D., University of California, Los Angeles, on leave Fall 2018

Sara LaLumia, Associate Professor of Economics, 2000, B.A., Youngstown State University, 2006, Ph.D., University of Michigan

Edwin I. Lawrence, Artist Associate in Harpsichord, Piano and Organ and Lecturer in Music, 1969, B.M., State University of New York, Fredonia

Tim J. Lebestky, Associate Professor of Biology, 1995, B.S., University of Kansas, 2002, Ph.D., University of California, Los Angeles, on leave Spring 2019

Alice Lee, Assistant Professor of Physical Education and Head Women’s Lacrosse Coach, 2009, B.S., Central Connecticut State University, 2015, M.S., University of Massachusetts Amherst


Jason R. Lemieux, Assistant Professor of Physical Education and Head Nordic Ski Coach, 2001, B.A., Williams College


Kelsey Levine, Assistant Professor of Physical Education and Head Alpine Ski Coach, 2010, B.A., Williams College

Zafrir Levy, Assistant Professor of Physical Education and Head Squash Coach, 2001, B.A., Williams College

Michael J. Lewis, Faison-Pierson-Stoddard Professor of Art History, 1980, B.A., Haverford College, 1989, Ph.D., University of Pennsylvania

Scott A. Lewis, Assistant Professor of Physical Education and Director of Outing Club, 1980, B.S., Stanford, 1985, M.Ed., Stanford
John K. Limon, John J Gibson Professor of English, 1974, B.A., Harvard University, 1981, Ph.D., University of California, Berkeley

Haydee M. A. Lindo, Assistant Professor of Mathematics, 2008, B.A., Williams College, 2012, M.S., University of Nevada, Lincoln, 2016, Ph.D., University of Utah


David W. Loehlin, Assistant Professor of Biology, 2003, A.B., University of Chicago, 2011, Ph.D., University of Rochester

Susan R. Loepp, Chair and Professor of Mathematics, 1989, B.S., Bethel College, 1994, Ph.D., University of Texas, Austin


Kimberly S. Love, Assistant Professor of English, 2010, B.A., Tuskegee University, 2017, Ph.D., University of Virginia

Peter D. Low, Professor of Art, 1994, B.A., University of Toronto, 1995, M.A., Johns Hopkins University, 2001, Ph.D., Johns Hopkins University, on leave 2018-2019

Natalie E. Lozinski-Veach, Visiting Assistant Professor of German, 2010, B.A., State University of New York, New Paltz, 2016, Ph.D., Brown University

Daniel V. Lynch, Philip and Dorothy Schein Professor of Biology, 1979, B.S., University of Massachusetts Lowell, 1983, Ph.D., University of Texas, Austin

Michael D. MacDonald, Frederick L. Schuman Professor of International Relations, 1972, B.A., University of California, Berkeley, 1974, M.A., University of California, Berkeley, 1983, Ph.D., University of California, Berkeley, on leave 2018-2019

Jennifer L. MacIntire, Lecturer in Biology and Chemistry, 1992, B.A., University of Vermont


Protik K. Majumder, Barclay Jermain Professor of Natural Philosophy, 1982, B.S., Yale University, 1989, Ph.D., Harvard University
Shervin Malekzadeh, Visiting Assistant Professor of Political Science, 1996, A.B., Stanford University, 2006, M.A., Georgetown University, 2011, Ph.D., Georgetown University


Maud S. Mandel, Professor of History

James A. Manigault-Bryant, Associate Professor of Africana Studies, 1995, B.A., Tulane University, 2002, Ph.D., Brown University

LeRhonda S. Manigault-Bryant, Associate Professor of Africana Studies and Faculty Affiliate in Religion, 1999, A.B., Duke University, 2002, M.Div., Emory University, 2007, Ph.D., Emory University

Patricia M. Manning, Assistant Professor of Physical Education and Head Women’s Basketball Coach, 1977, B.S., State University of New York, Cortland, 1988, M.S., Smith College

Luana S. Maroja, Associate Professor of Biology, 1999, B.S., Universidade Federal do Rio de Janeiro, 2001, M.S., Universidade Federal do Rio de Janeiro, 2008, Ph.D., Cornell University, on leave Fall 2018

Brian Martin, Professor of French & Comparative Literature, 1993, A.B., Harvard University, 1999, M.A., Harvard University, 2003, Ph.D., Harvard University

Laura J. Martin, Assistant Professor of Environmental Studies and Faculty Affiliate in History, 2006, S.B., Brown University, 2010, M.S., Cornell University, 2015, Ph.D., Cornell University

Martha J. Marvin, Lecturer in Neuroscience, 1984, B.A., University of California, Berkeley, 1995, Ph.D., Massachusetts Institute of Technology

Aleksandar Matovski, Mellon Postdoctoral Fellow in Political Science, 2015, Ph.D., Cornell University


Mark T. McDonough, Lecturer in Physical Education, Assistant Football Coach, 2002, B.S., Ithaca College

Robert H. McElver, Visiting Lecturer in Theatre, 2005, B.A., San Francisco State University, Spring 2019


Keith E. McPartland, Associate Professor of Philosophy, 1994, B.A., Rutgers University, 1998, M.A., Cornell University, 2007, Ph.D., Cornell University


Lisa M. Melendy, Chair, Director of Athletics and Assistant Professor in Physical Education, 1982, A.B., Smith College, 1985, M.S., University of Massachusetts Amherst

Carolina Melgarejo-Torres, Visiting Assistant Professor of Spanish, 2008, B.A., University Nac Autonoma, 2012, M.A., El Colegio de Mexico, 2018, Ph.D., El Colegio de Mexico

Nicole E. Mellow, Professor of Political Science, 1992, B.A., Vassar College, 2003, Ph.D., University of Texas, Austin


Carolyn D. Miles, Assistant Professor of Physical Education and Associate Director/Student Athlete Services, 1998, B.S., University of New Hampshire, 2008, M.S., Columbia University


Steven J. Miller, Professor of Mathematics, 1996, B.S., Yale University, 1998, M.A., Princeton University, 2002, Ph.D., Princeton University, on leave Spring 2019

Marion S. Min-Barron, Visiting Lecturer, 2002, B.A., Middlebury College, 2010, M.S., Tufts University, 2016, Ph.D., Tufts University

Gregory C. Mitchell, Associate Professor of Women’s, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology, 2000, B.S., Illinois State University, 2007, M.A., University of Chicago, 2012, Ph.D., Northwestern University

Bojana Mladenovic, Professor of Philosophy, 1984, B.A., University of Belgrade, 1987, M.A., McGill University, 1996, Ph.D., University of California, Berkeley

Michele Monserrati, Visiting Assistant Professor of Comparative Literature and Romance Languages, 2009, M.A., Rutgers University, 2012, Ph.D., Rutgers University
Peter J. Montiel, Fairleigh S. Dickinson, Jr. ’41 Professor of Economics, 1973, B.A., Yale University, 1973, Ph.D., Massachusetts Institute of Technology

Manuel A. Morales, Professor of Biology, 1994, A.B., Kenyon College, 1999, Ph.D., University of Connecticut, on leave Fall 2018

Ralph E. Morrison, Assistant Professor of Mathematics, 2010, B.A., Williams College, 2015, Ph.D., University of California, Berkeley


Tendai Muparutsa, Artist in Residence in African Music Performance, Lecturer in Music, Director of Zambezi, Co-Director of Kusika, 2012, Ph.D., University of Alberta

Peter T. Murphy, John Hawley Roberts Professor of English, 1981, B.A., Yale University, 1986, Ph.D., Johns Hopkins University, on leave 2018-2019

Thomas P. Murtagh, John B. McCoy and John T. McCoy Professor of Computer Science, 1974, A.B., Princeton University, 1976, M.S., Cornell University, 1983, Ph.D., Cornell University


Steven E. Nafziger, Professor of Economics, 2000, B.A., Northwestern University, 2003, M.Phil., Yale University, 2006, Ph.D., Yale University

Lama Nassif, Assistant Professor of Comparative Literature, 1994, B.A., Damascus University, 2007, M.A., Middlebury Institute of International Studies at Monterey, 2014, Ph.D., University of Texas, Austin, on leave 2018-2019


Gail M. Newman, Harold J. Henry Professor of German, 1976, B.A., Northwestern University, 1981, M.A., University of Minnesota, 1984, Ph.D., University of Minnesota

Wairimu R. Njoya, Assistant Professor of Political Science, 2002, B.A., Macalester College, 2004, M.A., University of Amsterdam, 2010, Ph.D., Rutgers University

James L. Nolan Jr., Washington Gladden 1859 Professor of Sociology, 1984, B.A., University of California, Davis, 1992, M.A., University of Virginia, 1995, Ph.D., University of Virginia, on leave Fall 2018


Carol J. Ockman, Robert Sterling Clark Professor of Art, 1972, B.A., Stanford University, 1975, M.A., Yale University, 1982, Ph.D., Yale University

William W. Olney, Associate Professor of Economics, 2002, B.A., Wesleyan University, 2010, Ph.D., University of Colorado

Sarah E. Olsen, Assistant Professor of Classics, 2008, B.A., Wellesley College, 2010, M.A., University of California, Berkeley, 2016, Ph.D., University of California, Berkeley

Brooke Suzanne Olson Blair, Instructor in Chemistry, 2003, B.A., University of Saint Thomas, Houston, 2005, M.S., University of California, Berkeley

Ianna Hawkins Owen, Assistant Professor of English, 2008, B.A., City University of New York, 2010, M.A., University of California, Berkeley, 2016, Ph.D., University of California, Berkeley

Allison M. Pacelli, Professor of Mathematics, 1997, B.S., Union College, 2003, Ph.D., Brown University, on leave Fall 2018


Paul C. Park, Senior Lecturer in English, 1975, B.A., Hampshire College

Janine M. Parker, Artist-in-Residence in Dance

Jay M. Pasachoff, Chair and Field Memorial Professor of Astronomy, 1963, A.B., Harvard University, 1965, A.M., Harvard University, 1969, Ph.D., Harvard University, on leave Spring 2019

Darel E. Paul, Professor of Political Science, 1990, B.A., University of Minnesota, 1994, M.A., George Washington University, 2000, Ph.D., University of Minnesota

Enrique Peacock-López, Halford R Clark Professor of Natural Sciences, 1974, B.S., University Nac Autonoma, 1976, M.S., University of California, Riverside, 1982, Ph.D., University of California, San Diego


Julia A. Pedroni, Lecturer in Philosophy, 1986, B.A., Wells College, 1999, Ph.D., Georgetown University


Sebastian Perez, Gaius Charles Bolin Fellow in Latina/o Studies, 2010, B.A., Yale University, 2016, M.Phil., Yale University

James L. Pethica, Senior Lecturer in English and Theatre, 1980, B.A., Oxford University, 1987, Ph.D., Oxford University

Melinda Petre, Visiting Assistant Professor of Economics, 2014, Ph.D., University of Texas, Austin

Gregory B. Phelan, Assistant Professor of Economics, 2007, B.A., Yale University, 2012, M.Phil., Yale University, 2014, Ph.D., Yale University

Katarzyna M. Pieprzak, Professor of Francophone Literature, French Language, and Comparative Literature, 1995, B.A., Rice University, 1998, M.A., University of Michigan, 2001, Ph.D., University of Michigan

Michelyne J. Pinard, Assistant Professor of Physical Education and Head Women’s Soccer Coach, 1998, B.A., Dartmouth College, 2002, M.S., University of Pennsylvania

Anna M. Plantinga, Assistant Professor of Statistics, 2013, B.S., Calvin College, 2018, Ph.D., University of Washington

Amy D. Podmore, J. Kirk T. Varnedoe ’67 Professor of Art, 1982, B.S., State University of New York, Buffalo, 1987, M.F.A., University of California, Davis

Kailani Polzak, Assistant Professor of Art, 2007, B.A., University of California, Santa Cruz, 2017, Ph.D., University of California, Berkeley

Lindsay S. Pope, Visiting Director of Choral/Vocal Activities, Spring 2019

Daniel E. Prindle, Visiting Instructor in Music, 2003, B.M., Berklee College of Music, 2011, M.M., University of Massachusetts Amherst

Timothy J. Pusack, Assistant Professor at Williams-Mystic, 2005, B.A., Colgate University, 2013, Ph.D., Oregon State University

Christopher L. Pye, Class of 1924 Professor of English, 1975, B.A., Oberlin College, 1977, M.A., University College, 1984, Ph.D., Cornell University

Ashok S. Rai, Associate Professor of Economics, 1992, B.A., Stanford University, 1997, Ph.D., University of Chicago, on leave Spring 2019
Robert J. Rawle, Assistant Professor of Chemistry, 2008, B.A., Pomona College, 2014, Ph.D., Stanford University

Mark R. Raymond, Assistant Professor of Physical Education and Head Coach of Football

Anne Reinhardt, Chair and Professor of History, 1990, B.A., Harvard University, 1994, M.A., University of California, Berkeley, 2002, Ph.D., Princeton University

Mark T. Reinhardt, Class of 1956 Professor of American Civilization, 1983, B.A., Wesleyan University, 1991, Ph.D., University of California, Santa Cruz, on leave 2018-2019

Eli M. Remolona, Visiting Professor of Economics, Spring 2019


David P. Richardson, William R. Kenan, Jr. Professor of Chemistry, 1979, B.S., University of Michigan, 1984, Ph.D., University of California, Berkeley


Tyler J. Rogers, Gaius Charles Bolin Fellow in American Studies, 2012, B.A., Brown University, 2015, M.Phil., Yale University


Shawn J. Rosenheim, Professor of English, 1985, B.A., Oberlin College, 1988, M.A., Yale University, 1993, Ph.D., Yale University, on leave Fall 2018

Leyla Rouhi, Preston S. Parish ’41 Third Century Professor of Romance Languages, 1987, B.A., Oxford University, 1988, M.A., Harvard University, 1995, Ph.D., Harvard University

Marketa Rulikova Edwards, Visiting Assistant Professor of Sociology, 1996, B.A., University of Pardubice, 1997, M.A., Central European University, 2001, Ph.D., Polish Academy of Science


Lisa R. Saltzman, Lecturer in the Graduate Program in Art History, 1988, B.A., Princeton University, 1991, M.A., Harvard University, 1994, Ph.D., Harvard University, Fall 2018

Michael Samson, Senior Lecturer in Economics, 1983, B.A., Yale University, 1994, Ph.D., Stanford University


Robert M. Savage, Professor of Biology, 1987, B.A., Bowdoin College, 1993, Ph.D., Wesleyan University

Kenneth K. Savitsky, Professor of Psychology, 1993, B.A., IN University, 1997, Ph.D., Cornell University, on leave Fall 2018


Lucille G. Schmidt, Professor of Economics and Director of the Williams-Exeter Programme at Oxford University, 1993, A.B., Smith College, 1997, M.A., University of Michigan, 2003, Ph.D., University of Michigan

Dylan J. Schneider, Visiting Assistant Professor of Music, 2006, B.A., Amherst College, 2013, Ph.D., University of Chicago

Pallavi Sen, Assistant Professor of Art

Justin B. Shaddock, Assistant Professor of Philosophy, 2004, B.A., University of Notre Dame, 2011, Ph.D., University of Chicago

Cheryl L. Shanks, Professor of Political Science, 1983, B.A., University of California, Santa Cruz, 1988, M.A., University of Michigan, 1994, Ph.D., University of Michigan


Stephen C. Sheppard, Class of 2012 Professor of Economics, 1977, B.S., University of Utah, 1979, M.A., Washington University, 1984, Ph.D., Washington University, on leave Fall 2018


Olga Shevchenko, Professor of Sociology, 1996, B.A., Moscow State University, 1997, M.A., Central European University, 2002, Ph.D., University of Pennsylvania

Grant W. Shoffstall, Visiting Assistant Professor of Sociology, 2002, B.A., Illinois State University, 2006, M.A., Illinois State University, 2014, Ph.D., University of Illinois


Cesar E. Silva, Hagey Family Professor of Mathematics, 1977, B.S., Catholic University of Peru, 1979, M.A., University of Rochester, 1984, Ph.D., University of Rochester

Christina E. Simko, Assistant Professor of Sociology, 2005, B.A., Bridgewater College, 2007, M.A., University of Virginia, 2013, Ph.D., University of Virginia, on leave 2018-2019

Swati Singh, Assistant Professor of Physics, 2004, B.S., McMaster University, 2007, M.S., University of British Columbia, 2012, Ph.D., University of Arizona, on leave 2018-2019


Yana Skorobogatov, Assistant Professor of History, 2009, B.A., University of California, Berkeley, 2012, M.A., University of Texas, Austin, 2018, Ph.D., University of California, Berkeley

Laura A. Smalarz, Assistant Professor of Psychology, 2008, B.A., San Diego State University, 2011, M.S., Iowa State University, 2015, Ph.D., Iowa State University, on leave 2018-2019


Thomas E. Smith, Professor of Chemistry, 1988, B.A., Williams College, 1996, Ph.D., Stanford
Benjamin H. Snyder, Assistant Professor of Sociology, 2003, B.A., Haverford College, 2007, M.A., University of Virginia, 2013, Ph.D., University of Virginia

Greta F. Snyder, Visiting Assistant Professor of Women's, Gender, and Sexuality Studies, 2003, B.A., Haverford College, 2007, M.A., University of Virginia, 2011, Ph.D., University of Virginia

Anita R. Sokolsky, Professor of English, 1974, B.A., Oberlin College, 1979, M.A., Cornell University, 1983, Ph.D., Cornell University


Steven P. Souza, Senior Lecturer in Astronomy, 1973, B.S., Cooper Union, 1979, Ph.D., State University of New York, Stony Brook


Mihai Stoiciu, Professor of Mathematics, 1999, B.S., University of Bucharest, 2005, Ph.D., California Institute of Technology, on leave 2018-2019

Jason A. Storm, Chair and Associate Professor of Religion, 1999, B.A., Hampshire College, 2001, M.A., Harvard University, 2006, Ph.D., Stanford University

Frederick W. Strauch, Chair and Associate Professor of Physics, 1998, B.S., Loyola College, 2004, Ph.D., University of Maryland

Laura R. Strauch, Lecturer in Chemistry, 1999, B.S., Loyola College

Catherine B. Stroud, Associate Professor of Psychology, 2002, B.A., University of Wisconsin, Madison, 2006, M.A., State University of New York, Stony Brook, 2009, Ph.D., State University of New York, Stony Brook, on leave Spring 2019


Steven J. Swoap, Chair and Professor of Biology, 1990, B.A., Trinity University, 1994, Ph.D., University of California, Irvine, on leave Spring 2019
Munjulika Tarah, Assistant Professor of Dance, 2006, B.A., Randolph-Macon Woman’s College, 2007, M.A., Northwestern University, 2013, Ph.D., Northwestern University

John W. Thoman Jr., J. Hodge Markgraf Professor of Chemistry, 1982, B.A., Williams College, 1987, Ph.D., Massachusetts Institute of Technology

Owen Thompson-Ferguson, Assistant Professor of Economics, 2005, B.A., Evergreen State College, 2013, Ph.D., University of Massachusetts Amherst

Christian Thorne, Professor of English, 1995, B.A., Wesleyan University, 2001, Ph.D., Duke University, on leave Spring 2019

Stephen J. Tifft, Professor of English, 1975, B.A., Harvard University, 1976, M.A., Cornell University, 1984, Ph.D., Cornell University

Claire S. Ting, Professor of Biology, 1986, B.A., Yale University, 1989, M.S., Cornell University, 1994, Ph.D., Cornell University

Matthew N. Tokeshi, Assistant Professor of Political Science, 2006, B.A., University of California, Berkeley, 2012, M.A., Princeton University, 2016, Ph.D., Princeton University

David R. Tucker-Smith, Professor of Physics, 1995, B.A., Amherst College, 2001, Ph.D., University of California, Berkeley, on leave Fall 2018

Laura L. Tupper, Assistant Professor of Statistics, 2008, B.A., Swarthmore College, 2013, M.S., Cornell University, 2016, Ph.D., Cornell University

Daniel B. Turek, Assistant Professor of Statistics, 2003, B.S., Massachusetts Institute of Technology, 2004, M.Eng., Massachusetts Institute of Technology, 2013, Ph.D., University of Otago-Dunedin

Damian L. Turner, Assistant Professor of Biology, 2004, B.S., Morgan State University, 2010, Ph.D., University of Connecticut, on leave 2018-2019

Maria K. Udén, STINT – Research Scholar, Fall 2018


Katherine S. Wachala, Assistant Professor of Physical Education and Head Coach of Women’s Crew, 2001, B.A., University of Washington


Dorothy J. Wang, Professor of American Studies and Faculty Affiliate in English, 1985, B.A., Duke University, 1993, M.A., Johns Hopkins University, 1998, Ph.D., University of California, Berkeley, on leave Fall 2018
Guowei Wang, Artist in Residence in Chinese Music Performance and Director of the Williams College Chinese Ensemble

Christopher M. Waters, Hans W. Gatzke ’38 Professor of Modern European History, 1977, B.A., California State University, Long Beach, 1979, M.A., Harvard University, 1985, Ph.D., Harvard University

Tara E. Watson, Professor of Economics, 1996, B.A., Wesleyan University, 2003, Ph.D., Harvard University

Phillip J. Webster, Visiting Assistant Professor of Religion


Peter S. Wells, Assistant Professor of Physical Education and Boathouse Manager, 1979, B.A., Williams College


Alan E. White, Mark Hopkins Professor of Philosophy, 1972, B.A., Tulane University, 1976, M.A., Pennsylvania State University, 1980, Ph.D., Pennsylvania State University, on leave Spring 2019

Amanda R. Wilcox, Associate Professor of Classics, 1996, B.A., Reed College, 1999, M.A., University of Pennsylvania, 2002, Ph.D., University of Pennsylvania

Heather Williams, William Dwight Whitney Professor of Biology, 1977, A.B., Bowdoin College, 1985, Ph.D., Rockefeller University


Lawrence M. Wills, Croghan Bicentennial Professor in Biblical and Early Christian Studies, Spring 2019

Amy Gehring Winters, Professor of Chemistry, 1994, B.A., Williams College, 1998, Ph.D., Harvard University, on leave Spring 2019


Kevin S. Wong, Charles R. Keller Professor of History, 1976, B.A., Rutgers University, 1979, M.A., University of Michigan, 1992, Ph.D., University of Michigan


Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese, 1980, B.A., Aoyama Gakuin University, 1994, M.A., Cornell University, 2000, Ph.D., Cornell University

Li Yu, Professor of Chinese, 1994, B.A., East China Normal University, 1997, M.A., Ohio State University, 2003, Ph.D., Ohio State University, on leave Spring 2019


Betty Zimmerberg, Howard B. Schow ’50 and Nan W. Schow Professor of Neuroscience, 1971, B.A., Harvard University, 1976, Ph.D., City University of New York

David J. Zimmerman, Chair and Orrin Sage Professor of Political Economy, 1985, B.A., University of Toronto, 1987, M.A., Princeton University, 1992, Ph.D., Princeton University

Janneke M. van de Stadt, Professor of Russian, 1988, B.A., Amherst College, 1994, M.A., University of Wisconsin, Madison, 2000, Ph.D., University of Wisconsin, Madison, on leave 2018-2019

Emeriti

Marsha I. Altschuler, Professor of Biology

Henry W. Art, Rosenberg Professor of Environmental Studies and Biology

Donald deB. Beaver, Professor of History of Science

Ilona D. Bell, Samuel Fessenden Clarke Professor of English

Robert H. Bell, Frederick Latimer Wells Professor of English

Roger E. Bolton, William Brough Professor of Economics

James R. Briggs, Assistant Professor of Physical Education

Fielding Brown, Charles L. MacMillan Professor of Physics

Michael F. Brown, James N. Lambert ’39 Professor of Anthropology and Latin American Studies

Kim B. Bruce, Frederick Latimer Wells Professor of Computer Science

Jean-Bernard Bucky, William Dwight Whitney Professor of Arts and Theatre

Lynda K. Bundtzen, Herbert H. Lehman Professor of English

James T. Carlton, Professor of Marine Sciences
Phebe Cramer, Professor of Psychology
Stuart J. B. Crampton, Barclay Jermain Professor of Natural Philosophy
Andrew B. Crider, Mary A. & William Wirt Warren Professor of Psychology
Robert F. Dalzell, Fred Rudolph Professor of American Culture
William R. Darrow, Cluett Professor of Religion
David P. Dethier, Edward Brust Professor of Geology and Mineralogy
Samuel Y. Edgerton, Amos Lawrence Professor of Art
David Eppel, Professor of Theatre
Ed Epping, Alexander Falck Class of 1899 Professor of Art
Richard J. Farley, Assistant Professor of Physical Education
Zirka Z. Filipczak, J. Kirk T. Varneodoe ’67 Professor of Art
Robert L. Fisher, Assistant Professor of Physical Education
William T. Fox, Edward Brust Professor of Geology and Mineralogy
Peter K. Frost, Frederich L. Schuman Professor of International Relations
Charles Fuqua, Garfield Professor of Ancient Languages
Antonio Gimenez, Professor of Romance Languages
George R. Goethals, Dennis A. Meenan ’54 Professor of Leadership Studies
Darra J. Goldstein, Willcox B. and Harriet M. Adsit Professor of Russian
William C. Grant, Samuel Fessenden Clarke Professor of Biology
Suzanne L. Graver, John Hawley Roberts Professor of English
Fred Greene, A. Barton Hepburn Professor of Government
Edward S. Grees, Assistant Professor of Physical Education
Eva U. Grudin, Senior Lecturer in Art
Mark Haxthausen, Robert Sterling Clark Professor of Art History
Meredith C. Hoppin, Frank M. Gagliardi Professor of Classics
John M. Hyde, Brown Professor of History
Robert Jackall, Willmott Family Third Century Professor Sociology & Public Affairs
Andrew W. Jaffe, Lyell B. Clay Artist in Residence in Jazz and Senior Lecturer in Music
Eugene J. Johnson, Amos Lawrence Professor of Art
Markes E. Johnson, Charles L. MacMillan Professor of Natural Science
Lawrence J. Kaplan, Halford R. Clark Professor of Natural Sciences
Saul M. Kassin, Massachusetts Professor of Psychology
Robert D. Kavanaugh, Hales Professor of Psychology
David S. Kechley, Professor of Music
Bruce Kieffer, Professor of German
Sherron E. Knopp, John Hawley Roberts Professor of English
Benjamin W. Labaree, Professor of History and Environmental Studies
Aida Laleian, Professor of Art
Renzie W. Lamb, Assistant Professor of Physical Education
Kai N. Lee, Rosenberg Professor of Environmental Studies
Steven P. Levin, Professor of Art
Charles M. Lovett, Philip and Dorothy Schein Professor of Chemistry
George E. Marcus, Professor of Political Science
Christine L. Mason, Assistant Professor of Physical Education
Douglas B. Moore, Mary A. and William Wirt Warren Professor of Music
Frank Morgan, Chair and Webster Atwell Class of 1921 Professor of Math
Glyn P. Norton, Willcox B. and Harriet M. Adsit Professor of International Studies
Daniel D. O’Connor, Mark Hopkins Professor of Intellectual and Moral Philosophy
Robert R. Peck, Director of Athletics
Norman R. Petersen, Washington Gladden 1859 Professor of Religion
C. Ballard Pierce, Professor of Physics
Lawrence E. Raab, Harry C. Payne Professor of Poetry
Kenneth C. Roberts, A. Barton Hepburn Professor of Music
T. Michael Russo, Assistant Professor of Physical Education
Carl R. Samuelson, Assistant Professor of Physical Education
Harry C. Sheehy, Director of Athletics and Assistant Professor of Physical Education
Anne R. Skinner, Senior Lecturer in Chemistry
David C. Smith, Senior Lecturer in Biology
Paul R. Solomon, Professor of Psychology
Guilford L. Spencer, Frederic Latimer Wells Professor of Mathematics
Richard H. Stamelman, Professor of Comparative Literature
Jefferson Strait, Professor of Physics
Karen E. Swann, Morris Professor of Rhetoric
Barbara E. Takenaga, Mary A. and William Wirt Warren Professor of Art
Kurt P. Tauber, Class of 1924 Professor of Political Science
Mark C. Taylor, Cluett Professor of Humanities
William G. Wagner, Brown Professor of History
Alex W. Willingham, Professor of Political Science
James B. Wood, Charles R. Keller Professor of History
William K. Wootters, Barclay Jermain Professor of Natural Philosophy
Reiko Yamada, Professor of Japanese
Steven J. Zottoli, Howard B. Schow ’50 Professor of Biology
Michael R. Eisenson ’77
Chair, Board of Trustees
July 2007 – June 2019
Charlesbank Capital Partners LLC
Boston, MA

Elizabeth A. Andersen ’87
July 2013 – June 2025
World Justice Project
Washington, DC

Timothy A. Barrows ’79
July 2015 – June 2020
Matrix Partners
Cambridge, MA

Thomas M. Belk ’77
July 2016 – June 2021
Charlotte, NC

Jillian E. Charles ’91
July 2017 – June 2022
Eaton Corporation
Cleveland, OH

Noriko Honda Chen ’89
July 2016 – June 2021
Capital Group Companies
San Francisco, CA

Valerie A. DiFebo '84
July 2015 – June 2020
Deutsch, Inc.
New York, NY

William C. Foote '73
July 2013 – June 2025
Whitefish Bay, WI

O. Andreas Halvorsen '86
July 2011 – June 2023
Viking Global Investors
Greenwich, CT

Jeffrey S. Harleston '82
July 2015 – June 2020
Universal Music Group, Inc.
Santa Monica, CA

Gretchen E. Howard '95
July 2018 - June 2023
CapitalG
San Francisco, CA

Cooper Campbell Jackson '89
July 2016 – June 2021
Twentieth Century Fox Film
Los Angeles, CA

Leila Jere '91
July 2017 – June 2022
Salesforce.com
San Francisco, CA
Mariam B. Naficy '91
July 2018 - June 2023

Minted.com
San Francisco, CA
Clarence Otis, Jr. '77
July 2012 – June 2019

Windermere, FL
Kate L. Queeney '92
July 2008 – June 2020

Smith College
Northampton, MA
Liz Robinson '90
July 2011 – June 2023

New York, NY
Jonathan D. Sokoloff '79
July 2016 – June 2021

Leonard Green & Partners
Los Angeles, CA
Mark R. Tercek '79
July 2016 – June 2021

The Nature Conservancy
Arlington, VA
Sarah Mollman Underhill '80
July 2014 – June 2019
Freelance Editor, Writer and Curator
Bronxville, NY

Martha Williamson ’77
July 2012 – June 2024
Moon Water Productions
San Marino, CA

Gregory H. Woods ’91
July 2015 – June 2019
New York, NY

Thomas D. Gardner ’79
President of the Society of Alumni
Bedford, NY

Attends meetings by invitation of the Trustees
## Enrollment and Graduation Data

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**Geographical Distribution Spring 2018**

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Graduation

Of the 545 who entered in the fall of 2011, 86% graduated from Williams within 4 years and 94% within 6 years.

Of the 547 who entered in the fall of 2012, 90% graduated from Williams within 4 years and 95% within 6 years.
AFRICANA STUDIES (Div II)
Chair: Associate Professor James A. Manigault-Bryant


On leave Fall/Spring: Professor V. Ford. Assistant Professor R. Braggs.
On leave Fall only: Professor D. L. Smith.

GENERAL PROGRAM DESCRIPTION
The Africana Studies Program is an interdisciplinary concentration offering students an in-depth understanding of the history, politics, religion, and culture of peoples of African descent, especially in the Americas. We use music, dance, literature, the arts, and scholarly works to explore the origins of this field of study in the fulcrum of African American and Caribbean movements of resistance. A trans-national program, intellectually influenced by scholars from W. E. B. Du Bois to the present, Africana Studies encourages students to study abroad, and offers travel Winter Study courses designed to expose students to experiential learning settings outside of the classroom.

CONCENTRATION IN AFRICANA STUDIES
Candidates for a concentration in Africana Studies must complete at least five courses listed as Africana courses [note: many Africana courses are cross-listed with departmental offerings; all these are considered Africana Studies courses and can be used to count both for the concentration and for the departmental major of which they are a part]. Two of these five courses are required courses that every concentrator takes. They are the introductory course, AFR 200, normally taken in the sophomore and junior years, but open to all students; and an Africana capstone Senior seminar, normally taken in the senior year, but also open to others at the Professor's discretion. Additional courses may be taken either with our core Africana faculty or with faculty and visiting professors affiliated with the program. However, at least one of these three additional courses must be listed as "Core Electives" which are each designated in the descriptions below as a “Primary Crosslisting.” We also encourage students to take at least one course in a program/department other than Africana Studies and consider an experiential learning winter study session. Concentrators are expected to meet with the Chair and/or an Africana core faculty member to plan their concentration.

AFRICANA STUDIES AND OTHER PROGRAMS
Students concentrating in Africana Studies are encouraged to pursue concentrations in American Studies, Environmental Studies, Latina/o Studies, Performance Studies, and Women’s, Gender and Sexuality Studies. Many of the courses counted for these concentrations may also earn credit toward the Africana Studies concentration.

REQUIREMENTS
Africana Studies courses required for the concentration:
AFR 200 Introduction to Africana Studies

and one of the following two AFR 400-level Senior Seminar capstone courses (not all 400-level courses meet the requirement for the concentration):
AFR 440(S) CAPSTONE: Performing Blackness
AFR 476 (S) CAPSTONE: Black Radicalism

One core elective:
AFR 132/PSCI 132/AMST 132 Contemporary Africana Social and Political Philosophy
AFR 140 Black Autobiography
AFR 156/COMP 156/AMST 156/ENGL 223 Thirteen Ways of Looking at Jazz
AFR 193/HIST 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe
AFR 200 Introduction to Africana Studies
AFR 205 She Speaks in Color: Examining the ‘Color Complex’ in Toni Morrison’s Writings
AFR 207/PSCI 212 Hip Hop and Political Theory
AFR 208/AMST 208/REL 262 Time and Blackness
AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment
AFR 213/WGSS 213 Race, Gender, and the Alien Body: Octavia Butler's Science Fiction
MUS225/AFR225 Musics of the Caribbean
AFR 221/REL 263 Giving God a Backbeat: Rap Music, Religion, and Spirituality
AFR 248/HIST 248 The Caribbean: From Slavery to Independence
AFR 299/PSCI 233/REL 261 Rastafari: Dread, Politics, Agency
AFR 300/AMST 300/SOC 306 Lessons of 'The Game': The Wire and American Culture
AFR 302 Complexion Complexities: Colorism in Literature, Lyrics, and Everyday Life
AFR 305/REL 315/SOC 305/AMST 305 The Sociology of Black Religious Experience
AFR 310/REL 310/WGSS 310/AMST 309 Womanist/Black Feminist Thought
AFR 311/REL 311 Black Ministerial Imaginations: Griots, Athletes, and Maestros
AFR 314/AMST 314/COMP 321/ENGL 314 Groovin' the Written Word: The Role of Music in African American Literature
AFR 315/AMST 315 Blackness 2.0: Race, Film and New Technologies
AFR 316/REL 265/AMST 316 Sacred Cinema: Black Religion and the Movies
AFR 317/COMP 319/DANC 317/ENGL 317/AMST 317 Black Migrations: African American Performance at Home and Abroad
AFR 319/SOC 319/AMST 319 Ethnographic Approaches to Africana Studies
AFR 320/AMST 320/WGSS 320 Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture
AFR 321 Trending Black: Race and Social Media in the 21st Century
AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
AFR 325 Television, Social Media, and Black Woman 'Unscripted'
AFR 338/PSCI 338/LEAD 338 Garveyism
AFR 340 AMST 340/GBST 340/REL 340 African Diasporic Religions in the Americas and the Caribbean
AFR 348 Black Radical Tradition
AFR 356 The Plantation and Its Afterlife
AFR 360/PSCI 370/PHIL 360/LEAD 360 The Political Thought of Frantz Fanon
AFR 405 CAPSTONE: Africana Studies and the Disciplines
AFR 406 CAPSTONE: CRAFTING RESEARCH: Methods in Africana Studies
AFR 440 CAPSTONE: Performing Blackness
AFR 444 CAPSTONE: The Black Republic—Haiti in History and Imagination (D)
AFR 476/HIST 476 CAPSTONE: Black Radicalism
AFR 497 Independent Study: Africana Studies
AFR 498 Independent Study: Africana Studies

Two additional electives (a total of three required for the concentration):
Most electives are included below. However, students should check with the program chair to see if other courses not listed here might count as electives toward the concentration.

HONORS PROGRAM IN AFRICANA STUDIES
A student wishing to earn honors must complete an "Honors Dossier" during the Winter Study term and Spring semester of their Senior Year. This Dossier is comprised of three linked essays. Students may begin the project with two essays written for Africana Studies courses and, under their
advisor's guidance complete additional research, incorporate instructor feedback, and substantially re-write and expand these two papers. The third essay must be a new work, written specifically for the Honors project. Students must also write a substantive introduction that explains the theme (theoretical, geographic, chronological etc.) that connects the three essays. The introduction should address the significance of the theme to the interdisciplinary study of the peoples and cultures of the African diaspora. It should also explain the logic of the three papers and how they work together. Dossiers will be due in mid-April (after Spring Break). Under some circumstances, a student may want to include a record of a performance or piece of visual art in the Dossier. In this case, a written analysis and explanation should accompany that piece. The total Honors Dossier should consist of no less than 45 pages of written work.

Students should submit a proposal for an Honors Dossier in the fall semester of their Senior year, no later than mid-October. They may draw on papers written in Africana courses during any semester including the fall semester of their Senior Year. Students may petition to include a paper written for a course outside of the Africana curriculum. Africana faculty will meet late in the fall semester to approve or decline Honors Dossier proposals. Students whose proposals are approved will be assigned an advisor and should register for W31-AFR 494 in the winter study/spring of the Senior Year.

At the Honors presentation night in the spring, each Honors student will prepare and give an oral defense of their dossier. During the defense, students will present the key points their overarching project and field questions from select faculty and student critics, all of whom will have read the dossier.

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

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

Class Format: travel

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

Prerequisites: none; not open to first-year students

Enrollment Limit: 8

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

Materials/Lab Fee: cost to student: $3362

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

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

AFR 30 (W) Sen Project: Africana Studies
To be taken by students registered for Africana Studies 491 who are candidates for honors.
AFR 99 (W) Ind Study: Africana Studies

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

Class Format: independent study

Distributions:  (D2)

Winter 2019

IND Section: 01    TBA     James A. Manigault-Bryant

AFR 105 (F) Materials, Meanings, and Messages in the Arts of Africa  (DPE)

Crosslistings: AFR105 / ARTH104

Secondary Crosslisting

This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.

Class Format: lecture

Requirements/Evaluation:  three 2-page response papers, class journal on WCMA objects lab, midterm exam and final exam

Prerequisites: none

Enrollment Limit:  40

Enrollment Preferences:  Art History and African Studies majors

Expected Class Size:  40

Distributions:  (D2) (DPE)

Distribution Notes:  meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: This course fulfills DPE requirements through its exploration of the differences between concepts of art in African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as 'primitive' or 'exotic' constructs

Fall 2018

LEC Section: 01    WF 11:00 am - 12:15 pm     Michelle M. Apotsos

AFR 113 (S) Musics of Africa

Crosslistings: AFR113 / MUS120

Secondary Crosslisting
This course introduces a selection of musical cultures from the geographical breadth of Africa. Following an introductory exploration of the fundamental aesthetic and social parameters governing African musical practice, we will engage in a series of case studies considering a diverse array of musical practices and related social and political issues in specific locales. Featured countries include Ghana, Zimbabwe, Ethiopia, Algeria and the Democratic Republic of Congo. This course samples a wide range of musical practices from the Ghanaian dance craze, azonto, to Ethiopian liturgical chants, to Shona mbira music in Zimbabwe. Performance analysis and critical reading and listing assignments are combined with a number of hands-on workshops and musical exercises.

Class Format: lecture/discussion
Requirements/Evaluation: grade based on a listening journal, bi-weekly short assignments, a final paper, and class participation
Prerequisites: no prerequisites: prior musical background is not essential for this class
Enrollment Limit: 20
Enrollment Preferences: current or prospective Music majors and Africana Studies concentrators
Expected Class Size: 12
Department Notes: MUS World Music/Ethnomusicology
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Attributes: GBST African Studies Electives; MUS World Music/Ethnomusicology

Spring 2019
LEC Section: 01  MW 11:00 am - 12:15 pm  Corinna S. Campbell

AFR 126 (F) Black Literature Matters (DPE) (WI)
Crosslistings: AFR126 / AMST126 / ENGL126
Secondary Crosslisting

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Class Format: seminar
Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR
DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.
AFR 129 (F) Twentieth-Century Black Poets  (WI)
Crosslistings: AFR129 / ENGL129

Secondary Crosslisting
From Langston Hughes to contemporary poets such as Angela Jackson and Claudia Rankine, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor, and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Amiri Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask how black poetry has been defined and whether there is a single black poetic tradition or several.

Class Format: seminar
Requirements/Evaluation: several short papers, a 15-page final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Expected Class Size: 19
Distributions: (D2) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirements if registration is under AFR
Attributes: AMST Arts in Context Electives;

AFR 132 (F) Contemporary Africana Social and Political Philosophy
Crosslistings: AFR132 / AMST132 / PSCI132

Primary Crosslisting
This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro-American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Édouard Glissant, Lewis R. Gordon, Kwame Gyeke, Paget Henry, bell hooks, Charles W. Mills, Nkiru Nzegwu, Lucius Outlaw, Oyèrònke Oyewùmi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on attendance and participation, two 5- to 7-page essays, and one 10-page final paper
Extra Info: not available for the fifth course option
Prerequisites: none; open to all
Enrollment Limit: 15
Enrollment Preferences: first- and second-year students
Expected Class Size: 12
Distributions: (D2)
Attributes: AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; JLST
AFR 136 (S) Slavery and the Making of a Literary Tradition  (WI)
Crosslistings: ENGL136 / AFR136

Secondary Crosslisting

How has the subject and iconography of slavery continued to preoccupy the American literary and cultural imagination? In this course, we will examine the transatlantic circulation of ideas regarding race, nation, citizenship, self-mastery, agency, and freedom in colonial and antebellum America and consider how these debates have continued to the present. We will read such authors as Phyllis Wheatley, Harriet Jacobs, Harriet Wilson, William Faulkner, Mark Twain, and Toni Morrison. Forms will include poetry, slave narratives, novels, advertisements, broadsides, pamphlets, and other ephemera. We will also view cinematic representations of slavery, such as WGN's *Underground*, the adaptation of Solomon Northrop's *12 Years a Slave*, and Issa Rae's parody "Due North" in *Insecure*.

Class Format: seminar

Requirements/Evaluation: active class participation, 4 short papers totaling about 20 pp.

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

Prerequisites: first-year students who have not taken or placed out of a 100-level ENGL course

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D1) (WI)

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

Not offered current academic year

AFR 140 (S) Black Autobiography
Crosslistings: AFR140 / COMP141

Primary Crosslisting

Autobiography--whether slave narrative, memoir, or semi-fictional life account--has served as a primary form of writing for people of African descent. Although primarily understood as a textual means for articulating selfhood, Black autobiographies also ask other questions like: How do Black reflections on the self necessitate critiques of society and culture? How have Black autobiographies been utilized for political mobilization? And, what might a collective analysis of Black autobiographies reveal about changes in conceptions of Black selfhood over time? We will explore these concerns by reading autobiographies across time and space by authors like Ottobah Cugoano, W. E. B. Du Bois, and Alice Walker.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on class participation, two to three short papers (5- to 7-pages), and a 15- to 20-page paper or multimedia final project

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students

Expected Class Size: 20

Distributions: (D2)

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

Attributes: AFR Core Electives;

Not offered current academic year
AFR 156 (F) Thirteen Ways of Looking at Jazz  (WI)  
Crosslistings: AMST156 / COMP156 / AFR156 / ENGL223  

Primary Crosslisting  
Taking its title from the Wallace Stevens poem, "Thirteen Ways of Looking at a Blackbird," which interprets the blackbird in different ways, this course similarly explores a more complex, multi-layered perspective on jazz, from jazz and American democracy to jazz in visual art. Accordingly, the course introduces students to several genres, including historical documents, cultural criticism, music, literature, film, photography and art. The course does not draw on a musicological method but rather a socio-cultural analysis of the concept, music and its effect--so students are not required to have any prior musical knowledge or ability. In this writing intensive course, students will write and revise short close analyses of multiple types of media, ultimately honing their writing skills on one form of media for a polished, original analysis that weds their increased critical thinking skills.  

Class Format: lecture  
Requirements/Evaluation: evaluation will be based upon class participation, 1 quiz, several 2-page response essays, one 3-page essay, one 5-page essay, one oral presentation/performance with 3-page critical report, totaling approximately 20 pages of written work  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Limit: 19  
Enrollment Preferences: none  
Expected Class Size: 19  
Distributions: (D2) (WI)  
Distribution Notes: meets Division 2 requirement if registration is under AFR and AMST; meets Division 1 requirement if registration is under COMP or ENGL  
Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;  
Not offered current academic year  

AFR 164 (S) Slavery in the American South  (WI)  
Crosslistings: AFR164 / AMST165 / HIST164  

Secondary Crosslisting  
This writing intensive seminar will focus on slavery in the southern United States--one of the most difficult and challenging subjects in this country's history. After looking at several different approaches to North American slavery and examining in depth two of the key primary sources for the study of this institution, students will select an aspect of slavery for intensive research. The rich sources of the Chapin and Sawyer Libraries will be examined to show students the extensive body of materials available on campus for their research projects.  

Class Format: seminar  
Requirements/Evaluation: class discussion critical part of this course; brief weekly writing assignments based on the reading done for that class; the final piece of written work will be a research paper on a subject of student's choosing due at the end of the semester  
Extra Info: in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery  
Prerequisites: First-Years and Sophomores  
Enrollment Limit: 19  
Enrollment Preferences: First-Years and Sophomores  
Expected Class Size: 15-19  
Distributions: (D2) (WI)  
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada;  

Spring 2019  
SEM Section: 01   W 1:10 pm - 3:50 pm   Charles B. Dew

AFR 167 (F) Let Freedom Ring? African Americans and Emancipation  (WI)
Crosslistings: AFR167 / HIST167 / AMST167

Secondary Crosslisting

This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Class Format: seminar

Requirements/Evaluation: research paper, short writing assignments, class participation

Prerequisites: First-Years and Sophomores

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives;

Fall 2018

SEM Section: 01 M 7:00 pm - 9:40 pm Gretchen Long

AFR 200 (F) Introduction to Africana Studies

This course introduces students to the content and contours of Africana Studies as a vibrant field of knowledge. Through exploration of the genealogy, disciplinary diversity, and evolution of the field, we will examine the depth and range of experiences of African-descended peoples throughout the Americas, the Caribbean, Europe, and Africa. We will also give some attention to how members of the Diaspora remember and encounter Africa, as well as their diverse responses to the history of enslavement, colonialism, apartheid, racism, and globalization. Through materials that embrace both historical and contemporary perspectives, we seek to help students develop critical frameworks for understanding African diasporic experience while simultaneously illuminating disjunctures and challenges for the field. This course features two pedagogical strategies: 1) a rotational, interdisciplinary approach that includes the expertise, methods, and specializations of Africana faculty; and 2) the incorporation of aesthetic materials--film, photography, music, dance, performance, and artwork--to enhance student ability to draw ongoing connections between visual and textual sources covered in the course. Close textual analysis, vibrant debate, and engaging discourse are expected.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based upon class participation, weekly reading response papers, two short essays, and a final research project

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

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 15

Distributions: (D2)

Attributes: AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; GBST African Studies Electives; LATS Comparative Race + Ethnic Studies Electives

Fall 2018

LEC Section: 01 TR 11:20 am - 12:35 pm Rhon S. Manigault-Bryant

Spring 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Neil Roberts
AFR 201 (F) African Dance and Percussion
Crosslistings: DANC201 / MUS220 / AFR201

Secondary Crosslisting

This course focuses on selected dance and music forms from the African continent for example, Kpanlogo from Ghana, Lamban from Guinea, Senegal and Mali or Bira from Zimbabwe. We will examine their origins (people, history and cultures) and influence beyond geographic perimeter to more fully understand the function of these forms in contemporary times. Students will study movement and percussion and are evaluated on the quality of progress with the selected forms throughout the semester. Forms may not be the same every semester. This course can be taken for academic and/or PE credit

Class Format: studio/lecture/discussion

Requirements/Evaluation: participation in assignments that include research and performance projects and short papers; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects

Extra Info 2: this course may be taken for academic and/or PE credit; see description for more details

Prerequisites: DANC 100 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: students who have taken Dance 100 or permission of instructors

Expected Class Size: 20

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D2)

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

Attributes: GBST African Studies Electives; MUS World Music/Ethnomusicology

Fall 2018
STU Section: 01 TF 1:10 pm - 3:50 pm Sandra L. Burton, Tendai Muparutsa

AFR 202 (F) Public Speaking: Traditions and Practice
Crosslistings: THEA209 / AFR202

Primary Crosslisting

Effective oral communication skills are necessary for any student, regardless of major or area of concentration. This course is designed to give students an introduction into the fundamentals of oral communication. We will discuss the critical role of both speakers and listeners within the transactional process of communication. Together we will explore African American oratorical traditions through viewing, listening to, and reading speeches from notable figures such as Frederick Douglass, Fannie Lou Hamer, Barak Obama, and many others. With an emphasis placed on Aristotelian and African American rhetorical methods of persuasion, evidence-based research, and organization, students will gain a better understanding of what it means to be an ethical and responsible communicator. Students will give three formal speech presentations with a focus on informative and persuasive elements. Through discussions, lectures, activities, readings, and speech presentations, students will develop meaningful skills to effectively communicate in the public setting.

Class Format: seminar

Requirements/Evaluation: students will give three formal speech presentations with a focus on informative and persuasive elements; through discussions, lectures, activities, readings, and speech presentations, students will develop meaningful skills to effectively communicate

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year and sophomore students.

Expected Class Size: 19

Distributions: (D2)

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

Not offered current academic year
AFR 203 (F) Modern African History
Crosslistings: AFR203 / HIST203
Secondary Crosslisting
This course surveys the history of 19th and 20th century Africa. The first section of the course focuses on the European conquest of Africa and the dynamics of colonial rule—especially its socio-economic and cultural consequences. The second section looks at how the rising tide of African nationalism, in the form of labor strikes and guerrilla wars, ushered out colonialism. The third section examines the postcolonial states, focusing on the politics of development, recent civil wars in countries like Rwanda and Liberia, and the growing AIDS epidemics. The last section surveys the history of Apartheid in South Africa up to 1994. Course materials include fiction, poetry, memoirs, videos, newspaper articles, and outstanding recent scholarship. The course is structured around discussions.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on two 7- to 10-page papers, one exam, and an unspecified number of pop quizzes
Prerequisites: none; no prior knowledge of African history required; open to all
Enrollment Limit: 40
Enrollment Preferences: students interested in History or Africana Studies
Expected Class Size: 15-25
Distributions: (D2)
Attributes: GBST African Studies Electives; HIST Group A Electives - Africa
Not offered current academic year

AFR 204 (F) Introduction to Francophone Literatures
Crosslistings: AFR204 / COMP282 / RLFR203
Secondary Crosslisting
What is the Francophone world comprised of? Who speaks French today and why? What does the idea of Francophonie really mean? Is this term really relevant? Why, how, and by whom is this idea being criticized? How does the littérature-monde manifesto fit within these interrogations? Is the French-speaking world merely a linguistic community or is it also a political, cultural, and economic project? Last but not least, why is the idea of Francophonie so important for France? We will answer these questions through the lens of literary and cinematic texts from Québec, Sénégal, Vietnam, France (l’hexagone), and Haiti among others.

Class Format: seminar
Requirements/Evaluation: presentation, journaling, final project, participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 105 and above, placement exam or by permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors and certificate, Africana and Comp. Lit
Expected Class Size: 20
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Attributes: GBST African Studies Electives; GBST Borders, Exiles + Diaspora Studies Electives
Not offered current academic year

AFR 205 (F) She Speaks in Color: Examining the ‘Color Complex’ in Toni Morrison’s Writings (WI)
Crosslistings: WGSS207 / COMP236 / AFR205
Primary Crosslisting
The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is
far-reaching, influencing everything from romantic partnering, economic and educational attainment, and perceptions of beauty, attractiveness, and criminality. Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been persistent yet underexplored in Morrison’s writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, The Bluest Eye (1970), Sula (1973), Song of Solomon (1977), Love (2003) and God Help the Child (2015). In our discussions of each text, we will examine the problem of the “color complex” at the intersections of race, gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically engage and interrogate fictional literature; help them identify the real and nuanced ways that color discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

Class Format: tutorial
Requirements/Evaluation: six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: this course is specifically for first-year students and they will receive preference in this class
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under AFR or WGSS; meets Division 1 requirement if registration is under COMP
Attributes: AFR Core Electives; AMST Arts in Context Electives;
Not offered current academic year

AFR 206 (S) African Dance and Percussion
Crosslistings: AFR206 / MUS221 / DANC202
Secondary Crosslisting
Course continues the investigation of selected music and dance from the African continent. Advancing dance and music skills, deepening understanding of history and context of the material are focus of readings, discussions and projects throughout the semester. Questions we will address include the impact of religion, colonialism, travel, immigration, media tradition and the continued emergence of new forms. Material may include Gum Boots (Isicathulo) from Southern Africa, Juju in Nigeria or Hip Hop in several nations. This course can be taken for academic and/or PE credit.
Class Format: studio/lecture/discussion
Requirements/Evaluation: participation in assignments that include research and performance projects and a short paper; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: students who have taken DANC 100, DANC 201 or permission of the instructor
Expected Class Size: 20
Department Notes: MUS World Music/Ethnomusicology
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR
Attributes: GBST African Studies Electives; MUS World Music/Ethnomusicology
Not offered current academic year

AFR 208 (F) Time and Blackness (WI)
Crosslistings: AFR208 / REL262 / AMST208
Primary Crosslisting
The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from—and create—paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

Class Format: tutorial

Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

Fall 2018

TUT Section: T1 TBA James A. Manigault-Bryant

AFR 212 (S) Jazz Theory and Improvisation I
Crosslistings: AFR212 / MUS104

**Secondary Crosslisting**

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

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

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

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

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

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

**Enrollment Limit:** 15

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

**Expected Class Size:** 12

**Distributions:** (D1)

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

**Attributes:** EXPE Experiential Education Courses

**Not offered current academic year**

AFR 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction  (WI)

Crosslistings: SCST213 / AFR213 / WGSS213

**Primary Crosslisting**

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on—and often disrupt—modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

**Class Format:** tutorial

**Requirements/Evaluation:** attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 10

**Distributions:** (D2) (WI)
AFR 214 (S) Jazz Theory and Improvisation II
Crosslistings: MUS204 / AFR214

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

Class Format: two weekly seminar meetings, alternating between theory and performance sessions
Requirements/Evaluation: weekly compositional, analysis, transcription or performance exercises and final transcription project
Prerequisites: MUS 104b or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: Music majors and Jazz Ensemble members
Expected Class Size: 5-8
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Attributes: EXPE Experiential Education Courses
Not offered current academic year

AFR 215 (F) Ways of Knowing: Music, Movement, Memory

Secondary Crosslisting
This interdisciplinary seminar proceeds from the premise that the body knows. Ongoing colonial modernity is rooted in a racialized hierarchy: the "civilized" life of the mind vs. the "primitive" instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don't last. In this course, we will subject this logic to close scrutiny. As performance scholar Diana Taylor asks, "Whose memories, traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge?" In this course, we look to music, movement, and other repertoires as ways of knowing, remembering, and world-making. How does embodied knowledge travel across time and space? How have performance practices served as modes of what Ashinaabe cultural theorist Gerald Vizenor calls "survivance" (survival + resistance) for indigenous, nomadic, queer, and colored communities. Case studies include: the Middle Passage and the syncretic birth of the Blues in the Americas; nomadism, the nation-state, and the migration of Romani music; and the evolution of queer ball culture. Students will engage with a variety of texts (verbal, sonic, visual, kinesthetic) and respond to them critically not only through writing and discussion, but also through their own performance practices.

Class Format: seminar
Requirements/Evaluation: in-class participation, creative/critical responses to texts, final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: if overenrolled, theater majors will get preference
Expected Class Size: 14
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under THEA or DANC; meets Division 2 requirement if registration is under AFR or WGSS
Not offered current academic year
AFR 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WI)
Crosslistings: WGSS218 / AFR218 / AMST218 / ENGL218

Secondary Crosslisting

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories" and Glenn Ligon's "Runaways", and film such as Jordan Peele's Get Out.

Class Format: seminar

Requirements/Evaluation: weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation

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

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI: Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful and censorial omissions that shape the treatment of gender and sexuality in these texts.

Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm    Ianna Hawkins Owen

AFR 219 (S) Spiritualities of Dissent
Crosslistings: REL220 / AFR219

Secondary Crosslisting

This course seeks to understand how protest fuels the creation and sustenance of black religious movements and novel spiritual systems in the twentieth and twenty-first centuries. We will examine the dissentive qualities of selected African-descended activists, community workers, scholars, spiritual/religious leaders and creative writers. By the end of this course, students will be able to thoughtfully respond to the questions, "What is spirituality?"; "What is dissent?"; and "Has blackness required resistive spiritual communities?"

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, weekly reading responses, a critical book review, and a final paper or project

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors; Africana Studies concentrators

Expected Class Size: 15

Distributions: (D2)
AFR 220 (S)  Introduction to African American Literature  
Crosslistings: AMST220 / AFR220 / ENGL220  

Secondary Crosslisting  
What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness. Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.  

Class Format: seminar  
Requirements/Evaluation: writing assignments for the course will total 20 pages, distributed over 3 papers  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Limit: 20  
Enrollment Preferences: none  
Expected Class Size: 25  
Distributions: (D2)  
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR  
Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; ENGL Literary Histories C  

Spring 2019  
SEM Section: 01  
Cancelled  

AFR 221 (S)  Giving God a Backbeat: Rap Music, Religion & Spirituality  
Crosslistings: AFR221 / REL263  

Primary Crosslisting  
On the surface, religion and rap music may seem as if they have little in common. Yet, like other Black musical traditions such as spirituals and the blues, rap is rooted in African American religious traditions. In this course, we will explore the ways in which rap music intersects with the sacred and secular worlds. Through an examination of black religious traditions, lyrics, music videos, and digital media, we will unearth what Anthony Pinn calls the "spiritual and religious sensibilities" of rap music. Grounded in culture-centered criticism, we will investigate the rhetoric of rap and religion through the theoretical ideas of Black Liberation Theology and hip-hop feminism.  

Class Format: seminar  
Requirements/Evaluation: students will be evaluated on their class participation, response papers, quizzes, and a final class group project  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: none  
Enrollment Limit: 25  
Expected Class Size: 20  
Distributions: (D2)  
Attributes: AFR Core Electives; AMST Arts in Context Electives;  

Not offered current academic year  

AFR 223 (S)  Politics of Performance/Performing Politics in Contemporary Africa  
Crosslistings: MUS222 / AFR223  

Secondary Crosslisting  
Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change.
Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQ community, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres--among them Afrobeat, kwaito, soukous, rai, mbalax, Chimurenga music, and a variety of rap and hip-hop styles--are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.

Class Format: lecture/discussion
Requirements/Evaluation: based on in-class preparation and participation, bi-weekly short writing assignments, a midterm paper and a final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: sophomores, juniors, or seniors who are current or prospective Music majors, as well as current and prospective Africana Studies and Latina/o Studies concentrators
Expected Class Size: 10
Department Notes: MUS World Music/Ethnomusicology
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Attributes: GBST African Studies Electives; MUS World Music/Ethnomusicology;
Not offered current academic year

AFR 225 (S) Musics of the Caribbean
Crosslistings: MUS225 / AFR225
Secondary Crosslisting
From witty and politically charged calypsos to soulful bachatas, from folkloric displays that advertise a country's cultural diversity to ritual performances that facilitate communication with the spirit world, the music of the Caribbean is astonishingly diverse, both sonically and in its social application. This course serves as an introduction to a wide spectrum of Caribbean music in its broader social and historical context. Through engaging with audio and video sources, readings, performance exercises and workshops, students will learn to identify distinguishing features associated with particular countries and regions, while also exploring the sounds and musical structures that are shared between them. Featured genres include reggae, steel pan, calypso, zouk, Maroon music from Suriname and Jamaica, chutney, salsa, merengue and music from Haitian Vodu and Cuban Santería religions. Interlaced with discussion of musical genres and innovative musicians are a number of central questions about the social role of music within the region: How has slavery and colonial enterprise shaped the musical landscape of the Caribbean? How do the realms of sacred and secular performance relate to each other? What role does tourism and global circulation play in influencing musical tastes and practices? Finally, how do music and dance interconnect?

Class Format: lecture
Requirements/Evaluation: class participation, multimedia project, midterm paper, intermittent short assignments, final exam
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Music majors and Africana Studies or Latina/o Studies concentrators
Expected Class Size: 20
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Attributes: AFR Core Electives; MUS World Music/Ethnomusicology
Not offered current academic year

AFR 226 (S) Black France/France Noire
Crosslistings: RLFR226 / AFR226
Secondary Crosslisting
From witty and politically charged calypsos to soulful bachatas, from folkloric displays that advertise a country's cultural diversity to ritual performances that facilitate communication with the spirit world, the music of the Caribbean is astonishingly diverse, both sonically and in its social application. This course serves as an introduction to a wide spectrum of Caribbean music in its broader social and historical context. Through engaging with audio and video sources, readings, performance exercises and workshops, students will learn to identify distinguishing features associated with particular countries and regions, while also exploring the sounds and musical structures that are shared between them. Featured genres include reggae, steel pan, calypso, zouk, Maroon music from Suriname and Jamaica, chutney, salsa, merengue and music from Haitian Vodu and Cuban Santería religions. Interlaced with discussion of musical genres and innovative musicians are a number of central questions about the social role of music within the region: How has slavery and colonial enterprise shaped the musical landscape of the Caribbean? How do the realms of sacred and secular performance relate to each other? What role does tourism and global circulation play in influencing musical tastes and practices? Finally, how do music and dance interconnect?
On the eve of the new millennium, the year 1998 saw the emergence in France of "Black studies à la française" (Ndiaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority "made itself more visible" (Faes and Smith). This course examines a wide range of discursive practices through which athletes, artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone. It retrace the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of affirmation and contestation. Following a study of the interwar period (1918-1939), when the work of "negritude women" (Sharpley-Whiting) such as "afro-latinité" spurred the negeritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembé, Françoise Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. Conducted in French.

Class Format: seminar
Requirements/Evaluation: response papers, midterm paper, TV show, colloquium
Extra Info: not available for the fifth course option
Prerequisites: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French and Africana Studies concentrators
Expected Class Size: 12
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR

Not offered current academic year

AFR 228 (F) Revolt and Revelation in 20th-Century Americas
Crosslistings: AMST228 / AFR228 / LATS228 / REL223
Secondary Crosslisting

Writing in 1971, Dominican priest and Peruvian theologian Gustavo Gutierrez asked “Is the Church fulfilling a purely religious role when by its silence or friendly relationships it lends legitimacy to dictatorial and oppressive government?” Such a question encapsulates the sometimes agonistic and other times deeply intertwined relationships between religious institutions, religious thought, and movements for political transformation in the 20th century Americas. This course examines those forms of “God-talk” broadly termed “liberation theologies” that responded to and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were borne out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings--such as those of Gutierrez--and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, Perú, and the United States of America between 1960-2000.

Class Format: seminar
Requirements/Evaluation: participation, short writing exercises, a 5- to 6-page take-home midterm essay, and an 8- to 12-page final review essay
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: majors and concentrators
Expected Class Size: 12
Distributions: (D2)
Attributes: LATS Core Electives

Not offered current academic year

AFR 229 (F) European Imperialism and Decolonization
Crosslistings: AFR229 / HIST229
Secondary Crosslisting

This course will study European imperialism in the nineteenth and early-twentieth centuries and the formidable opposition it provoked, both on the part of the socialist opposition at home and the movements for national liberation in Asia, Africa, the Middle East, and the New World. The first half of the
course will focus on the expansion of Europe in the nineteenth century, particularly the British conquest of India, the Scramble for Africa, and the break-up of the Ottoman Empire following World War I. In the second half of the course, we will examine some of the most dramatic movements for national liberation, including the independence in India, the Algerian Revolution, and the torturous struggle for independence in Lumumba's Congo.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on a midterm, a final exam, a 10-page research paper, and class participation

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 15-20

Distributions: (D2)

Attributes: HIST Group A Electives - Africa; HIST Group B Electives - Asia; HIST Group C Electives - Europe and Russia; HIST Group D Electives - Latin America + Caribbean; HIST Group E Electives - Middle East

Fall 2018

LEC Section: 01  M 7:00 pm - 9:40 pm  Shanti M. Singham

AFR 230 (F)  Gender, Sexuality, and Global HIV/AIDS

Crosslistings: WGSS230 / AFR230

Secondary Crosslisting

The global pandemic of HIV/AIDS is now entering into its fourth decade. Throughout this history sexuality, gender and race and inequality have played a central role in the spread of the virus, and its apparent entrenchment in certain communities. This class will use a gendered, interdisciplinary perspective to investigate the pandemic's social, economic and political causes, impact, and conundrums--the problems it poses for scholarship, activism, public policy, and public health. Issues discussed will include the role of transaction sex and economic structures in both susceptibility to HIV and vulnerability to its impact; stigma and its challenges for HIV prevention, testing and treatment uptake; the role of positive youth in the next stages of the pandemic; and the evolving expressions of biopower in the global AIDS response. The class will look at examples of successful policies and activism as well as the failures, corruption and complacency that have characterized the global pandemic. There will be a particular geographical focus on experiences in the U.S. and sub-Saharan Africa.

Class Format: seminar

Requirements/Evaluation: two short papers and a research paper; class participation will form part of the grade

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Public Health concentrators

Expected Class Size: 20

Distributions: (D2)

Attributes: PHLH Social Determinants of Health

Not offered current academic year

AFR 234 (S) History of the Civil Rights Movement

Crosslistings: AFR234 / HIST282

Secondary Crosslisting

This course examines the American civil rights movement, arguably the most important social movement of the twentieth century, and its far reaching effects. We will set the movement's classic phase from 1954-1965, within a broader history organizing for freedom from the 1930s through the demise of Black Power in the 1970s. We will trace a wide variety of activists in southern struggle, examining familiar figures like Rosa Parks and Martin Luther King, Jr., from new perspectives, together with the often unsung heroes of local movements. We will also highlight freedom struggles in the North and West, whose timing, issues, and politics often differed, including the presence of a diverse cast of racial minorities including Latinx and Asians. Throughout our study, we will interrogate the perspectives of both the participants and the historians who have written their stories about the time, space, issues, and strategy that define our understanding of the struggle for freedom. Class will consist of lecture and discussion.
AFR 237 (F) Islam in the United States: From Black Muslims to the War on Terror
Crosslistings: AFR237 / REL237 / AMST237
Secondary Crosslisting
Malcolm X is likely the most prominent and influential Muslim figure in the history of the United States. His story represents two fundamental themes in the history of Islam in America: conflict between Muslims over what is "authentic" or "orthodox" Islam; and the ways that American history, politics, and culture determine the contours of "American Islam". This course will explore these two themes through an array of topics in the history of American Islam. In so doing, we will examine the complex relation between religion, politics, and culture in the United States. Beginning with the story of Malcolm X, the Nation of Islam, and other African-American Muslim movements, we will try to understand: What made Islam so appealing to millions of African-Americans throughout the 20th century? And were these genuinely "religious" and "Islamic" movements, or just racial/political "black nationalist" movements in the guise of religion? What counts as legitimately "Islamic", and who gets to decide? We will then move into the latter half of the 20th century and the post-9/11 debates over authentic Islam. What happened to American Muslim communities and organizations after the waves of post-1965 immigration from Muslim countries? How have debates about Muslim identity shifted over time, from being configured in terms of black separatism, to transnational/diasporic identity, to the attempts at articulating an indigenous "American-Muslim" identity? How have national narratives around 9/11 and the "War on Terror" impacted these debates over identity and "true Islam"? And how have these debates intersected with gender, racial, and ethnic politics? Throughout the course, we will be studying historical and anthropological material, autobiographies, novels, documentaries, films, and social media. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to race, ethnicity, nationality, culture, gender, language, and age.
Class Format: seminar
Requirements/Evaluation: in-class participation and presentations; 3 short essays; final project
Prerequisites: none
Enrollment Preferences: none
Expected Class Size: 12
Distributions: (D2)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;
Not offered current academic year

AFR 241 (S) The Banlieue in Literature, Music, and Film
Crosslistings: RLFR240 / AFR241 / COMP281
Secondary Crosslisting
In this course we will read, watch, and listen to various constructions of the banlieue in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.
Class Format: seminar
Requirements/Evaluation: journaling, presentation, in-class discussion, and final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 105 and above
Enrollment Limit: 20
Enrollment Preferences: French majors, certificate, Africana and Comparative literature students
Expected Class Size: 15

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR

Attributes: FMST Core Courses
Not offered current academic year

AFR 242 (F)  Introduction to the Music of John Coltrane
Crosslistings: AFR242 / MUS252

Secondary Crosslisting

This course offers the serious music student an opportunity to study the unique body of work produced by saxophonist and composer John Coltrane (1926-1967). The course traces the evolution of Coltrane's compositional and performance styles in the context of the musical and cultural environment in which they developed. Emphasis placed on Coltrane's musical style, representing a unique synthesis of influences, including jazz, world, and European Classical music and spirituality. Substantial reading assignments, including a biography and related criticism, as well as detailed score analysis and study, are required.

Class Format: lecture

Requirements/Evaluation: evaluation based on in-class participation and preparation, quizzes on assigned readings, midterm, final examinations and a final paper

Extra Info: evaluation partially based on participation in an in-class group analysis presentation, and a final paper involving musical analysis of a Coltrane composition or recorded performance

Prerequisites: MUS 103 and/or 203 strongly recommended; musical literacy sufficient to deal with the material and/or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: musically literate students and Music majors

Expected Class Size: 10

Distributions: (D1)

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

Attributes: AMST Arts in Context Electives;
Not offered current academic year

AFR 246 (F) African American History, 1619-1865
Crosslistings: HIST281 / AFR246

Secondary Crosslisting

This course provides an introduction to the history of African Americans in United States during the colonial, early republic, and antebellum eras. The experience of enslavement necessarily dominates this history, and it is the contours and nuances of slavery-and the development of racial classifications-that give this course its focus. We will also explore African cultural influences, the significance of gender, the lives of free blacks, and the cultural and intellectual significance of the abolitionist movement. The course closes on the themes that emerge from the Civil War, and on the meaning of freedom and emancipation. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential. This Power etc course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

Class Format: seminar

Requirements/Evaluation: class discussion, short informal writing assignments, three formal papers from 3-7 pages, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first- and second-year students

Expected Class Size: 20
AFR 248 (S) The Caribbean: From Slavery to Independence
Crosslistings: AFR248 / HIST248

Primary Crosslisting
This class will begin with and foreground the current crisis in Puerto Rico, an island emblematic of the history of colonialism, racism, environmental destruction, and economic exploitation of the region. But as the Caribbean has suffered, so has it resisted. From the Haitian Revolution to the Manley ’Revolt’ in Jamaica, the Puerto Rican Independence Movement, the Cuban Revolution, and the Grenadian Revolution, the Caribbean has been at the forefront of radical change in the New World. Pioneering slave emancipation, independence from European empires, and unique experiments in socialism, communism, and Black Power, these small islands have been world leaders. But their innovative social and political experimentation--expressed in vivid artistic and musical forms--have all too often met with disdain and repression by their more powerful neighbors or former colonial rulers. This course will examine the audacious experiments of the Caribbean people from the eighteenth to the twentieth centuries as well as the repression they have faced from abroad. We will pay attention to the rich cultural diversity of the region, using film, music, literature and art to examine diverse phenomenon, including voodoo, Santeria, and Rastafarianism. We will also explore the prospects for continuing change in the contemporary Caribbean, paying special attention to the environmental challenges they face amidst rising sea levels, drought, heat waves, and the effect of two hundred years of environmental destruction at the hands of rapacious foreigners, from slaveowners to cruise ship lines to bauxite and oil producers.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, a mid-term and final paper, and a 10-12 page research paper
Extra Info: not available for the fifth course option
Prerequisites: none; open to all
Enrollment Limit: 20
Enrollment Preferences: Africana Studies concentrators; History majors
Expected Class Size: 20
Distributions: (D2)
Attributes: AFR Core Electives; GBST Latin American Studies Electives; HIST Group D Electives - Latin America + Caribbean; HIST Group P Electives - Premodern; LATS Countries of Origin + Transnationalism Elect; MAST Interdepartmental Electives
Not offered current academic year

AFR 254 (F) Bebop: The (R)evolution of Modern Jazz
Crosslistings: MUS254 / AFR254

Secondary Crosslisting
In the 1940s, Jazz turned a corner, transitioning from the functional and popular music of the swing era to the increasingly complex art music known as bebop. The practitioners of this new sub-genre were seen not as showmen or entertainers, but (in the words of poet Ralph Ellison) as "frozen faced introverts, dedicated to chaos." This music was simultaneously old and new, a musical evolution interpreted through the lens of cultural revolution. This class will survey the lives, music and continuing impact of bebop's most pivotal figures: Charlie Parker, Thelonious Monk, Dizzy Gillespie, Bud Powell and Kenny Clarke among many others. Through score study and guided listening assignments, the class will examine the melodic, harmonic and rhythmic innovations associated with this pivotal era in jazz history. We will evaluate, compare and contrast examples of contemporary theoretical scholarship concerning this musical vocabulary and it's evolution. Intersections between the music and parallel artistic, social and political movements will also be addressed.

Class Format: seminar
Requirements/Evaluation: weekly reading, listening, short written responses to discussion prompts and participation in class discussion; quizzes on assigned readings and listening, and final exam
AFR 256 (S) Politics of Africa

Crosslistings: AFR256 / PSCI243

Secondary Crosslisting

This course provides an introduction to the politics of contemporary Africa, emphasizing the diversity of African politics. It seeks to challenge the widespread image of African politics as universally and inexplicably lawless, violent, and anarchic. We begin by examining the colonization of Africa, nationalist movements, and patterns of rule in the first 30 years of independence. From there, we analyze the causes, achievements and limitations of the recent wave of political liberalization across Africa. Finally, we examine China's growing expansion into Africa and ask whether this is a new colonialism.

Class Format: lecture/discussion

Requirements/Evaluation: class discussion, four short papers and final exam

Prerequisites: none

Enrollment Limit: 35

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

Expected Class Size: 30

Distributions: (D2)

Attributes: GBST African Studies Electives; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses

Not offered current academic year

AFR 257 (F) Social Justice Traditions: 1960s to #Black Lives Matter (DPE)

Crosslistings: HIST256 / AMST256 / AFR257

Secondary Crosslisting

We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today's activists draw on the “freedom dreams,” tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of “justice.” Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

Class Format: seminar

Requirements/Evaluation: attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay

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

Enrollment Limit: 35

Enrollment Preferences: first years, sophomores, and American Studies majors

Expected Class Size: 25

Distributions: (D2) (DPE)
African Studies

This course introduces students to the rich religious expressions of Black Americans through their rhetorical traditions. We begin with a survey of rhetorical productions like sermons, music, and other forms of public address in the historical literatures on Black religions. Our review will yield some of the primary themes of Black religious experiences—the injustices of modern racism, the significance of liberation, and continued meaning of Africa as a homeland. We will then investigate how secular processes like commodification alter rhetorical practices.

Class Format: lecture

Requirements/Evaluation: evaluation in this course will be based upon class participation, response papers, one 8-page paper, and a formal group presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D2)

Not offered current academic year
AFR 261 (F) Haitian and French Caribbean Literatures and Films
Crosslistings: COMP283 / AFR261 / RLFR261

Secondary Crosslisting
Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking Caribbean such as the idea of Haiti as the First Black republic and the poorest nation in the Western hemisphere and of Martinique and Guadeloupe as the "French" Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling "intimist" stories (Ferly). This course focuses on the diverging paths by Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus gender, slavery, identity, exile, migration, imperialism, culture, and (non) sovereignty.

Class Format: seminar
Requirements/Evaluation: in-class discussions, journaling, steps towards final project, final project and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: French majors, French certificate, Africana and Comparative Literature students
Enrollment Limit: 15
Enrollment Preferences: 105 and above, French majors, French certificate, Africana and Comparative Literature students
Expected Class Size: 10
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Attributes: FMST Core Courses

AFR 276 (S) Black Europeans (WI)
Crosslistings: AFR276 / GERM276 / COMP276

Secondary Crosslisting
This course explores the in/visibility of Black Europeans from the Enlightenment to the present with a particular focus on French, German, Austrian, Dutch, British, and Russian history. With the European Enlightenment as point of departure, the tutorial investigates the large presence of Blacks as objectified subjects in paintings and decorative artifacts of the 18th and 19th centuries while interrogating their century-long absence from European historiography until fairly recently. In this tutorial, we will start discussing the significance of the Code Noir (1685) as well as the major economic impact of the Atlantic Slave Trade on European countries such as Great Britain, France, and the Netherlands. We will read historical biographies about a handful of outstanding Black Europeans in France (composer Monsieur de Saint George), Germany (Prussian officer Gustav Sabac el Cher, philosopher Wilhelm Anton Amo), Austria (royal tutor Angelo Soliman), Holland (Prince Kwasi Boachi), and Russia (military leader Abram Petrovitch Gannibal) during the 18th and 19th centuries, study paintings and decorative artifacts of the 18th and 19th centuries depicting black servants—such as Hyacinthe Rigaud's Portrait of Marquise de Louville (1708), Nicolas Lancret's The Escaped Bird (1730), and Manet's Olympia (1863) to name a few—and watch the biopic Belle by Amma Asante (2013), narrating the life of black heiress Dido Elizabeth Belle in 18th-century England. We will also do a quick survey of 20th-century European cinema, that has until now cast very few black actors in supporting and leading roles, and we will ponder the representation of black people in recent films that were commercially successful at the box office (such as Les Intouchables by Nakache/Toledano, France 2011). Finally, we will reflect on the deep roots of European colonialism that takes the form of national debates surrounding the naming of chocolate-coated treats and licorice sweets (Têtes de nègre, Mohrenkopf, and Negerkuss) or of a controversy around cultural identity resulting from the grotesque depiction of black men in folkloric tradition (like Zwarte Piet in the Netherlands).

Class Format: tutorial
Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-years, sophomores, and juniors
AFR 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Crosslistings: AFR283 / AMST283 / WGSS283 / ENGL286

Secondary Crosslisting

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Class Format: seminar

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Distributions: (D2)

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

Attributes: FMST Core Courses; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm    Kai M. Green

AFR 299 (S) Rastafari: Dread, Politics, Agency

Crosslistings: REL261 / PSCI233 / AFR299

Primary Crosslisting

The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan-Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio-visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly reading e-response papers, two short essays, and a 12- to 15- page final paper

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

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and majors in Political Science and Religion
AFR 301 (F) Experimental African American Poetry
Crosslistings: AMST307 / AFR301 / ENGL327 / COMP311

Secondary Crosslisting
Contemporary African American poets in various cities and towns across the nation—from New York City to Los Angeles, from Berkeley to Durham, N.C.—are currently producing a vibrant and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. This formally innovative poetry defamiliarizes what we normally expect of "black writing" and pushes us to question our assumptions and presumptions about black identity, "identity politics," the avant-garde (for example, is it implicitly raced?), formalism, socially "relevant" writing, the (false) dichotomy of form versus content, the black "community," digital poetics, and other issues of race and aesthetics. We will examine the writings of living poets, who range widely in age, and those of their avant-garde predecessors in the twentieth century. We will also be making links between this poetry and African American music and visual art.

Class Format: seminar
Requirements/Evaluation: two papers (6-8 pp., 8-10 pp.), short response papers, oral presentation, and class participation
Prerequisites: none, though at least one previous literature course preferred
Enrollment Limit: 15
Enrollment Preferences: American Studies majors
Expected Class Size: 15
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL
Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; Not offered current academic year

AFR 302 (S) Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life
Crosslistings: COMP309 / AFR302

Primary Crosslisting
Often viewed as the "dirty laundry" of the Black American past, colorism, or skin color bias, is a pervasive force within modern global society. Although it is not a new issue, its impact is far reaching and continues to have damaging effects on people of color—especially members within the African Diaspora. From skin bleaching creams like "Whitenicious" to rap music's fetishization of light-skinned women, colorism is a very real and present issue affecting Black life. From the literary works of Wallace Thurman and Toni Morrison, to the lyrics of blues crooner Big Bill Broonzy and rapper Lil Wayne, we will analyze the many ways that the politics of color influence standards of beauty and attractiveness, perceptions of behavior and criminality, and economic attainment and stability.

Class Format: seminar
Requirements/Evaluation: evaluation in this course will be based upon class participation, response papers, one 6- to 8-page paper, and a formal class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 20
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AFR; meets Division 1 requirement if registration is under COMP
AFR 303 (F) A History of Islam in Africa
Crosslistings: HIST303 / REL303 / ARAB303 / GBST303 / AFR303

Secondary Crosslisting
This course examines the history of Islam in Africa from the seventh century to the present. We will start off by looking at the spread of Islam in different parts of Africa. We will then analyze the social, political, economic, and cultural impact of Islam on African societies, the interaction between Islam and indigenous African institutions, the Islamic revolutions in the nineteenth century, the impact of European colonial rule on Muslim societies, and the development of Islam in the post-independence period. We will also examine how African Muslims reconstructed and asserted their religious identities by localizing Islamic intellectual traditions, healing practices, music, arts, cultural norms, and formal and informal religious festivals. By the end of the semester students should be able to appreciate Islam's common framework as well as its diversity and dynamics within that larger framework and over time.

Class Format: seminar

Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: lottery

Expected Class Size: 25

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Attributes: GBST African Studies Electives; HIST Group A Electives - Africa

Not offered current academic year

AFR 304 (S) South Africa and Apartheid
Crosslistings: AFR304 / HIST304

Secondary Crosslisting
This course introduces students to the spatial, legal, economic, social and political structures that created Apartheid in South Africa, and to the factors that led to the collapse of the racist order. We will examine the many forms of black oppression and, also, the various forms of resistance to Apartheid. Some of the themes we will explore include industrialization and the formation of the black working classes, the constructions of race, ethnicities and sexualities, land alienation and rural struggles, township poverty and violence, Black education, and the Black Consciousness Movement.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation and three short papers

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

Enrollment Limit: 25

Expected Class Size: 20

Distributions: (D2)

Attributes: GBST African Studies Electives; HIST Group A Electives - Africa

Not offered current academic year

AFR 307 (F) Contemporary Short Stories from North Africa
Crosslistings: RLFR309 / AFR307

Secondary Crosslisting
Short stories are the vibrant center of the literary landscape in North Africa today. Written in French, Arabic and sometimes Amazigh languages, short stories provide timely interventions in political and social discourse. In this course, we will read short stories that use humor and satire to address the effects of globalization on local communities, that experiment with language to portray war and revolution, and that seek to create a new space for the
discussion of gender. We will also analyze films, sociological texts and Moroccan, Algerian and Tunisian online newspapers in order to explore contemporary transformations of life in North Africa. Readings by Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zafzaf, Ahmed Bouzfour, Soumaya Zahy and Fouad Larouz among others. Conducted in French.

Class Format: seminar/discussion

Requirements/Evaluation: active class participation, weekly response papers, two short papers, an oral presentation and a final paper

Prerequisites: RLFR 201, 202 or 203 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and those with compelling justification for admission

Expected Class Size: 20

Distributions: (D1)

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

Attributes: GBST African Studies Electives

Not offered current academic year

AFR 309 (S) Scriptures and Race

Crosslistings: AFR309 / LATS309 / REL309

Secondary Crosslisting

This course focuses on the relationships between constructions of race in the post-1492 American world and “Christian scriptures.” The big questions of the course examine the ways that contestations of power are intertwined with the making of, interpretation, and transformation of sacred texts. Both scriptures and race are conceptual constellations of human social imagination, and yet their conceptualization has often been embroiled in the hopes and traumas of everyday life in the Americas. How and why did these two terms come to have any relationship to each other? How and why do peoples engage “scriptures”? In what ways do “scriptures” informed how people imagine themselves, their communities, and their relationship to religious and racial “others”? How did “scriptures” and “race” inform each other in modern colonialisms and imperialisms? In this course, we will examine the ways that scriptures have been employed in order to understand and develop notions of race, and we will examine how ideas about and lived experiences of race have informed the concept of scriptures as well as practices of scriptural interpretation.

Class Format: tutorial

Requirements/Evaluation: evaluation based upon participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final essay

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

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D2)

Attributes: LATS Core Electives

Not offered current academic year

AFR 310 (F) Womanist/Black Feminist Thought

Crosslistings: AMST309 / AFR310 / WGSS310 / REL310

Primary Crosslisting

This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanist and black feminism begin with the assumption that the experiences of women of color--particularly black women--are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors

Expected Class Size: 20

Distributions: (D2)

Attributes: AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018

LEC Section: 01  M 7:00 pm - 9:40 pm  Rhon S. Manigault-Bryant

AFR 314 (F) Groovin' the Written Word: The Role of Music in African American Literature

Crosslistings: AMST314 / COMP321 / ENGL314 / AFR314

Primary Crosslisting

In an interview with Paul Gilroy, Toni Morrison once said, “Music provides a key to the whole medley of Afro-American artistic practices.” Morrison is not the only one who believes that music speaks to numerous aspects of the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan Lori-Parks, many African American authors have drawn on music to take political stands, shape creative aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music's ability to represent and critique African American culture in their literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals/gospel, blues, jazz, and rock/rhythm and blues. While this class requires students to practice in-depth literary and performance analysis skills, students are not required to have technical musical knowledge.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 3-page paper, one 6- to 8-page paper comparing two works, one in-class spoken word performance with 2-page report, final presentation

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

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Distributions: (D2)

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

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

AFR 315 (S) Blackness 2.0: Race, Film and New Technologies

Crosslistings: AMST315 / AFR315 / SCST315

Primary Crosslisting

Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of ‘new’ technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the ‘real’ vs ‘virtual’ world; emoji wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.

Class Format: seminar
**Requirements/Evaluation:** evaluation based on participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an original multimedia project.

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 15

**Distributions:** (D2)

**Attributes:** AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses

**Spring 2019**

SEM Section: 01    TR 9:55 am - 11:10 am    Rhon S. Manigault-Bryant

**AFR 317 (F) Black Migrations: African American Performance at Home and Abroad**

Crosslistings: DANC317 / AFR317 / COMP319 / AMST317 / THEA317 / ENGL317

**Primary Crosslisting**

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

**Class Format:** seminar/discussion

**Requirements/Evaluation:** evaluation will be based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

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

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA

**Attributes:** AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives;

**Not offered current academic year**

**AFR 321 (F) Trending Black: Race & Social Media in the 21st Century**

The 21st Century ushered in new and exciting ways for people to communicate digitally. With the creation of social media outlets like Facebook, Twitter, Instagram, and more recently Vine, connecting with the world is literally one click, or selfie away. Though much of the attention around social media is focused on people with race and educational privilege, people of color have created their own spaces to curate, articulate, and produce culture. Through the methods of rhetorical criticism, critical discourse analysis, cultural criticism and ethnography, we will investigate the ways Africana cultures, specifically in the United States, utilize social media to shape community and influence popular culture. This course will give students hands-on experience analyzing various texts, and a deeper understanding of rhetorical methodologies.

**Class Format:** seminar
Requirements/Evaluation: evaluation will be based upon class participation, response papers, and a final research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 20
Distributions: (D2)
Attributes: AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses
Not offered current academic year

AFR 322 (F) Race, Culture, Incarceration (WI)
Crosslistings: AMST322 / AFR322 / INTR322 / PSCI313
Secondary Crosslisting
This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.
Class Format: seminar
Requirements/Evaluation: brief analytical papers and group presentations.
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST Space and Place Electives; JLST Interdepartmental Electives;

Fall 2018
SEM Section: 01   W 1:10 pm - 3:50 pm   Joy A. James

AFR 323 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
Crosslistings: AFR323 / ARTH223 / ENGL356 / AMST323 / COMP322
Primary Crosslisting
This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's Bayou and Ho Che Anderson's King: A Comic Biography, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.
Class Format: seminar
Requirements/Evaluation: evaluation will be based upon class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life)
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 19
Department Notes: this course is part of the Gaudino Danger Initiative
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under ARTH, COMP or ENGL

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

Not offered current academic year

AFR 325 (F) Television, Social Media, and Black Women 'Unscripted'
Crosslistings: AFR325 / WGSS325

Primary Crosslisting

Nene Leaks, Shonda Rhimes, Oprah Winfrey, Kerry Washington and now Lavern Cox and Melissa Harris-Perry have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed--these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television ('scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

Class Format: seminar
Requirements/Evaluation: evaluation in this course will be based upon class participation, response papers, one 10 page paper, and a formal class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first, second, third, and fourth year students. If over enrolled, preference will be given to third and fourth year students
Expected Class Size: 13
Distributions: (D2)
Attributes: FMST Core Courses

Not offered current academic year

AFR 326 (F) Gender, Race, and the Power of Personal Aesthetics
Crosslistings: AFR326 / AMST313 / WGSS313 / LATS313

Secondary Crosslisting

This course focuses on the politics of personal style among women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, and class inform standards of beauty, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal style among women of color? Is it feasible to assert that an easily identifiable "African American," "Latina," "Arab American" or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as activist strategy challenge traditional understandings of feminist political activity?

Class Format: seminar
Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: LATS 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course
Enrollment Limit: 12
Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority
Expected Class Size: 12
Distributions: (D2)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; LATS Core Electives; WGSS Racial Sexual + Cultural
AFR 330 (S) Modern Folklore: Postcolonial Dance and Music in Africa

Crosslistings: AFR330 / MUS330 / DANC330

Secondary Crosslisting

"Folklore is a mixture of traditions, poems, songs, dances and legends of the people, it can be no other than the reflection of the life of the country and if that country develops, there is no reason why the folklore which is the living expression, should not develop as well. Modern folklore in present Africa is as authentic as the Africa of old." --Keita Fodeba, founding Artistic Director of Les Ballet Africain, Guinea, West Africa. This course will involve intensive dance and musical practice that is rooted in traditional and contemporary/forms from the African continent and the Diaspora. We will examine the international impact of countries who achieved independence from Europe in the late 1950's-1990s such as Les Ballets Africain, National Dance Company of Senegal, Bembeya Jazz, Ghana Dance Ensemble, and the national dance and music companies of Zimbabwe, Jamaica, and Cuba. Our study will include the impact of artists such as James Brown, Miriam Makeba, Michael Jackson, and Youssou N'Dour, as well as Hip Hop culture and the emergence of new forms of music and dance or modern folklore.

Class Format: studio

Requirements/Evaluation: student progress with music and dance material taught, quality of assigned short papers, quality of research and performance midterm and final projects

Prerequisites: Any of the following courses offer students preparation or experience DANC 100, 201, 202; MUS 111, 117, 120, 211, 222, 233; AFR 193, 200, 223, experience in a campus-based dance or music ensemble or permission of the instructors

Enrollment Limit: 14

Enrollment Preferences: students who have taken DANC 201, 202 or any of the courses listed in the prerequisites

Expected Class Size: 10

Materials/Lab Fee: Occasional fees to attend concerts; fee range free-$35

Distributions: (D2)

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

Attributes: MUS World Music/Ethnomusicology

Spring 2019

AFR 331 (S) Senior Seminar: The Drag of Black Masculinity (DPE)

Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

Secondary Crosslisting

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

Class Format: seminar

Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project
AFR 334 (S) Radical Theories of Political Struggle: Anti-Black Racism and the Obama Administration
Crosslistings: INTR334 / AFR334 / PSCI346
Secondary Crosslisting
This seminar reviews contemporary theories of "anti-black racism"; their articulation or assimilation within current political movements and mobilizations; and the influence and impact such theories-expressed in and/or as activism-on social justice and civil rights. Critical race theory, Afro-pessimism, feminist/queer theory and the works of the incarcerated are studied. Theorists studied include: Frank Wilderson; Angela Davis; Derrick Bell; Cheryl Harris. Students write weekly mini-reflection papers on assigned readings and collectively make analytical presentations.
Class Format: seminar
Requirements/Evaluation: 1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%). Weekly student presentations consist of 15 minutes of analysis with written summaries and Q/A.
Extra Info: 1st quarter of semester: thesis and outline; 2nd and 3rd quarters: 2-page summaries integrating assigned texts into research analysis; 4th quarter: edit final paper.
Prerequisites: familiarity with one of the following: critical race theory; Africana/Black studies; feminist anti-racist political movements
Enrollment Limit: 15
Enrollment Preferences: if over enrolled students will be asked to submit a paragraph on their research interest relevant to the seminar.
Expected Class Size: 15
Distributions: (D2)

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Joy A. James

AFR 336 (S) Blackness, Theater, Theatricality
Crosslistings: AFR336 / ENGL316
Secondary Crosslisting
Representations of African American life have pervaded the various genres and tiers of American culture, embodying a carnival of competing attitudes and perspectives. Many oddities and ironies result from this curious history. For example, African Americans as theatrical figures enter American consciousness via the minstrel stage, where white entertainers wearing burnt cork lampooned Negroes to amuse white audiences. Eventually, black performers created their own versions of minstrelsy, black playwrights created dramas more sympathetic to black life, and representations of black life proliferated in every noteworthy medium. This course will consider how attitudes about blackness have informed or deformed theatrical representations of African American life. It will examine major texts by African American writers, considering both their social importance and their aesthetic experiments and innovations. It will range from politically oriented works of social realism such as Theodore Ward's Big White Fog and Lorraine Hansberry's A Raisin in the Sun to expressionistic protest works like Amiri Baraka's Dutchman and Slave Ship and Ntozake Shange's For Colored Girls to August Wilson's earnest histories and the post-modern satires of Adrienne Kennedy and Suzan-Lori Parks. Alongside these, we will also consider a variety of comic traditions, ranging from minstrelsy to Spike Lee's film Bamboozled and characters created by comedians such as
Jackie "Moms" Mabley and Richard Pryor. And how should we assess *Porgy*, a play by the white writer Dubose Heyward, which evolved into America's greatest opera, *Porgy and Bess*? This course will be an ongoing inquiry into the riotous theatricality of American blackness.

**Class Format:** seminar

**Requirements/Evaluation:** journal, a 15-page final paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 20

**Enrollment Preferences:** English majors

**Expected Class Size:** 15

**Distributions:** (D1)

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

**Attributes:** AMST Arts in Context Electives; ENGL Literary Histories C

Not offered current academic year

**AFR 340 (S) African Diaspora Religions in the Americas and the Caribbean**

Crosslistings: AFR340 / GBST340 / REL340

**Primary Crosslisting**

Over the last century, historians, social scientists, and religionists have labored to discover the meaning of African dispersal beyond the African continent and its accompanying spiritual lineages. What did it mean to move from the African continent (as opposed to the Australian continent, for example)? What theories of encounter sufficiently adjudicate the synthetic religious cultures of African descended persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will consider a brief historiography of Africana Religious Studies. This background will inform the second and primary objective of the course: privileging knowledge, place, and performance as central lenses for thematizing and exploring West and Central African religious traditions housed in the Americas. We will cover diverse African diasporic religious traditions including Conjure, Dagara, Kumina, New Orleans Voodoo, Spiritual Baptist, Winti, and Yoruba (Candomblé, Ifa, Lucumi, and "Orisha-Vodu"). We will also explore other African diasporic religious sensibilities that transgress regional and institutional boundaries.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation, discussion leadership, two scholarly journal entries, and a final seminar paper of 18-20 pages (which will require working in stages on a proposal, an 8-page draft, and a 15-page draft)

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 15

**Distributions:** (D2)

Not offered current academic year

**AFR 341 (S) Caste, Race, Hierarchy**

Crosslistings: ASST341 / AFR341 / ANTH341 / GBST341

**Secondary Crosslisting**

Caste in India looms large in global social thought as a kind of benchmark against which hierarchical social systems across the world are measured. This prominence has much to do with British colonial ideologies of rule, but it also has a deeper and different history: the Buddha compared caste to Greek slavery, early modern Jesuits related it to the system of European estates, and since the nineteenth century, anti-caste radicals from Dalit, or "untouchable," backgrounds have drawn a sustained comparison between the forms of oppression they face and those with which African Americans contend in the United States. Reciprocally, thinkers from W.E.B. DuBois to Toni Morrison have deployed the category of caste in their writings on race. What can the study of caste in postcolonial South Asia contribute to global debates over the persistence of "traditional" forms of social hierarchy? What is the stakes of bringing caste and race into the same conversation, and what are the implications of refusing to do so? In this seminar we will acquire a thorough grounding in the anthropological literature on caste and then investigate the politics of the caste-race comparison over the last


hundred years. Assignments include weekly postings of 1-page critical response papers and either a research paper or an interview-based, ethnographic final project examining “caste” in one’s own community.

**Class Format:** seminar

**Requirements/Evaluation:** weekly postings of 1-page critical response papers and research paper or ethnographic final project

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** seniors, juniors, majors in ANSO, AFR, or ASST

**Expected Class Size:** 15

**Distributions:** (D2)

**Not offered current academic year**

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**AFR 342 (S) Racial Capitalism (DPE)**

Crosslistings: AMST440 / AFR342

**Secondary Crosslisting**

This class will interrogate the ways in which capitalist economies have “always and everywhere” relied upon forms of racist domination and exclusion. Although the United States will be in the foreground, the subject requires an international perspective by its very nature. We will consider the ways in which the violent expropriation of land from the indigenous peoples of the Americas, paired with chattel slavery and other coercive forms of labor, made possible the rise of a capitalist world economy centered in Europe during the early modern period. We will then explore ways racial divisions have undermined the potential for unified movements of poor and working people to challenge the prerogatives of wealthy citizens, and served to excuse imperial violence waged in the name of securing resources and “opening markets”. Ideas about gender and sexuality always undergird racial imaginaries, so we will study, for instance, the ways rhetoric about “welfare queens” has impacted public assistance programs, and claims about the embodiment of Asian women play into the international division of labor. We will also be attentive to the means - from interracial unionism to national liberation struggles - by which subjects of racial capitalism have resisted its dehumanizing effects. This is a reading intensive course that will challenge students to synthesize historical knowledge with concepts drawn from scholars working in the traditions of Marxist, decolonial, and materialist feminist thought, including: Angela Davis, Cedric Robinson, Anibal Quijano, Chandra Mohanty, David Roediger, Stuart Hall, Ruth Wilson Gilmore, and Silvia Federici

**Class Format:** seminar

**Requirements/Evaluation:** attendance and participation; a written mid-term exam; one in-class presentation; research paper proposal; 12-16 page research paper

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

**Prerequisites:** previous course work in race and ethnicity, critical studies in neoliberalism or political economy, or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 15

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

**Distribution Notes:** DPE: Provides analysis of the creation of racial categories as means of legitimizing land theft and forced labor, which created the financial and political basis of the modern market economy. Focuses on the ways individuals have fought for equity, including interracial unionism, slave uprisings, and national liberation movements. Assignments require students to develop new educational materials (courses, museum exhibits) to challenge the knowledge/power complex that insists racial ascription and violence are incidental to capitalism.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; AMST 400-level Senior Seminars; AMST Space and Place Electives;

**Not offered current academic year**

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**AFR 343 (F) Representations of Racial-Sexual Violence from Enslavement to Emancipation (WI)**

Crosslistings: WGSS343 / AMST343 / AFR343 / INTR343

**Secondary Crosslisting**

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US
Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, LGBTQ and ethnic/black studies. Books include *Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro; At the Dark End of the Street*; films include *Birth of a Nation; Bush Mama; To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

**Class Format:** tutorial; students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence.

**Requirements/Evaluation:** weekly primary and response papers

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference given to juniors and seniors

**Expected Class Size:** 8

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

**Attributes:** AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; WGSS Racial Sexual + Cultural Diversity Courses

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**AFR 345 (S) Race and Feeling in Twentieth Century Literature**

**Crosslistings:** AFR345 / ENGL342

**Secondary Crosslisting**

Although we now take for granted that race is socially constructed, the terrain of racial feeling is less certain. In this course, we recognize that states of feeling are also socially constructed; they are marked and shaped by race and other categories. Questions concerning the circulation of feeling between individuals and their generative possibilities have preoccupied sociologists, psychologists, and literary theorists since the mid-1990s, and we will take up where they left off. In this course, we will study the ways in which literary representations of shame in African American literature offer insight into the interior lives of individuals who have been stigmatized by histories of disempowerment, trauma, and the real or imagined racialized gaze. We will analyze the influence of shame in works by such authors as James Weldon Johnson, Nella Larsen, Alice Walker, James Baldwin, Sherley Anne Williams, Phylis J. Perry, Toni Morrison, and E. Lynn Harris, and we will engage the ways in which shame, and its correlative feelings --- guilt, pride, humiliation, and love --- emerge in texts through various formal and aesthetic choices. We will also engage such theorists as Eve Kosofsky Sedgwick, Sara Ahmed, Sianne Ngai, Heather Love, Darieck Scott, Erving Goffman, and Melissa Harris-Perry to assist us in our inquiry into the intersections of race, feeling, and literature.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, two short essays of scholarly commentary on critical theory, midterm exam, 8- to 10-page paper

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

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** none

**Expected Class Size:** 25

**Distributions:** (D1)

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

**Attributes:** ENGL Criticism Courses

Not offered current academic year

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**AFR 347 (S) Negative Affects in African American Literature**
"My pessimism was stronger than my longing," wrote Saidiya Hartman in her genre-breaking Lose Your Mother in her search for the afterlife of kinship in the remains of a Ghanaian slave fort. In this course we will discuss a mixture of contradictory "bad" feelings burdening the individual and the collective; for example, how hope and desire compete in Hartman's statement with habituated disappointment and exhaustion. How do black subjects creatively overcome the racial foreclosure to write and recite violence, rage, refusal, anxiety, depression, idleness, grief, silence, etc.? And, further, how do we make sense of the sorts of affects that become negative when practiced by black subjects, such as love, empathy, and desire? Together, we will explore interventions by critical theorists of blackness, gender, and sexuality including Saidiya Hartman, Darieck Scott, Abdul JanMohamed, Christina Sharpe, Frantz Fanon, Ann Cvetkovich, Heather Love, and Lauren Berlant to assist us in confronting the sometimes perilous terrain of negative expression for black subjects. Primary texts will include work by Toni Morrison, James Baldwin, Kara Walker, Jamaica Kincaid, and Richard Wright. This course will be driven by student discussion and collaboration.

**Class Format:** seminar

**Requirements/Evaluation:** one 10 pg paper, one 4 pg paper, engaged feedback process, presentations, thoughtful class participation

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

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** none

**Expected Class Size:** 20

**Distributions:** (D1)

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

**Attributes:** ENGL Criticism Courses

Not offered current academic year

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**AFR 348 (S) The Black Radical Tradition (WI)**

Crosslistings: LEAD348 / PSCI348 / AFR348

**Primary Crosslisting**

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

**Class Format:** tutorial

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

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

**Prerequisites:** none; open to all

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

**Attributes:** AFR Core Electives; PSCI Political Theory Courses;

Spring 2019

TUT Section: T1    TBA    Neil Roberts
AFR 350 (S)  Organizing Resistance: Black Activism, Then and Now
This Africana class will be an experiential learning class designed both to study and to do activism as a way of learning how to be effective organizers in the Black world today. Our study component will focus on important past organizations and movements--Fannie Lou Hamer and the organizing of the Mississippi Freedom Summer and "Freedom Democrats" challenge to the Democratic Party, The Student Non-Violent Coordinating Committee, The National Welfare Rights Organization, The Poor People's Budget, The Free Breakfast Program of the Black Panther Party--with an eye towards understanding how they actually organized and determining their successes and failure. The activism component of the class will include work in Pittsfield and/or Albany--with immigrant rights group, prison rights organizations, educational entities--and we will take a Spring break activism trip (for one of our two weeks off), either to Ferguson, Missouri, or to Florida to continue work on environmental justice already in place via Africana WS 25. We will also be exploring online activism, especially in relationship to the growing activism against police and other racist violence in Ferguson, Missouri, Sanford, Florida, Oakland, California and New York City.

Class Format: seminar
Requirements/Evaluation: two short 5-page papers; final portfolio and/or final paper; class participation
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Africana Studies concentrators;
Expected Class Size: 10
Distributions: (D2)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; JLST Interdepartmental Electives
Not offered current academic year

AFR 351 (S)  Spirits of Rebellion: The L.A. Rebellion Filmmakers
Crosslistings: ENGL357 / AMST359 / AFR351

Secondary Crosslisting
When Beyoncé unveiled the Lemonade visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's Daughters of the Dust (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Allie Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, woman of color feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned Lemonade and Barry Jenkins' Moonlight (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

Class Format: seminar
Requirements/Evaluation: attendance and participation; weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: previous courses in American Studies, critical studies in race and ethnicity or cultural studies, or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: American Studies majors
Expected Class Size: 19
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under ENGL
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives;
AFR 352 (S) Mystic Spirituality in Black Women’s Social Justice Activism: Brazil-USA
Crosslistings: REL352 / AFR352 / WGSS352

Primary Crosslisting
This course examines the meanings and manifestations of mystic spirituality in the lives and work of selected Black women artists/activists in the USA and Brazil. The writings of Lucille Clifton (poet), Rosemarie Freeney Harding (activist and counselor) and Makota Valdina Pinto (activist and Candomblé ritual elder) are key texts for our exploration of the uses of mystic sensibilities and Afro-Atlantic ritual traditions--such as dreams and visions, prayer, divination, sacred dance, healing rites and other forms of unmediated intimate encounter with the sacred--as resources for creativity, community organizing, self-care and as aspects of political and social critique in African American and Afro-Brazilian contexts. The methodology of the course blends historical, literary and womanist approaches in an investigation of the conjunctions of spiritual practice and activism in the experience of women in the Afro-Atlantic diaspora.

Class Format: seminar

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages) and a final project

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: AFR, REL, and WGSS concentrators

Expected Class Size: 15

Distributions: (D2)

Not offered current academic year

AFR 355 (S) The Black Atlantic as Scriptural Formation
Crosslistings: REL305 / AFR355

Secondary Crosslisting
"...I don't read such small stuff as letters, I read men and nations..." The unpacking of this provocative and unsettling statement ascribed to Sojourner Truth can be taken as a springboard for this seminar that explores the politics of the scriptural (or writing) as analytical window onto the complex formation of the circum-Black Atlantic (and its complex relationships to colonial and post-colonial Atlantic worlds). The isolation of selected Black Atlantic "readings" as cultural sites, rituals, performances, institutions, as different and conflicting types of politics and social orientation---from first contacts through slavery to the contemporary irruptions of protest and fundamentalist movements--will structure the seminar.

Class Format: seminar-style discussion

Requirements/Evaluation: consistent participation (informed by engagement of selected readings); and submission of mid-term prospectus (1-2pp) and end-of-term research paper (15-20pp)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: religion; African American (and other American ethnic groups); cultural studies; history; literature; social sciences

Expected Class Size: 15

Distributions: (D2)

Not offered current academic year

AFR 356 (F) The Plantation and Its Afterlife
This course is a meditation on the significance of the plantation in modern life. Rather than treating the plantation as solely a socio-economic formation that utilizes captive labor for the efficient production of goods, we will consider the plantation as a space that has defined, and continues to define, social, economic, and spatial relations. In so doing, we will explore numerous literatures and cultural productions about the plantation in Africa and its diaspora, including historical and sociological studies, fiction, visual art, and music. We will not only interrogate how the plantation form is reproduced over time, but also how it appears in collective memory, and how it enables political mobilization.
Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation; two to three short papers (6- to 8-pages); and a 15- to 20-page paper or multimedia final project

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students in their third and fourth years of study

Expected Class Size: 12

Distributions: (D2)

Not offered current academic year

AFR 360 (F) The Political Thought of Frantz Fanon (WI)
Crosslistings: PSCI370 / LEAD360 / PHIL360 / AFR360

Primary Crosslisting

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

Class Format: seminar

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

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 10

Distributions: (D2) (WI)

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

Fall 2018
SEM Section: 01 MR 1:10 pm - 2:25 pm Neil Roberts

AFR 361 (S) The Carceral State
Crosslistings: HIST369 / AFR361

Secondary Crosslisting

This seminar will examine the rise and character of the "carceral state," a term scholars use to denote "the vast apparatus of punishment and control that exists in the contemporary United States." We will begin with systems of policing, processing, and punishment that came under criticism in the 1960s from civil rights advocates, simultaneous with the rise of "law and order" politics. The middle of the course will trace out how in the aftermath of civil rights reform, conservatives and liberals together paved the way for the expansion of punitive capacities at the local, state, and federal level. We will pay particular attention the uneven development of mass incarceration across states and localities, and the different patterns of racial disparity that this produced. Finally, we will look at the effects of the carceral state on American society and politics, and the movements to dismantle it.

Class Format: seminar

Requirements/Evaluation: coursework to be evaluated includes discussion and informal writing, two papers, and an oral presentation
AFR 364 (F) History of the Old South
Crosslistings: HIST364 / AFR364 / AMST364
Secondary Crosslistings

During the course of the semester, we shall investigate two broad, interrelated topics: slavery in the antebellum South, and the impact of slavery on Southern civilization. Our approach will be primarily topical. In the first half of the course, we shall look at subjects like the foreign and domestic slave trade, patterns of work and treatment, the nature of the master-slave relationship, resistance and rebellion, and slave cultural, social, and family life. The second half of the course will concentrate on the influence of the institution of slavery on the mind, social structure, and economy of the Old South, and slavery's impact on Southern politics and the decision for secession in 1860-61.

Class Format: discussion
Requirements/Evaluation: evaluation based on class participation, two papers of moderate length, and a comprehensive final examination
Prerequisites: none; open to first-year students with instructor's permission
Enrollment Limit: 25
Expected Class Size: 25
Distributions: (D2)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern

Spring 2019
LEC Section: 01    TF 1:10 pm - 2:25 pm     Charles B. Dew

AFR 365 (S) History of the New South
Crosslistings: AFR365 / HIST365 / AMST365
Secondary Crosslistings

A study of the history of the American South from 1877 to the present. Social, political and economic trends will be examined in some detail: the rule of the "Redeemers" following the end of Reconstruction; tenancy, sharecropping, and the rise of agrarian radicalism; Southern Progressivism; the coming of racial segregation and the destruction of the Jim Crow system during the years of the Civil Rights movement; Southern politics during the depression and post-World War II years.

Class Format: discussion
Requirements/Evaluation: evaluation based on class participation, 2 papers of moderate length, and a comprehensive final examination
Prerequisites: none; open to first-year students with instructor's permission
Enrollment Limit: 25
Expected Class Size: 25
Distributions: (D2)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada

Spring 2019
LEC Section: 01    MR 1:10 pm - 2:25 pm     Charles B. Dew
AFR 366 (F) African American Urban History
Crosslistings: AFR366 / HIST370

Secondary Crosslisting
In the mid twentieth century, "inner city" became synonymous with poor African Americans living in the urban centers of the industrial North and West. However, urban African American history stretches back to before the Declaration of Independence. African Americans built and dwelled in great cities North and South. This course will explore the history of African Americans in places like New York, Savannah, Chicago, Miami, and Oakland. We will explore such themes as slavery and freedom in cities, migrations to cities in the early 20th century, the shape of Jim Crow in the North, and the contention over the definition of "black" as Caribbean and African migrants came to urban centers after 1960. We will pay particular attention to the history of black urban culture and style, reading texts on fashion, music, dance, and leisure. Students will write one book review (2-3 pages), do an oral presentation, and write two papers. One brief research paper (7-10 pages) and one historiographic essay (7-10 pages).

Class Format: seminar
Requirements/Evaluation: one short book review, one brief research project (7-10 pages), and one historiographic essay
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Africana Studies concentrators and History majors
Expected Class Size: 20
Distributions: (D2)
Attributes: AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada

Not offered current academic year

AFR 367 (F) Black Metropolis: Writing About Race and the City (WI)
Crosslistings: HiST368 / AFR367

Secondary Crosslisting
This course investigates how scholars, writers, and activists have written about the black urban experience in the twentieth century. Today, there exists a complex relationship between black and urban, with much public discourse stereotyping black people as residents of the "inner city." At the beginning of the 20th century this development would have been highly improbable; circa 1900, African-Americans remained the country's most rural demographic group, disproportionately working in agriculture. This class addresses why, how, and when black people migrated to cities, and the structural mechanisms that channeled them into segregated neighborhoods and jobs, even as these changed over time. More importantly, though, we will focus on the way in which African-Americans themselves sought to understand, explore, and contest these experience of ghettoization. How did black people express themselves and build communities for survival, pleasure, and profit? Throughout the course we will put in dialogue various types of writing: these include social scientific studies of black life, urban history, and the journalism, poetry, and literature produced by black urbanites during the first half of the 20th century. By examining of these different modes of writing about race in the city together, we will gain perspective on the specific practices of historical writing and how historians differ from other inquirers in the questions they ask, the sources they use (and how they use them), and the arguments they make.

Class Format: seminar
Requirements/Evaluation: short informal writings (1-2 pages) and two formal papers (6-8 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: First-Years and Sophomores
Enrollment Limit: 19
Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar
Expected Class Size: 19
Distributions: (D2) (WI)
Distribution Notes: WI: This course is intended to focus on the writing process, both in examining different types of writings about race in the city, and through the structure of the course itself. Students will write multiple drafts and workshop their papers; as well, they will experiment with different forms of writing and writing processes.
Attributes: HIST Group F Electives - U.S. + Canada;

Not offered current academic year
AFR 368 (F) The Diasporic Impulse in African American Art
Crosslistings: COMP367 / AFR368

Primary Crosslisting

Since the mid-20th century, growing numbers of African American artists have explored historical, symbolic, and ritual meanings shared by Blacks in the USA and people of African descent in other parts of the diaspora. Using specific visual, musical, literary, and kinetic themes, Black creatives--across genres--develop work that addresses explicit and implicit points of diasporic connection around issues of identity, indigenous/ancestral wisdom, cultural and political critique, and alternative religious orientations. Looking especially at the work of playwright August Wilson, painters John Biggers and Daniel Minter, dancer Katherine Dunham, and sculptor Elizabeth Catlett Mora, this course examines the symbolic and ritual vocabularies of African American art in diasporic perspective.

Class Format: seminar
Requirements/Evaluation: class participation, two to three short papers (5-7 pages), and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Africana Studies concentrators
Expected Class Size: 15
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AFR; meets Division 1 requirement if registration is under COMP

Fall 2018
SEM Section: 01 T 1:10 pm - 3:50 pm Rachel E. Harding

AFR 369 (S) African Art and the Western Museum (DPE) (WI)
Crosslistings: AFR369 / ARTH308

Secondary Crosslisting

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Class Format: tutorial
Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTH 104 or special permission from the instructor
Enrollment Limit: 10
Enrollment Preferences: Art History and African Studies Majors
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.
AFR 379 (S) Black Women in the United States
Crosslistings: AFR379 / HIST379 / WGSS379

Secondary Crosslisting

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on student participation, three papers, and a brief oral presentation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors and Africana Studies concentrators
Expected Class Size: 15-20
Distributions: (D2)
Attributes: AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada; WGSS Racial Sexual + Cultural Diversity Courses
Not offered current academic year

AFR 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions
Crosslistings: AFR380 / ENGL381 / AMST380 / WGSS380 / SCST380

Secondary Crosslisting

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Class Format: seminar
Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators
Expected Class Size: 20
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, SCST or AMST; meets Division 1 requirement if registration is under ENGL
Attributes: WGSS Racial Sexual + Cultural Diversity Courses
AFR 382 (S)  Contemporary Afro-Latin American Social Movements
This seminar course will provide students with an introduction to diverse histories, political beliefs, and mobilization strategies of 20th and 21st century Afro-Latin American social movements, as well as their relationship with their respective governments. Primary documents, audiovisual texts and social science research will complement lectures and class discussions to prepare students to discuss the contributions and critiques of the movements within broader discussions of the politics of blackness in the African Diaspora. While the course focuses on contemporary experiences of activism, each topic is introduced with a historical overview of African-descended peoples in Latin America. By the course’s conclusion, students should be able to discuss a wide range of ideas, experiences, and strategies of black politics in the Latin America as well as the similarities in themes and characteristics that have shaped much of the experiences. Furthermore, students should be able to assess the ways in which black movements in Latin America have: challenged hegemonic narratives, approached politics of culture and multiculturalism, contested invisibility, utilized transnational diasporic politics, and (re)defined conceptualizations of citizenship and belonging.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on in-class participation, weekly reading responses, a book review, and a final paper and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 13
Enrollment Preferences: Africana Studies concentrators
Expected Class Size: 10
Distributions: (D2)

Spring 2019
SEM Section: 01  MR 1:10 pm - 2:25 pm  Prisca Gayles

AFR 383 (S)  Race and Ethnicity in Latin America
Crosslistings: HIST443 / AFR383

Race and ethnicity have been central to the formation of national identities in Latin America, as well as to the creation of transnational networks that include Latin Americans. This seminar will critically examine familiar characterizations of Brazil and other countries as “racial democracies” and look at the historical roots and political impact of both “positive” and “negative” stereotypes of race relations in the region. To do this we will explore the rise and decline of slavery, the changing constructions of indigenous and Afro-Latin American identities at national and transnational levels, and to the emergence of new Black Movements and other racial and ethnic activism in Colombia, Guatemala, Brazil, and elsewhere.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, one short paper, and a substantial (20-25 page) research paper
Enrollment Limit: 15
Enrollment Preferences: History majors and Latino/a Studies concentrators
Expected Class Size: 10-15
Distributions: (D2)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group D Electives - Latin America + Caribbean
Not offered current academic year

AFR 385 (F)  Civil War and Reconstruction
Crosslistings: AMST456 / AFR385 / HIST456

An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the
era. During the war years, we shall study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in some detail. Our study of Reconstruction will concentrate on the evolution of federal policy toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation based on class participation and a substantial research paper based at least in part on primary source materials

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distributions:** (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

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**AFR 386 Race in Court (DPE)**

This tutorial will examine how African-Americans used the courts in the 19th and 20th centuries in an effort to construct new social orders that would offer them greater freedom and autonomy. We will begin with the presence of enslaved people in 19th century courts, looking at how and when they might have had recourse to law. We will ask: How and when did black people appear in court as witnesses or litigants? What were their aims and aspirations in participating in the legal process? How did such participation constrain or facilitate their autonomy? We will move on to the efforts of African-Americans to fashion a legal architecture of freedom during and after the War of the Rebellion, a process that ultimately resulted in dramatically transformed relationships between citizens and the federal government, but one that produced new racial hierarchies. Our study of litigation will also look at the ordinary practices of black plaintiffs in local court, to see who, how, and when, they tried to leverage law as a resource, particularly to protect their economic standing. Finally, we will look at the era of civil rights, focusing in on the role of black lawyers in "representing the race" in southern courtrooms where black voice and agency was otherwise limited. Over the semester, students will explore multiple sites of interaction between race and the judicial process, gaining understanding of the history of legal ideas (in particular, how controversies over race led to the redefinition of legal concepts), the history of legal practice (how people use courts), the social history of law (how does law sustain, shape, and transform social practices), and the interactions between these various domains of intellectual inquiry.

**Class Format:** tutorial

**Requirements/Evaluation:** weekly papers or responses, as per tutorial standards

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History and Africana Studies majors; then by year

**Expected Class Size:** 10

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

**Distribution Notes:** DPE: This course is about how race and inequality were made an contested through judicial proceedings from the

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

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**AFR 390 (F) Transforming the New World and the Old: The Haitian and French Revolutions**

This course focuses on the radical transformative power of the Haitian and French Revolutions, the ways in which they challenged the hierarchies of the New World--of racism, and slavery--and of the Old World--of monarchy, aristocracy, the Church, and even of the bourgeoisie--with long-lasting effect. It will show how the two revolutions were intricately interrelated--even though historians of the French Revolution have usually neglected the Haitian Revolution and downplayed its centrality--and how they initiated a century of Revolution on both sides of the Atlantic. Given the incomplete and unfinished character of both Revolutions, and the fact that the issues they attempted to address live on today, this class will make a conscious attempt to show the continuing relevance of these Revolutions to 21st century movements for change.

**Class Format:** seminar
Requirements/Evaluation: short paper (8-10 pages), research paper (15 pages), final exam and class participation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors and Africana Studies concentrators
Expected Class Size: 25
Distributions: (D2)
Attributes: HIST Group C Electives - Europe and Russia; HIST Group D Electives - Latin America + Caribbean

Fall 2018
SEM Section: 01 Cancelled

Spring 2019
SEM Section: 01 T 1:10 pm - 3:50 pm Shanti M. Singham

AFR 402 (S) A History of Family in Africa (WI)
Crosslistings: GBST402 / HIST402 / AFR402 / WGSS400
Secondary Crosslisting
The family is the center of private life, but it has also been a topic of constant discussion and contention in Africa. In this class we will examine how political upheavals and economic pressures have changed the concept of the family and the role it plays in various African societies. We will also consider the changing views of gender, race, age, class, and sexuality on the idea of family.
Class Format: seminar
Requirements/Evaluation: seminar, discussion, seminar, discussion, and 20-page research paper (including preparatory writing exercises throughout the semester)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: History majors
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: GBST African Studies Electives; HIST Group A Electives - Africa;
Not offered current academic year

AFR 405 (S) CAPSTONE: Africana Studies and the Disciplines
Of the many things that distinguish Africana Studies from other fields of knowledge, most remarkable are its creative uses and critiques of disciplinary perspectives. In some instances, a scholar in the field might move between disciplines; in others, a scholar might integrate two or more disciplines into one point of view. Disciplinary creativity accommodates the array of information--written texts, music, visual art, film--that contributes to our understanding of the African Diaspora. This seminar will illuminate the disciplinary nuances and challenges of studying people of African descent. After outlining genealogies of Africana Studies and the field's complicated relationships to social science disciplines, students will closely read classic texts by some of the pioneers in the field and explore their uses of disciplinary perspectives. In the latter half of the course, students will have the opportunity to design and conduct their own research projects with the aforementioned disciplinary concerns in mind.
Class Format: seminar
Requirements/Evaluation: evaluation will be based upon class participation, a couple of short papers and the completion of a final research paper or project
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Africana Studies concentrators
Expected Class Size: 10
AFR 406 (F)  CAPSTONE: Crafting Research: Methods in Africana Studies
Any student of Africana Studies swiftly recognizes there is a limitless breadth to what constitutes "Africana experience" and that there are diverse
means through which Africana experience is examined. For example, while some scholars utilize a more historical approach to chronicle Africana
experience, others study the black body via performance to unearth nuanced meanings of Africana experience. This capstone seminar will explore a
variety of methods and strategies for crafting research within the field of Africana Studies. We will focus on approaches that derive from traditional
disciplines as well as techniques that have emerged with the advent of dynamic new media and digital technologies. Some of the methodologies we
will engage include: historiography; archival research; digital archiving; quantitative data analysis; ethnographic and qualitative analysis; critical textual
analysis; reading the body as art and text; blogging and digital publishing; and evaluating films as text. Serving as a practicum, the course will provide
considerable background in a variety of methods as well as hands-on learning. Students will have the opportunity to craft a final research project that
is best explored through one or more of the methods we examine.

Class Format: seminar
Requirements/Evaluation: evaluation will be based upon class participation, response papers, and a final research project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Africana Studies concentrators
Expected Class Size: 10
Distributions: (D2)
Not offered current academic year

AFR 410 (F)  Black Literary and Cultural Theories
Crosslistings: COMP410 / AMST410 / ENGL410 / AFR410
Secondary Crosslisting
This course will examine the writings of black twentieth- and twenty-first-century Anglophone and Francophone literary and cultural theorists in the
African diaspora. We will begin with Sojourner Truth and W.E.B. Du Bois and end with current debates between the "Afro-Pessimists" and
"Afro-Optimists." We will be reading writers from the United States, Britain, Africa, the Caribbean, and Europe, moving through the writings of the
Harlem Renaissance, Négritude, Pan-Africanism, the Black Arts movement and Black Panthers, the Black Atlantic, and black feminism and queer
studies. We will come to see that there is no easy separation between questions of politics (e.g., anti-colonialist, anti-racist, anti-capitalist) and those of
aesthetics and poetics.

Class Format: seminar
Requirements/Evaluation: midterm, participation (attendance, discussions, GLOW posts), short paper (4-5 pp.), two response papers (2-3 pp.
papers), final project (10-12 pp.: analytical paper)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: AMST majors
Expected Class Size: 10
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP
or ENGL
Attributes: AMST Critical and Cultural Theory Electives;
AFR 419 (F)  Going to Ground: Considering Earth in the Arts of Africa  (WI)
Crosslistings: ENVI419 / AFR419 / ARTH419

Secondary Crosslisting
Drawing its inspiration from the landmark exhibition  Earth Matters: Land as Material and Metaphor in the Arts of Africa (National Museum of African Art, 2013), this seminar explores how earth has been conceptualized and integrated into African artistic thought as material, metaphor, geography, environment, and intervention, and how this interpretive flexibility has allowed it to become a symbol of power and presence in African art-making from prehistory to the present. The seminar will also focus on the ways in which earth has been used in contemporary art towards addressing the growing problems of pollution, unsustainable development, and the widespread depletion of earth-based natural resources in Africa. Over the course of this seminar, students will develop a knowledge base of earth-related issues that have been addressed in African artistic production, and engage with various cross-disciplinary methodologies to critically analyze the conceptual and aesthetic strategies deployed in these works. Students will also have the opportunity to interact with specialists from diverse disciplines and fields towards fleshing out their knowledge base.

Class Format: seminar
Requirements/Evaluation: 2-page reading response papers, 2-page paper proposal, draft and final paper (15 pages) with presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: some coursework in ARTH and/or AFR would be useful
Enrollment Limit: 19
Enrollment Preferences: seniors and majors
Expected Class Size: 19
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI; meets Division 2 requirement if registration is under AFR
Attributes: ARTH post-1600 Courses; GBST African Studies Electives;

AFR 427 (S)  Racial and Religious Mixture  (WI)
Crosslistings: AMST327 / AFR427 / LATS427 / REL314

Secondary Crosslisting
The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: seminar
Requirements/Evaluation: evaluation based on participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a 20- to 25-page research paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;

Not offered current academic year
AFR 440 (S) CAPSTONE: Performing Blackness

In modern parlance and scholarship, blackness is understood not as a biological but rather a socially constructed phenomenon. This course extends common perceptions by working from the foundational concept that blackness is not only social construction but also performance and lived experience. Using the lens of performance on racial identity foregrounds the active and shifting nature of race in contrast to the potentially passive, static connotation of construction. But what is this term performance that is now so widely used as to be an anathema? In this course, we explore performance broadly as entertainment, representation, social function, and lived experience. By the end of the course, students will analyze multiple performance types from theatrical and dance performance to performance of race in everyday life. They will also study and practice at least four core black performance studies methodologies: oral interpretation of literature, ethnography, written performance analysis, and embodied performance (i.e. movement, music and/or theatre). In this way, students will begin to understand performance as both subject matter and method. The course will be structured around discussions, written responses, and performance exercises that help students analyze and practice each methodology. At the end of the semester, students will create final creative research projects that articulate key theories of black performance studies and draw on at least one of the featured performance methodologies. While preference is given to Africana Studies concentrators, students are not required to have prior performance experience.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, performance exercises, response papers, and a final creative research project

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 10

Distributions: (D2)

Attributes: AFR Core Electives;

Not offered current academic year

AFR 476 (F) CAPSTONE: Black Radicalism

Crosslistings: AFR476 / HIST476

Primary Crosslisting

_Amandla! Black Power! Venceremos! A Luta Continua!_ Ever since the end of slavery--brought about by the Haitian Revolution, slave rebellions, maroons, Quilombos, Civil War and various other means of resistance--transatlantic people of African descent have demanded radical change in the organization of modern societies. Their struggles and ideas have changed the ways we think and study--through the formation of Africana/African-American/Black-Studies--and the ways in which we express ideas--through the creation of rich traditions of music, dance, theater, poetry, carnivals, sculpture, and art that have acted as global conduits of cultures of resistance. In this Senior Seminar, we will study the most tumultuous period of Black radicalism in the 1960's, focusing on the Black Panther Party, the League of Revolutionary Black Workers, the Third World Women's Alliance/Angela Davis, and Caribbean and African radical movements, with an eye to examining their relevance to Black radical movements today.

Class Format: seminar

Requirements/Evaluation: evaluation to be based on student participation, a take-home mid-term paper, and the completion of an original research paper or project; all projects will have some written component, but may include a dance performance, spoken word, fieldwork, etc.

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

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators; History majors

Expected Class Size: 15

Distributions: (D2)

Attributes: AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group A Electives - Africa; HIST Group D Electives - Latin America + Caribbean; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives
AFR 494 (S) Honors Dossier
Candidates for honors in Africana Studies must do W31 for the winter study period and 494 the following spring.
Class Format: honors independent study
Distributions: (D2)

Spring 2019
HON Section: 01 TBA James A. Manigault-Bryant

AFR 497 (F) Independent Study: Africana Studies
Africana Studies independent study
Class Format: independent study
Distributions: (D2)

Fall 2018
IND Section: 01 TBA James A. Manigault-Bryant

AFR 498 (S) Independent Study: Africana Studies
Africana Studies Independent Study
Class Format: independent study
Distributions: (D2)

Spring 2019
IND Section: 01 TBA James A. Manigault-Bryant
AMERICAN STUDIES (Div II)
Chair: Senior Lecturer Cassandra Cleghorn


On leave Fall/Spring: Professor M. Reinhardt. Associate Professor R. Braggs.
On leave Fall only: Professor D. Wang.

GENERAL PROGRAM DESCRIPTION
The American Studies Program, an eleven-course major, uses interdisciplinary approaches to develop students’ understanding of the complexity of the culture(s) usually labeled “American.” Examining history, literature, visual media, performance, and other forms of expression, we explore the processes of cultural definition as contested by diverse individuals and groups. We ask new questions about aspects of American life long taken for granted; we also use American culture as a laboratory for testing classic and contemporary theories about how cultures work.

NON-MAJORS, FIRST-YEAR STUDENTS, AND SOPHOMORES
America: the Nation and Its Discontents, our introductory course, is open to non-majors including first-year students, who are especially encouraged to take the class. All elective courses are open to students who meet the requirements or prerequisites specified in the course description. American Studies 301, the junior seminar required of majors, is open to non-majors with permission of the instructor.

COURSES AND COURSE NUMBERING
American Studies offers courses at all levels. Our 100-level electives, which give preference to first-year students, explore a substantive topic in-depth without seeking to introduce the field as a whole. Our introductory course, AMST 101, explores broad patterns of power and imagination, struggle and social change in American culture but also introduces the interdisciplinary approach and diverse cultural artifacts, genres, and media that distinguish American Studies as a form of inquiry. Both this course and our occasional 200-level electives are appropriate for students at all levels, including first-years. The intermediate electives at the 300-level are offered primarily for juniors and seniors, although, when space and instructor policy permits, they are open to sophomores. All majors are required to take AMST 301, the junior seminar, which teaches students how to employ theories and methods central to the field. The 400-level courses designated as senior seminars are designed for senior majors, though other students (majors and non-majors) with appropriate preparation are typically welcome in these courses as well.

THE MAJOR
Required Courses
American Studies 101, America: the Nation and Its Discontents
American Studies 301, Junior Seminar
One 400-level course designated Senior Seminar

Elective Courses
Eight courses: five should be chosen from one of the specializations listed below, the other three chosen from among any of the electives listed, but students must draw their remaining courses from two of the other specializations. Students are also required to take at least one course covering pre-1900 American history or culture; this need not be an additional course, but can be one of the eight electives.

THE DEGREE WITH HONORS IN AMERICAN STUDIES
Candidates for honors in American Studies will undertake a substantial, year-long, independent project during their senior year. Applicants should have a consistent record of high achievement in courses taken for the major, and normally will have done work in the field of study of their proposed thesis. Students who wish to write or produce an honors project should consult with a prospective faculty advisor in their junior year. Formal application to pursue honors should be made by the time of spring registration in the junior year. Students must submit a brief preliminary proposal describing the proposed project to the Chair of the American Studies Program at this time. Final admission to the honors thesis program will depend on the AMST advisory committee’s assessment of the qualifications of the student and the merits and feasibility of the project (including the availability of relevant faculty advisors). If the proposal is approved, the student will be permitted to register for AMST 491, W30, and AMST 492 the following year. The completed project is due in the final week of the spring semester. Each student will present a short oral presentation of their thesis at the end of the semester. Honors Theses count as one of the eleven courses required for the major.

ADVISING
All majors will be assigned a faculty advisor. Majors must meet with their advisor during the first week of classes during the fall semester and at the time of the spring semester registration period in order to have their courses and plans for the American Studies major approved. Both majors and non-majors are encouraged to talk at any time with the program chair or other affiliated faculty about the major.

**AMERICAN STUDIES AND OTHER PROGRAMS**

Students majoring in American Studies are encouraged to consider pursuing concentrations in Africana Studies, Environmental Studies, Latina/o Studies, Performance Studies, and Women’s, Gender and Sexuality Studies. Many of the courses counted for those concentrations may also earn credit toward the American Studies major.

**STUDY AWAY FROM WILLIAMS**

We encourage students to pursue cross-cultural comparative studies. A major in American Studies can be combined with study away from Williams for a semester or a year if plans are made carefully. Many courses that will be approved for College credit may also count toward the American Studies major if their subject matter is American culture. Much of the required curriculum of the Williams at Mystic Program also counts toward the major.

Students planning to be away in the junior year should have taken American Studies 101 before they leave; those who can take the Junior Seminar before they go away are strongly encouraged to do so. Students should consult as early as possible with the chair or their advisor about their plans for fulfilling the requirements of the major.

**SPECIALIZATION FIELDS**

To provide focus for work in the major, each student will choose one of the specialization fields listed below and record this choice when registering for the major. (This commitment can be revised, in consultation with the chair.) At least five electives will be taken from among those designated to support a specialization field. In extraordinary cases, students who wish to do so may be permitted to design their own specialization field. All such arrangements must be approved by the American Studies Advisory Committee.

**ARTS IN CONTEXT**

This specialization is for students interested in American arts, literature and media. Its approaches are interdisciplinary; it trains students to examine cultural artifacts with attention to aesthetic form and to the contexts—historical, social, political—that determine and situate those forms. Broadly, it asks how history has shaped the arts and media and how the arts and media have shaped how we think and who we are. Students in this specialization take courses across a range of genres and media: poetry, fiction, music, film and video, pop culture, visual culture, performance, experimental and activist art.

**Elective Courses**

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

- AFR 120/ENG 109/AMST 120 Science Fiction of the African Diaspora
- AFR 129/ENG 129 Twentieth-Century Black Poets
- AFR 156/COMP 156/AMST 156/ENGL 223 Thirteen Ways of Looking at Jazz
- AFR 205/COMP 236/Rel 262 Time and Blackness
- AFR 207 Hip-Hop and Political Theory
- AFR 208/AMST 208/REL 262 Time and Blackness
- AFR 220/ENG 220 Introduction to African American Literature
- AFR 221 Giving God a Backbeat: Rap Music, Religion & Spirituality
- AFR 336/ENG 316 Blackness, Theater, Theatricality
- AFR 245/LATS 245/WGSS 247/ENG 245/COMP 249 Queering the Color Line
- AFR 270 Digital Diaspora: Interrogating Race, New Media, and Black Cultural Production Online
- AFR 299/PSCI 233/REL 261 Rastafari: Dread, Politics, Agency
- AFR 300/AMST 300/SOC 306 Lessons of ‘The Game’: The Wire and American Culture
- AFR 302 Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life
- AFR 314/AMST 314/COMP 321/ENGL 314 Groovin’ the Written Word: The Role of Music in African American Literature
- AFR 315/AMST 315 Blackness 2.0: Race, Film and New Technologies
AFR 316 Sacred Cinema: Black Religion & the Movies
AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/AMST 317 Black Migrations: African American Performance at Home and Abroad
AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
AFR 324/ARTH 324/ANTH 314/ARAB 324/COMP 324 Contemporary Art of the African Diaspora
AFR 332/COMP 332 Hiphop and The Changing Same: African American Consciousness And Music 1925 2015
AMST 149/ENGL 149 First Hand America
AMST 215/ENGL 217/COMP 215 Experimental Asian American Writing
AMST 257/HIST 357/ARTH 260/ENGL 260/COMP 273 Beyond Tonto: American Indians in Film
AMST 304/ENGL 388/COMP 307 Asian American Writing and the Visual Arts
AMST 307/COMP 311/AFR 301/ENGL 327 Experimental African American Poetry
AMST 335/ARTH 335 Uncovering Williams
AMST 336/ENGL 320/COMP 335 Two American Poets: Wallace Stevens and John Ashbery
AMST 342/ENGL 342/COMP 348 Interior Lives: Nineteenth Century American Literature and the Idea of Home
AMST 351/ENGL 379/COMP 356 Objects that Speak: Contemporary Engagements with the Archive of American Slavery
AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403 New Asian American, African American, Native American, and Latina/o Writing
AMST 465/AFR 465/COMP 465/ENGL 326 Race and Abstraction
ARTH 258/LATS 258 Latina/o Installation and Site-Specific Art
ARTH 260/HIST 357/ AMST 257/ENG 260/ COMP 273 Beyond Tonto
ARTH 264/AMST 264 American Art and Architecture, 1600 to Present
ARTH 265/AMST 265 Pop Art
ARTH 310/WGSS 312/AMST 333/COMP 316 An American Family and “Reality” Television
ARTH 319 Robert Rauschenberg
ARTH 321 The Architecture of Louis I. Kahn
ARTH 335/AMST 335 Uncovering Williams
ARTH 416 Wright Writing
ARTH 462/AMST 462/LATS 462/ARTH 562 Art of California: Pacific Standard Time
ARTH 464/LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation
ARTH 470 Image making, Orientalism and Visual Culture
ARTS 101/AMST 102 Artists Respond to Dangerous Times
COMP 242/ENGL 250/AMST 242 Americans Abroad
ENGL 103 Ruined America
ENGL 105/WGSS 105/AMST 105 American Girlhoods
ENGL 128/AMST 128/Comp 128 Reading Asian-American Literature
ENG 149/AMST 149 First-Hand America
ENGL 154 New American Fiction
ENGL 204/COMP 221 Hollywood Cinema
ENGL 239 Imagining Immigrants
ENGL 265/AMST 266 Topics in American Literature: Freedom and Captivity
ENGL 272/AMST 272 American Postmodern Fiction

ENGL 338/AMST 338 The American Renaissance

ENGL 343 Whitman and Dickinson in Context

ENGL 364 Documentary Poetry

ENGL 450 Melville, Twain & Ellison

HIST 166/AFR 166/AMST 166 Politics and Prose: Invisible Man in Historical Context

HIST 168/AMST 168 1968 1969: Two Years in America

HIST 482/AFR 482 Fictions of African American History

LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video

LATS 208/AMST 207/COMP 211/ENGL 251 Introduction to Latina/o Literatures

LATS 231/AMST 231/WGSS 232 Approaches to Media Studies: Analyzing Mediated Difference

LATS 240/AMST 240/COMP 210 Latina/o Language Politics: Hybrid Voices

LATS 245/COMP 249/WGSS 247/AFR 245/ENG 245 Queering the Color Line

LATS 258/ARTH 258 Latina/o Installation and Site Specific Art

LATS 236/COMP 342/ENGL 365/AMST 337 Latina/o and Indigenous Literatures

LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality

LATS 346/AMST 346 Latinas/os and the Media: From Production to Consumption

MAST 231/ENGL 231 Literature of the Sea

MUS 115 American Music

MUS 117 African American Music

MUS 151 History of Jazz

MUS 152/AFR 152 A Composer’s History of Jazz

MUS 211 Music, Nationalism, and Popular Culture

MUS 251/AFR 240 Introduction to the Music of Duke Ellington

MUS 252/AFR 242 Introduction to the Music of John Coltrane

MUS 254 Charlie Parker and the (R)evolution of Modern Jazz

MUS 279 American Pop Orientalism

REL 227/LATS 227/AMST 227/ENVI 227 Utopias & Americas

REL 229/AMST 229 Reel Jesus: Reading the Christian Bible and Film in the U.S.A.

RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics

THEA 250/ENG 253/WGSS 250/COMP 247 Gender, Sex & Performance in America

THEA 275/COMP 275/ENGL 224/AMST 275 American Drama: Hidden Knowledge

THEA 330/COMP 330/AMST 331 New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

COMPARATIVE STUDIES IN RACE, ETHNICITY, AND DIASPORA

This interdisciplinary specialization examines the role of race, ethnicity, and diasporic movements in the construction of American identities. Students explore how experiences and concepts of race and ethnicity are transformed through the processes of diaspora and immigration. These courses may encompass a broad spectrum of fields such as history, literature, religion, politics, anthropology, gender studies, media and the performing arts, among others. NOTE: Concentrators in this area are required to take a combination of courses that will allow them to comparatively assess the experiences of at least two ethno-racial groups in the Americas.
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ENGL 239 Imagining Immigrants

ENGL 387/AFR 387 Black Utopia

HIST 152/WGSS 152 The Fourteenth Amendment and the Meanings of Equality

HIST 164/AFR 164/AMST 165 Slavery in the United States

HIST 166/AFR 166/AMST 166 Politics and Prose: Invisible Man in Historical Context

HIST 167/AFR 167/AMST 167 Let Freedom Ring: African Americans and Emancipation

HIST 168/AMST 168 1968-1969: Two Years in America

HIST 243 Modern Latin America, 1822 to the Present

HIST 281/AFR 281 African American History, 1619-1865

HIST 282/AFR 282 African American History From Reconstruction to the Present

HIST 284/AMST 284/ASST 284 Introduction to Asian American History

HIST 364/AFR 364/AMST 364 History of the Old South

HIST 365/AFR 365/AMST 365 History of the New South

HIST 380 Comparative American Immigration History

HIST 381/AFR 381 From Civil Rights to Black Power

HIST 383/WGSS 383/AMST 383 Whiteness and Race in the History of the United States

HIST 384/ASST 384 Selected Topics in Asian American Studies

HIST 443/AFR 443 Race and Ethnicity in Latin America

HIST 456/AFR 456/AMST 456 Civil War and Reconstruction

HIST 459/AFR 459 Jim Crow: American Apartheid

HIST 469/AMST 469 Notions of Race and Ethnicity in American Culture

HIST 482/AFR 482 Fictions of African American History

INTR 322/PSCI 313/AFR 322/AMST 322 Race, Culture, Incarceration

LATS 105 Latina/o Identities: Constructions, Contestations, and Expressions

LATS 106/AMST 106 Coming of Age in the City: Growing Up and Growing Older in Communities of Color

LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video

LATS 208/AMST 207/COMP 211/ENGL 251 Introduction to Latina/o Literatures

LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City

LATS 224/AMST 224/REL 224 U.S. Latina/o Religions

LATS 231/AMST 231/WGSS 232 Approaches to Media Studies: Analyzing Mediated Difference

LATS 240/AMST 240/COMP 210 Latina/o Language Politics: Hybrid Voices

LATS 245/COMP 249/WGSS 247/AFR 245/ENGL 245 “Queering the Color Line”: Queer Black and Latina/o Literature

LATS 286/HIST 286 Latina/o History, 1848 to the Present

LATS 312/AMST 312/ENVI 313 Chicago

LATS 313/AMST 313/WGSS 313/AFR 326 Gender, Race, and the Power of Personal Aesthetics

LATS 318/AMST 318/REL 318/COMP 328/ENVI 318 California: Myths, Peoples, Places
LATS 336/COMP 342/ENGL 365/AMST 337 Latina/o and Indigenous Literatures

LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality

LATS 346/AMST 346 Latinas/os and the Media: From Production to Consumption

LATS 382/HIST 382/WGSS 382 Latina/o Politics

LATS 386/HIST 386/WGSS 386 Latinas in the Global Economy: Work, Migration, and Households

LATS 405/AMST 405 Home and Belonging: Displacements, Relocations, and Place Making

LATS 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People

LATS 411/WGSS 409 Transnationalism and Difference: Comparative Perspectives

LATS 427/REL 314/AMST 327/AFR 427 Racial and Religious Mixture

LATS 471/HIST 471 Comparative Latina/o Migrations

LEAD 313/HIST 385/AMST 367/AFR 367 Race and Inequality in the American City

MUS 117 African American Music

MUS 151 History of Jazz

PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210 Culture and Incarceration

PSCI 213/AFR 216/AMST 213 Black Politics in the United States

PSCI 214 Governing Diversity: US Minorities in American Politics

PSCI 248 The USA in Comparative Perspective

PSCI 318/AFR 318/SOC 318 Declining Significance of Race and Racism in U.S. Politics?

PSCI 349 Cuba and the United States

PSYC 341/WGSS 339 Stereotypes, Prejudice, and Discrimination

REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Americas

REL 229/AMST 229 Reel Jesus: Reading the Christian Bible and Film in the U.S.A.

REL 237/AMST 237/AFR 237 Islam in the United States: From Black Muslims to the War on Terror

RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics

WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304 Queer of Color Critique: Race, Sex and Urban Life

**CRITICAL AND CULTURAL THEORY**

Critical and cultural theory is for students who want their American Studies work to combine philosophy, aesthetics, and social thought. Its approach is methodological, conceptual, and problem-driven. Students combine courses in feminist theory, anti-imperial and postcolonial theory, literary theory, critical race theory, queer theory, psychoanalysis, Marxism, and other counter-traditions in political theory and philosophy.

**Elective Courses**

AFR 132/PSCI 132/AMST 132 Contemporary Africana Social and Political Philosophy

AFR 207/PSCI 212 Hip-Hop and Political Theory

AFR 299/PSCI 233/REL 261 Rastafari: Dread, Politics, Agency

AFR 310/REL 310/WGSS 310/AMST 309 Womanist/Black Feminist Thought

AFR 360/PSCI 370/PHIL 360/LEAD 360 The Political Thought of Frantz Fanon

AMST 311/HIST 368 Development of American Indian Law & Policy

AMST 410/AFR 410/COMP 410/ENGL 410 Black Literary and Cultural Theories

AMST 460/HIST 460 Modern American Indian Social Policy & Political History

ANSO 305 Social Theory
ANTH 328 Emotions and the Self
ARTH 361/INTR 361/WGSS 361 Writing about Bodies
COMP 340/ENGL 363 Literature and Psychoanalysis
COMP 380/ENGL 370 Literary and Critical Theory in the Twentieth Century
ENGL 117/COMP 117 Introduction to Cultural Theory
ENGL 230/COMP 240 Introduction to Literary Theory
ENGL 387/AFR 387 Black Utopia
ENGL 456(S) Topics in Critical Theory: Marx and Marxism
ENVI 209/ANTH 209/AMST 209 Ecologies of Place: Culture, Commodities and Everyday Life
ENVI 217/AMST 216 Environmental Humanities: Theory and Practice
HIST 483/AFR 483/GBST 483 Freedom in Africa
INTR 322/PSCI 313/AFR 322/AMST 322 Race, Culture, Incarceration
INTR 343/WGSS 343/AFR 343/AMST 343 Representations of Racial Sexual Violence from Enslavement to Emancipation
LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Gender, Race, and Sexuality
PHIL 228/WGSS 228 Feminist Bioethics
PHIL 271/WGSS 271 Woman as “Other”
PHIL 305 Existentialism and Phenomenology
PHIL 327/WGSS 327 Foucault
PHIL 379/AMST 379 American Pragmatism
POEC 250/ECON 299/PSCI 238 Economic Liberalism and Its Critics
PSCI 235/ENVI 235 Survival and Resistance: Environmental Political Theory
PSCI 236/WGSS 236 Sex, Gender, and Political Theory
PSCI 273/ENVI 273 Politics without Humans?
PSCI 312/LEAD 312 American Political Thought
PSCI 337/ARTH 337 Visual Politics
PSCI 430 What Should Political Theory be Now?
REL 304/COMP 344 From Hermeneutics to Post Coloniality and Beyond
REL 350 Max Weber & Critical Theory or Rationalization and its Discontents
WGSS 101 Women’s, Gender and Sexuality Studies
WGSS 202 Introduction to Sexuality Studies
WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304 Queer of Color Critique: Race, Sex and Urban Life

SPACE AND PLACE
This route focuses on the human landscape and the built environment. Courses listed below variously undertake the reading of geographical regions, patterns of habitation, imagined spaces, property relations and/or artifacts.

Elective Courses
AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment
AFR 270 Digital Diaspora: Interrogating Race, New Media, and Black Cultural Production Online
AFR 300/AMST 300/SOC 306 Lessons of ‘The Game’: The Wire and American Culture
This page lists various courses and their course codes. Here are some highlights:

- **HIST 379/AFR 379/WGSS 379** Black Women in the United States
- **HIST 380** Comparative American Immigration History
- **HIST 478/ENVI 478/AMST 478** Cold War Landscapes
- **HIST 491T/AMST 490T/ENVI 491T** The Suburbs
- **INTR 322/PSCI 313/AFR 322/AMST 322** Race, Culture, Incarceration
- **LATS 106/AMST 106** Coming of Age in the City: Growing up and Growing Older in Communities of Color
- **LATS 220/AMST 221/ENVI 221** Introduction to Urban Studies: Shaping and Living the City
- **LATS 258/ARTH 258** Latina/o Installation and Site Specific Art
- **LATS 405/AMST 405** Home and Belonging: Displacements, Relocations, and Place Making
- **LATS 408/AMST 408** Envisioning Urban Life: Objects, Subjects, and Everyday People
- **LEAD 313/HIST 385/AMST 367/AFR 367** Race and Inequality in the American City
- **MAST 352/HIST 352** America and the Sea, 1600 Present
- **PSCI 110** The Politics of Place in America
- **PSCI 349** Cuba and the United States
- **PSCI 410** Senior Seminar: The Politics of Belonging
- **PSYC 346/ENVI 346** Environmental Psychology
- **REL 227/LATS 227/AMST 227/ENVI 227** Utopias and Americas
- **REL 228/AMST 228** North American Apocalyptic Thought
- **REL 326/LATS 426/WGSS 326/COMP 326** Queer Temporalities (W)
- **SOC 216** The City
- **THEA 330/COMP 330/AMST 331** New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City
- **WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304** Queer of Color Critique: Race, Sex and Urban Life

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

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

**Class Format:** afternoons

**Requirements/Evaluation:** final collection development proposal/report justifying rationale for acquisition of rare books and manuscripts
Prerequisites: none
Enrollment Limit: 12
Materials/Lab Fee: $0
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 Cancelled

AMST 11 (W) North Adams, Massachusetts: Past, Present, and Future
Crosslistings: AMST11 / HIST10

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

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

Winter 2019
LEC Section: 01 Cancelled

AMST 14 (W) The Davis Center Histories
This course will explore the history of the Williams College Davis Center (DC), formerly the Multicultural Center. In exploring this history, the course readings and discussions will contextualize the local specificities of the Center’s establishment within broader U.S. academic, political, and cultural discourses on student-led protest, the evolution of multiculturalism, the centrality of Black resistance, and the import of cultural specificity in creating an equitable and just world. The course will thus rely on resources in the College archives, and students will be encouraged to hone their research skills, but will also rely on communal construction of a theoretical framework to analyze the archived history of the Center while attending to the DC’s current mission to facilitate conversations about race, gender identity, sexual orientation, class, religion, and ability. Readings will include work by Kimberlé Crenshaw, Patricia Hill Collins, Roderick Ferguson, Houston Baker, E. Patrick Johnson, Jeff Chang, Sami Schalk, and more. Students will be encouraged to engage in critical and constructive discussion about the historical place and work of the Davis Center, and contribute to that work with assignments that include weekly personal reflections and program proposals to enhance the curriculum and programmatic itinerary of the Center.

Class Format: mornings
Requirements/Evaluation: 2 program proposals, weekly reflections, and class participation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: preference given to first-year students
Attributes: EXPE Experiential Education Courses
AMST 15 (W)  Contemporary American Songwriting

Crosslistings: MUS15 / AMST15

Secondary Crosslisting

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

Class Format: mornings

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: students with a musical background and the ability to play and instrument may be given preference, but anyone interested is encouraged to register

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

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

AMST 30 (W)  Senior Honors: American Studies

To be taken by students registered for American Studies 491 or 492.

Class Format: independent study

Distributions: (D2)

Winter 2019

HON Section: 01    TBA    Cassandra J. Cleghorn

AMST 99 (W)  Independent Study: American Studies

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

Class Format: independent study

Distributions: (D2)

Winter 2019
AMST 101 (F) America: the Nation and Its Discontents (DPE) (WI)
America has always named something more than a geographical place; being "American" has always been about something more than political citizenship. This course is an introduction to the interdisciplinary study of American culture and the nation of the United States. We will focus on the workings of that culture and nation as they both shape and have been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. We critique notions of American exceptionalism, empire, power, citizenship, labor, borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world.

Class Format: seminar

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

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

Attributes: EXPE Experiential Education Courses;

Fall 2018
SEM Section: 01 TF 1:10 pm - 2:25 pm Cassandra J. Cleghorn

Spring 2019
SEM Section: 01 TR 8:30 am - 9:45 am Andrew R. Cornell
SEM Section: 02 TF 2:35 pm - 3:50 pm Eli Nelson

AMST 105 (F) American Girlhoods (DPE) (WI)

Crosslistings: AMST105 / WGSS105 / ENGL105

Secondary Crosslisting

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Class Format: seminar

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
DPE: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

Attributes: AMST Arts in Context Electives;

Fall 2018

SEM Section: 01  TF 2:35 pm - 3:50 pm  Kathryn R. Kent

AMST 106 (S) Coming of Age in the City: Growing up and Growing Older in Communities of Color  (DPE) (WI)

This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Class Format: tutorial

Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-years, students considering an American Studies major or Latina/o Studies concentration

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This DPE tutorial foregrounds the significance of age, as it crosscuts with race, class, and gender, in explorations of urban inequality in the United States.

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

Spring 2019

TUT Section: T1  Cancelled

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

Crosslistings: ENGL113 / WGSS113 / AMST113

Secondary Crosslisting

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

Class Format: seminar; discussion, some lecture, project work in archives and art gallery
Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

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

DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

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

Fall 2018

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

AMST 125 (F)  Introduction to Asian American Studies
This course will offer students an introduction to the field of Asian American Studies. First, we will examine how history is shaped not only by laws and institutions but more significantly by people and social movements responding to the challenges of war, capitalism, colonialism, imperialism, immigration, globalization, and white supremacy. Secondly, we will pay an immediate attention to the dynamic, narrative intersections of race, ethnicity, class, gender, sexuality, ability, and nationality/citizenship. We will question how the social, political, and economic differences produced by these categories help to make and remake the multiple dimensions of Asian America from within and without. Finally, our discussions will illuminate the contradictions of power and spaces for possibility that emerge in key moments -- namely, how human actors strive to imagine, if not build visions and practices of the world in difference to the master narratives of American history and American exceptionalism. Our study will be supplemented with documentary screenings, oral histories, and personal memoirs.

Class Format: lecture

Requirements/Evaluation: attendance and participation; in-class group presentation; weekly online journal responses; midterm paper (5-7 pages); final creative project

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

Prerequisites: First-Years and Sophomores

Enrollment Limit: 20

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 20

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;

Fall 2018

LEC Section: 01    TR 8:30 am - 9:45 am     Anthony Y. Kim

AMST 126 (F)  Black Literature Matters (DPE) (WI)
Crosslistings: AFR126 / AMST126 / ENGL126

Secondary Crosslisting

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature
matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts—essays, novels, drama, music, and poetry—by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

**Class Format:** seminar

**Requirements/Evaluation:** four papers totaling at least 20 pages, active class participation, class presentation

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

**Expected Class Size:** 19

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

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

DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

Fall 2018

SEM Section: 01    TR 8:30 am - 9:45 am    Kimberly S. Love

Spring 2019

SEM Section: 01    Cancelled

**AMST 128 (S) Reading Asian American Literature (WI)**

**Crosslistings:** ENGL128 / COMP128 / AMST128

**Primary Crosslisting**

Though the category and term “Asian American” came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary "movement" from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetries. This writing-intensive course closely reads a sampling of texts in a variety of genres and styles-produced by writers from various Asian American ethnic groups—from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of "Asian American"—its contradictions, heterogeneous nature, and our assumptions—and its relation to the idea of "American." Some questions we will ask: "Why have Asian Americans and Asian American writers and writing so often been viewed as 'foreign' or 'alien' to the American body politic and the English-language literary tradition?" "How might Asian American writing be linked to other English-language texts in the Asian diaspora?"

**Class Format:** seminar

**Requirements/Evaluation:** six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** prospective AMST or ENGL majors
Expected Class Size: 15
Distributions:  (D2) (WI)
Distribution Notes:  meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL
Attributes:  AMST Arts in Context Electives;
Not offered current academic year

AMST 132 (F)  Contemporary Africana Social and Political Philosophy
Crosslistings: AFR132 / AMST132 / PSCI132
Secondary Crosslisting
This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro-American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkiru Nzegwu, Lucius Outlaw, Oyèrónke Oyewùmi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics.
Class Format: seminar
Requirements/Evaluation:  evaluation will be based on attendance and participation, two 5- to 7-page essays, and one 10-page final paper
Extra Info:  not available for the fifth course option
Prerequisites:  none; open to all
Enrollment Limit:  15
Enrollment Preferences:  first- and second-year students
Expected Class Size:  12
Distributions:  (D2)
Attributes:  AFR Core Electives;  AMST Comp Studies in Race, Ethnicity, Diaspora;  AMST Critical and Cultural Theory Electives;  JLST Interdepartmental Electives;  PSCI Political Theory Courses

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm     Neil Roberts

AMST 146 (F)  Introduction to Native American and Indigenous Studies  (DPE)
What does it mean to be a citizen of an Indigenous nation? Why are there laws against selling inauthentic Native American art? Who is two spirit and what obligations and politics does that position and identity entail? Where do we locate tradition and Indigenous peoples in time? In this course, we will address these questions and more, surveying indigeneity as it is constructed and expressed in historical narratives, activism and education, governance and identity, art and literature, science and religion, and gender and sexuality. Knowledge of the Indigenous is a foundational element of the United States. From missionaries documenting Indigenous languages, to sports mascots, DNA testing, and even to New Age spirit quests and sweat lodges, the coherence and legitimacy of this settler colonial empire has demanded expertise in and the appropriation of Indigenous bodies, knowledges, and cultures as a means of continually displacing and erasing them. And yet, that is not the only way to produce knowledge of, by, and with Indigenous people. Indigenous Studies provides a variant way of thinking and learning about indigeneity. The imperative of Indigenous Studies is to understand Indigenous peoples on their own terms and the world on those same terms. In this course we will explore not only questions related to Native America today, but also the various reasons and implications for why we study it.
Class Format: seminar
Requirements/Evaluation:  attendance and class participation, three 3- to 5-page essays, and one in-class presentation
Extra Info:  may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites:  none
Enrollment Limit:  25
Enrollment Preferences:  American Studies majors or first- and second-year students
Expected Class Size:  19
**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: This course addresses the dynamics of power inherent in studying Indigenous people in the academy, and will provide students the vocabulary and framework necessary to interrogate how settler colonialism and Indigenous survivance intersects with questions of race, gender, sexuality, and the construction of difference.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora;

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**Fall 2018**

**SEM Section: 01**  
**MW 11:00 am - 12:15 pm**  
**Eli Nelson**

**AMST 149 (F) First-Hand America (WI)**

Crosslistings: AMST149 / ENGL149

**Primary Crosslisting**

Gonzo journalism, the nonfiction novel, literary journalism, the "new new journalism": the study of American culture has thrived in the able hands of writers, reformers and amateur anthropologists. This course is an introduction to American writing and culture through the eyes of extraordinary witnesses who work as public intellectuals, addressing a readership that reaches beyond the university. Through essays, films and music we will track the documentary impulse from coast to coast: from Ferguson, Baltimore, Miami, Watts, Denver, Harlem, Chicago, Compton and Sing-Sing prison to the wilds of Alaska and rural Georgia; from mass demonstrations to the most intimate, bedside revelations. How have writers and artists given their audiences tools for understanding power, privilege, and difference in America?

**Class Format:** seminar

**Requirements/Evaluation:** multiple short essays and revisions, peer-editing and class participation

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level English course

**Expected Class Size:** 19

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

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

**Attributes:** AMST Arts in Context Electives;

**Not offered current academic year**

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**AMST 156 (F) Thirteen Ways of Looking at Jazz (WI)**

Crosslistings: AMST156 / COMP156 / AFR156 / ENGL223

**Secondary Crosslisting**

Taking its title from the Wallace Stevens poem, "Thirteen Ways of Looking at a Blackbird," which interprets the blackbird in different ways, this course similarly explores a more complex, multi-layered perspective on jazz, from jazz and American democracy to jazz in visual art. Accordingly, the course introduces students to several genres, including historical documents, cultural criticism, music, literature, film, photography and art. The course does not draw on a musicological method but rather a socio-cultural analysis of the concept, music and its effect--so students are not required to have any prior musical knowledge or ability. In this writing intensive course, students will write and revise short close analyses of multiple types of media, ultimately honing their writing skills on one form of media for a polished, original analysis that weds their increased critical thinking skills.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based upon class participation, 1 quiz, several 2-page response essays, one 3-page essay, one 5-page essay, one oral presentation/performance with 3-page critical report, totaling approximately 20 pages of written work

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** none
**AMST 165 (S) Slavery in the American South** (WI)

Crosslistings: AFR164 / AMST165 / HIST164

**Secondary Crosslisting**

This writing intensive seminar will focus on slavery in the southern United States—one of the most difficult and challenging subjects in this country's history. After looking at several different approaches to North American slavery and examining in depth two of the key primary sources for the study of this institution, students will select an aspect of slavery for intensive research. The rich sources of the Chapin and Sawyer Libraries will be examined to show students the extensive body of materials available on campus for their research projects.

**Class Format:** seminar

**Requirements/Evaluation:** class discussion critical part of this course; brief weekly writing assignments based on the reading done for that class; the final piece of written work will be a research paper on a subject of student's choosing due at the end of the semester

**Extra Info:** in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery

**Prerequisites:** First-Years and Sophomores

**Enrollment Limit:** 19

**Expected Class Size:** 15-19

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

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada;

Spring 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Charles B. Dew

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**AMST 167 (F) Let Freedom Ring? African Americans and Emancipation** (WI)

Crosslistings: AFR167 / HIST167 / AMST167

**Secondary Crosslisting**

This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

**Class Format:** seminar

**Requirements/Evaluation:** research paper, short writing assignments, class participation

**Prerequisites:** First-Years and Sophomores

**Enrollment Limit:** 19

**Expected Class Size:** 19
AMST 205 (F) Chicana/o Film and Video

Crosslistings: LATS203 / ARTH203 / AMST205 / WGSS203

Secondary Crosslisting

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood “border” and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: film screenings will be scheduled as a lab

Requirements/Evaluation: evaluation will be based on one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Distributions: (D2)

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

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; ARTH post-1600 Courses; FMST Core Courses; GBST Borders, Exiles + Diaspora Studies Electives; LATS Core Electives

AMST 207 (F) Introduction to Latina/o Literatures

Crosslistings: AMST207 / ENGL251 / LATS208 / COMP211

Secondary Crosslisting

This discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. We will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). Students will endeavor to understand how each author defines Latinidad. What characterizes Latina/os for each of these writers and how do their works articulate the historical conditions out of which they emerge? How is Latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? The readings will provide both a survey of general ideas in the study of Latina/o literatures as well as specific case studies and historical examples from which we will extrapolate about the larger field. Readings include works by Tómas Rivera, Cristina García, Cristy C. Road, Oscar Zeta Acosta, Junot Díaz, Alisa Valdes-Rodriguez, and more.

Class Format: lecture

Requirements/Evaluation: students will be evaluated based on weekly online discussion forum posts, two short papers, a midterm exam, a final comprehensive project, as well as classroom participation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Latina/o Studies concentrators, American Studies and Comparative Literature majors

Expected Class Size: 20
AMST 208 (F) Time and Blackness  (WI)
Crosslistings: AFR208 / REL262 / AMST208

Secondary Crosslisting
The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from--and create--paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

Class Format: tutorial
Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies
Expected Class Size: 10
Distributions:  (D2) (WI)
Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

Fall 2018
TUT Section: T1    TBA    James A. Manigault-Bryant

AMST 211 (F) Race and the Environment
Crosslistings: AFR211 / SOC211 / AMST211 / ENVI211

Secondary Crosslisting
In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions--like literature, film, and music--to understand how people of color respond to environmental injustice and imagine the natural world.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a self-scheduled final
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
**AMST 214 (S)  Asian-American Identities in Motion: Global Approaches to Dance**

Crosslistings: DANC214 / THEA215 / AMST214 / GBST215

**Secondary Crosslisting**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation includes reading responses and essays, class participation, and presentations

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

**Prerequisites:** none

**Enrollment Limit:** none

**Expected Class Size:** 15

**Distributions:** (D2)

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

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**Spring 2019**

**SEM Section:** 01  TR 11:20 am - 12:35 pm  Munjulika Tarah

**AMST 214 (F)  Performance Ethnography: Global Approaches to Dance**

Crosslistings: ANSO214 / THEA215 / AMST214 / DANC214 / GBST215

**Secondary Crosslisting**

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement and performance ethnography. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) will read ethnographic studies of dance and performance practices from different parts of the world, and (iii) will do field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and will include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance experience required.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, reading responses and essays, fieldwork and field notes, and presentations

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

**Prerequisites:** none

**Enrollment Limit:** 15
Expected Class Size: 15
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under GBST, AMST or ANSO

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm     Munjulika Tarah

AMST 216 (F) Landscape, Place and Power
Crosslistings: AMST216 / ENVI217
Secondary Crosslisting

How does culture shape the way we imagine, use, and experience the physical environment, and how does the physical environment shape culture in turn? What can landscapes tell us about the values, beliefs, and ideas of the people who make them? What is the relationship between place and social power? This course will explore the various ways in which scholars from a broad range of disciplines have sought to answer these questions by incorporating insights from social theory and cultural criticism. Focusing on studies of place and landscape in the Americas from the time of European colonization to the present, it will examine key works from fields such as cultural geography, environmental history, ecocriticism, environmental philosophy, and anthropology, and it will survey the major methodological and theoretical commitments that unite these fields.

Class Format: seminar
Requirements/Evaluation: three 5- to 7-page essays; several shorter writing assignments
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 19
Expected Class Size: 15
Distributions: (D2)
Attributes: AMST Critical and Cultural Theory Electives; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; SCST Related Courses

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am     Nicolas C. Howe

AMST 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WI)
Crosslistings: WGSS218 / AFR218 / AMST218 / ENGL218
Secondary Crosslisting

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories" and Glenn Ligon's "Runaways", and film such as Jordan Peele's Get Out.

Class Format: seminar
Requirements/Evaluation: weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

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

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI: Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts.

**Attributes:** ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Ianna Hawkins Owen

**AMST 219 (F) Understanding Social Class** (DPE)

Politicians and pundits often bill the United States as a classless society, owing to its lack of a feudal past. Since the 1950s, most Americans—including many whom sociologists would deem wealthy or poor—have come to describe themselves as “middle class.” But this may be changing. Bernie Sanders’ strident calls to reign in Wall Street greed remain enormously popular. And since the election of President Trump, journalists have rediscovered a group they call “the white working-class” while books such as *Hillbilly Elegy* and *White Trash* have moved to the top of the best seller lists. So, what is class and how does it shape our lives today? This course is designed to introduce students to the study of social class in an interdisciplinary fashion. We will use memoir and works of fiction to better grasp the life experiences and worldviews of people on different rungs of the economic ladder. Then we will delve into the ways that major theorists, such as Karl Marx, Max Weber, and Pierre Bourdieu have defined social class in terms of work life, social standing in a community, and bundles of “tastes” or consumption preferences. We will turn to historians to make sense of the patterns by which class inequality developed in tandem with racial oppression in the United States, and to the competing arguments of sociologists attempting to explain the growing wealth gap. Finally, we will look to activists and social workers to see how individuals and groups work to bridge the class divide in attempts to mitigate poverty and challenge inequalities. Throughout, participants will be encouraged to use assigned materials as prompts to think critically about how class shapes their own lives.

**Class Format:** tutorial

**Requirements/Evaluation:** attendance, participation, three papers 5-10 pages each

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first- and second-year students, American Studies majors

**Expected Class Size:** 10

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

**Distribution Notes:** DPE: The course focuses on the ways access to material wealth, and perceived class position shape life experiences. We will analyze different aspects of class power, from employment relations, to political influence, to self-confidence. The last weeks of the course will address ways movements seek to bridge class divides to challenge economic and other forms of inequality. The course will be intersectional throughout—discussing how class, race, and gender inequalities reinforce one another.

**Attributes:** AMST Critical and Cultural Theory Electives;

Fall 2018

TUT Section: T1  TBA  Andrew R. Cornell

**AMST 220 (S) Introduction to African American Literature**

Crosslistings: AMST220 / AFR220 / ENGL220

**Secondary Crosslisting**

What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African
American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness. Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.

**Class Format:** seminar

**Requirements/Evaluation:** writing assignments for the course will total 20 pages, distributed over 3 papers

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 25

**Distributions:** (D2)

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

**Attributes:** AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; ENGL Literary Histories C

Spring 2019

SEM Section: 01  Cancelled

**AMST 221 (F)  Introduction to Urban Studies: Shaping and Living the City**

Crosslistings: LATS220 / AMST221 / ENVI221

**Secondary Crosslisting**

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

**Class Format:** lecture/discussion

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

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 25

**Distributions:** (D2)

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

Not offered current academic year

**AMST 224 (S)  U.S. Latinx Religions**

Crosslistings: REL224 / AMST224 / LATS224

**Secondary Crosslisting**

In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. We examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latinx communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices --such as popular Catholic devotions to Guadalupe,
crypto-Judaism, curanderismo, Latinx Muslims, and Santería--by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. We will also consider, though more briefly, questions of how one studies Latinx religions.

Class Format: discussion

Requirements/Evaluation: based upon class participation, short writing exercises, a 5-page essay, and an 8-12-page final review essay

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 15

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; LATS Core Electives

Not offered current academic year

**AMST 226 (S) Gender and the Dancing Body**

Crosslistings: THEA226 / AMST226 / DANC226 / WGSS226

Secondary Crosslisting

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

Class Format: seminar

Requirements/Evaluation: class participation, reading responses and essays, and presentations

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

Distributions: (D2)

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

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Munjulika Tarah

**AMST 228 (F) Revolt and Revelation in 20th-Century Americas**

Crosslistings: AMST228 / AFR228 / LATS228 / REL223

Secondary Crosslisting

Writing in 1971, Dominican priest and Peruvian theologian Gustavo Gutierrez asked “Is the Church fulfilling a purely religious role when by its silence or friendly relationships it lends legitimacy to dictatorial and oppressive government?” Such a question encapsulates the sometimes agonistic and other times deeply intertwined relationships between religious institutions, religious thought, and movements for political transformation in the 20th century Americas. This course examines those forms of “God-talk” broadly termed “liberation theologies” that responded to and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were borne out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings--such as those of Gutierrez--and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, Perú, and the United States of America between 1960-2000.

Class Format: seminar

Requirements/Evaluation: participation, short writing exercises, a 5- to 6-page take-home midterm essay, and an 8- to 12-page final review essay
AMST 229 (S) Reel Jesus: Reading the Christian Bible and Film in the U.S.A. (WI)
Crosslistings: REL229 / AMST229
Secondary Crosslisting
In this course we examine some of the ways that Christian biblical narratives have appeared in late twentieth-century and early twenty-first century Hollywood movies, looking in particular at films such as The Matrix (1999), The Passion of the Christ (2004), Jesus Christ Superstar (1973), The Shawshank Redemption (1994), The Omen (1976), Children of Men (2006), and The Book of Eli (2010). What are the overt and subtle ways that these films seek to interpret and employ biblical texts? Why do they draw upon the texts they do and read them as they read them? What can cinematic interpretations of biblical texts reveal to us about how these texts are used in broader U.S. culture, especially to crystallize and reflect certain political, economic, ethnic, racial, sexual, and social parameters of U.S. cultures? How does an awareness of this scriptural dimension in a work of "popular culture" affect our interpretation of both the film and the scriptural text's meanings? How do varying interpretations of biblical texts help us to understand cinematic meaning? By assuming that we can read both biblical texts and films in multiple and contradictory ways, this class can use film as the occasion for interpreting, analyzing, and debating the meanings, cultural functions, and affective responses generated by biblical narratives in film. Finally, this course asks us to analyze the implications of ways in which we read texts and films. For this interdisciplinary course we will read selected biblical and extra-canonical texts, including selections from canonical and non-canonical gospels, the letters of Paul, and the book of Revelation, but our focus will be on the way that movies (and the people who make them and watch them) make meaning out of these biblical texts.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation based on participation, short writing exercises (1-pg response papers), one 3-pg analytical essay that will also be revised, a 6-pg synthetic midterm essay, and a final 10-pg review essay
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 12
Distributions: (D2) (WI)
Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; Not offered current academic year

AMST 230 (S) Contemporary American Fiction (WI)
Crosslistings: ENGL229 / AMST230
Secondary Crosslisting
In this course we will read and analyze a selection of fiction written between 1945 and the present, with an emphasis on proving (in the sense of testing) the three terms in the course title. Could John Cheever's "The Enormous Radio" really be contemporary? Is James Baldwin's Giovanni's Room American in the same way as Alice Munro's Dear Life? And is Michelle Tea's Black Wave fiction or something else? Along the way, we'll also ask: What forms and themes define contemporary American fiction? And why should we invest in defining the "contemporary" period at all? Other authors we will study may include: Raymond Carver, Thomas Pynchon, Toni Morrison, Renata Adler, Margaret Atwood, Lydia Davis, Chang Rae Lee, Jennifer Egan, and Colson Whitehead.
Class Format: seminar
Requirements/Evaluation: four papers totaling about 20 pages; participation in class discussions
Extra Info: not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

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

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

**Attributes:** ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019

SEM Section: 01    TF 1:10 pm - 2:25 pm     Ezra D. Feldman

**AMST 231 (S) Approaches to Media Studies: Analyzing Mediated Difference**

Crosslistings: AMST231 / LATS231 / WGSS232

**Secondary Crosslisting**

Media's influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hand-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minoritarian communities.

**Class Format:** seminar

**Requirements/Evaluation:** participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality Studies majors by seniority

**Expected Class Size:** 10

**Distributions:** (D2)

**Attributes:** AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

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

Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

**Secondary Crosslisting**

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

**Class Format:** seminar

**Requirements/Evaluation:** full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project
AMST 237 (F) Islam in the United States: From Black Muslims to the War on Terror
Crosslistings: AFR237 / REL237 / AMST237

Secondary Crosslisting
Malcolm X is likely the most prominent and influential Muslim figure in the history of the United States. His story represents two fundamental themes in the history of Islam in America: conflict between Muslims over what is "authentic" or "orthodox" Islam; and the ways that American history, politics, and culture determine the contours of "American Islam". This course will explore these two themes through an array of topics in the history of American Islam. In so doing, we will examine the complex relation between religion, politics, and culture in the United States. Beginning with the story of Malcolm X, the Nation of Islam, and other African-American Muslim movements, we will try to understand: What made Islam so appealing to millions of African-Americans throughout the 20th century? And were these genuinely "religious" and "Islamic" movements, or just racial/political "black nationalist" movements in the guise of religion? What counts as legitimately "Islamic", and who gets to decide? We will then move into the latter half of the 20th century and the post-9/11 debates over authentic Islam. What happened to American Muslim communities and organizations after the waves of post-1965 immigration from Muslim countries? How have debates about Muslim identity shifted over time, from being configured in terms of black separatism, to transnational/diasporic identity, to the attempts at articulating an indigenous "American-Muslim" identity? How have national narratives around 9/11 and the "War on Terror" impacted these debates over identity and "true Islam"? And how have these debates intersected with gender, racial, and ethnic politics? Throughout the course, we will be studying historical and anthropological material, autobiographies, novels, documentaries, films, and social media. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to race, ethnicity, nationality, culture, gender, language, and age.

Class Format: seminar
Requirements/Evaluation: in-class participation and presentations; 3 short essays; final project
Prerequisites: none
Enrollment Preferences: none
Expected Class Size: 12
Distributions: (D2)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;

AMST 239 (S) Asian/Pacific Islander/American Documentary Cinemas (DPE)
In Asian America Through The Lens, film scholar Jun Xing contends, "documentaries have been, and remain, the predominant genre of Asian American cinema" (1998). In this course, we will launch an investigation into this statement and examine a selection of A/P/A documentaries ranging from independent and experimental film, public access television, and digital and social media, 1960s--present. We will ask: (1) how did A/P/A documentary develop as a tradition and practice in relation to mainstream media industries?, (2) how has documentary been mobilized to critique,
demystify, and/or disrupt dominant scripts like Orientalism, the Yellow Peril, and the Model Minority Myth?, and (3) how do documentary makers formally negotiate the generic impulse for the "real" and "authentic" against the burden of A/P/A representation? While neither chronological nor all-encompassing in its capacity, we will do our best to situate the historical and material conditions that form and inform the works and contextualize their visual aesthetic practices and tactics of representation. We will also pay particular attention to untangling the intersectional and multidimensional categories of race/ethnicity, gender, sexuality, class, and ability that emerge from the sociohistorical processes of war, immigration, nationalism, colonialism and settler colonialism, state violence, and social movements. Finally, we will meet and engage with current artists, filmmakers, and organizers in order to gain insight into development, production, distribution, and reception.

Class Format: seminar
Requirements/Evaluation: weekly reading responses, a midterm paper, final creative project and paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: AMST 101/201 Intro to American Studies
Enrollment Limit: 15
Enrollment Preferences: American Studies majors
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultures of these groups.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;

Spring 2019
SEM Section: 01    TR 8:30 am - 9:45 am     Anthony Y. Kim

AMST 240 (S) Latina/o Language Politics: Hybrid Voices
Crosslistings: AMST240 / LATS240 / COMP210
Secondary Crosslisting
In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o communities. As such, how are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic phenomena such as code-switching (popularly known as "Spanglish") and Latina/o English, we will examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres as well, including theatre, autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.
Class Format: seminar
Requirements/Evaluation: participation, two essays, final take-home examination
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority
Expected Class Size: 12
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under LATS or AMST; meets Division 1 requirement if registration is under COMP
Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; LATS Core Electives

Spring 2019
SEM Section: 01    TR 9:55 am - 11:10 am     Maria Elena Cepeda
AMST 241 (F) Performing Masculinity in Global Popular Culture
Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Secondary Crosslisting

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

Class Format: seminar
Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited
Expected Class Size: 20
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Attributes: EXPE Experiential Education Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives
Not offered current academic year

AMST 242 (S) Americans Abroad (DPE) (WI)
Crosslistings: AMST242 / COMP242 / ENGL250

Secondary Crosslisting

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of "home" into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

Class Format: seminar
Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any literature course at Williams or permission of instructor
Enrollment Limit: 18
Expected Class Size: 18
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST
DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home

Attributes: AMST Arts in Context Electives; GBST Borders, Exiles + Diaspora Studies Electives;

Spring 2019

SEM Section: 01 MW 11:00 am - 12:15 pm Soledad Fox

AMST 244 (S) What They Saw in America
Crosslistings: HIST366 / AMST244 / SOC244

Secondary Crosslisting
This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider’s view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors’ respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern. * Please note atypical class hour Monday, 4:45-8:30 pm.

Class Format: seminar; * Please note atypical class hour Monday, 4:45-8:30 pm.

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages

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

Prerequisites: none

Enrollment Limit: 9

Enrollment Preferences: juniors and seniors; final selection for the course will be made on the basis of an interview with the instructor

Expected Class Size: 9

Department Notes: * Please note atypical class hour Monday, 4:45-8:30 pm.

Distributions: (D2)

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

Not offered current academic year

AMST 245 (F) Introduction to Native American and Indigenous Studies
Crosslistings: AMST245 / ANTH245 / HIST255 / WGSS247

Primary Crosslisting
What does it mean to acknowledge the literal land we stand upon--in Williamstown and beyond--as the occupied territory of indigenous peoples? This course strives to answer that question by offering an introduction to the histories, politics, knowledges, and arts of indigenous peoples across the Americas and Native Pacific. Foregrounding the ways in which indigenous peoples have resisted, refused, and reimagined ongoing histories of settler colonialism, we will survey scholarship in the interdisciplinary field of Native American and Indigenous Studies. By analyzing such scholarship alongside a range of primary sources--including historical documents, literature, film, visual art, music, and social media--we will examine the complex interweavings of indigeneity, race, gender, and sexuality. Throughout the course, we will discuss topics of both past and present importance, such as environmental justice, cultural representation, and self-determination.

Class Format: seminar

Requirements/Evaluation: one 2- to 3-page response paper, one 5- to 6-page analytical essay, one 8- to 10- page research paper, weekly Glow posts, and regular class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
AMST 246 (S)  Aesthetics and Place-making in Latina/o New York

Crosslistings: AMST246 / LATS246

Secondary Crosslisting

New York City has long served as a nexus of Latina/o migration and settlement since the late nineteenth century. From the New York sound of Afro-Cuban and Puerto Rican salsa to the poetics of slam poetry forged in the Nuyorican Poets Cafe, New York's Latinas/os have defined and developed numerous forms of Latina/o popular expression. This course examines the aesthetic foundations of Latina/o New York, remaining attentive to the numerous diasporas that have migrated to and made the city their home. Student will engage with a multiplicity of popular cultural genres including memoirs, literature, poetry, sound, visual art, and photography in the context of the history of the city while focusing on key themes of racial formation, the politics of space and place, and the labor of culture.

Class Format: lecture/discussion

Requirements/Evaluation: attendance and class participation, short writing exercises, 4- to 5-page midterm paper close-reading a text, and a 10- to 15-page final paper

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LATS concentrators and AMST majors

Expected Class Size: 15

Distributions: (D2)

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

Not offered current academic year

AMST 247 (S)  Race and Religion in the American West

Crosslistings: ENVI247 / LATS247 / REL247 / AMST247

Secondary Crosslisting

From the "Land of Enchantment" of New Mexico in the far reaches of the desert to the sacred temples on the West Coast that overlook Pacific Ocean, this course examines the peoples and the "sacroscapes" of the American West. Historian Patricia Limerick regards this region as an extraordinary site of convergence and one of "the greatest meeting places on the planet." The region is a site of cultural complexity where Penitentes maintained a sacred order, Pentecostals attracted a global audience, Native Americans forged legal/protected definitions of "religion," and Asian immigrants built the first Buddhist and Sikh temples. Until recently, standard surveys of religious history in North America have devoted minimal attention to the distinctive role of religion in the American West. They have focused on religious history in the flow of events westward from the Plymouth Rock landing and Puritan establishment while generally overlooking the Pueblo Revolt in modern-day New Mexico which occurred in that same century and marked the temporary suspension of Spanish encroachment. How do scholars of religion and history account for these renditions between the past and present? Most mainstream religious histories treat religious experience and identity in the U.S. West as additive rather than complementary to or constitutive of its mainstream narratives. Contemporary historians of religion note the need for new "sights," "sites," and "cites" in order to deconstruct and reconstruct this incomplete meta-narrative, taking into account such factors as migration, gender, region, and the environment.

Class Format: seminar/discussion

Requirements/Evaluation: student participation, weekly reflection papers (up to half page), midterm primary source paper (up to 5 pages), and a final research paper on Religion and the Environment (8-10 page paper with a media/visual component)
AMST 248 (F)  Black Women in African American Literature and Culture  (WI)
Crosslistings: ENGL248 / AMST248 / WGSS258
Secondary Crosslisting
This course surveys constructions of black womanhood from the nineteenth century to the present through readings of texts by and about black women. In this course, students will trace how black womanhood became central to uplift ideology and the making and sustaining of black communities in the post-Reconstruction, Harlem Renaissance, and Black Power eras. We will read works across a broad historical spectrum to identify the ways different writers wrestle with race and gender using literary tropes, such as the "tragic mulatto," in different social contexts. We will also engage a range of forms, including an essay (Patricia Hill Collins's "Mammies, Matriarchs, and Other Controlling Images"), a choreopoem (Ntozake Shange's For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf), and socio-political propaganda (the "Black is Beautiful" movement). This course will end with a consideration of the way writer and producer Issa Rae engages with contemporary ideologies of black womanhood in the HBO series Insecure.
Class Format: seminar
Requirements/Evaluation: active class participation, 4 short papers totaling about 20 pp., final project on the hashtag #blackgirlmagic
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
Attributes: ENGL 200-level Gateway Courses;
Not offered current academic year

AMST 250  Social Class: Multidisciplinary Approaches
Despite decades of growing income inequality, many Americans remain reluctant to discuss socio-economic class. Why is that? And how does one define "class" anyway? This course will introduce students to the ways sociologists, historians, novelists, and others make sense of the differences in economic role, social status, and cultural taste that congeal in the notion of class. We will seek greater understanding of the lived experiences of poor, working class, middle class, and upper class Americans, and we'll investigate unique "class fractions" such as bohemians and professionals. Throughout, we will consider the ways that race, gender, and sexuality interact with class to shape identity and power.
Class Format: seminar
Requirements/Evaluation: attendance and participation; personal narrative essay, one additional short essay, brief midterm, and final exam
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: American Studies majors
Expected Class Size: 20
AMST 252 (S) Puerto Rico and its Diaspora
Crosslistings: AMST252 / LATS252

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

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

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

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

Prerequisites: students should have some fluency with the Spanish language

Enrollment Limit: 8

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

Expected Class Size: 8

Distributions: (D2)

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

Spring 2019
SEM Section: 01 MWF 8:30 am - 9:45 am Mérida Rúa

AMST 256 (F) Social Justice Traditions: 1960s to #Black Lives Matter (DPE)
Crosslistings: HIST256 / AMST256 / AFR257

Primary Crosslisting
We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today’s activists draw on the “freedom dreams,” tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of “justice.” Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study
the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

**Class Format:** seminar

**Requirements/Evaluation:** attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay

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

**Enrollment Limit:** 35

**Enrollment Preferences:** first years, sophomores, and American Studies majors

**Expected Class Size:** 25

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

**Distribution Notes:** DPE: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the “same” as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. Focus on strategies and tactics: e.g. demonstrations, guerrilla theatre, electoral campaigns, strikes. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

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**New England Environmental History (WI)**

**Crosslistings:** AMST259 / ENVI259 / HIST259

**Secondary Crosslisting**

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

**Class Format:** seminar

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

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

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

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies concentrators

**Expected Class Size:** 15

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

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

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**American Art and Architecture, 1600 to Present**

**Crosslistings:** ARTH264 / AMST264

**Secondary Crosslisting**

American art is often looked at as a provincial version of the real thing--i.e., European art--and found wanting. This course examines American
architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.

Class Format: lecture

Requirements/Evaluation: 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam

Enrollment Limit: 60

Distributions: (D1)

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

Attributes: AMST Arts in Context Electives; AMST Space and Place Electives; ARTH post-1600 Courses;

Not offered current academic year

AMST 266 (S) Being American, Being Muslim: American Muslim Literature in the 21st century (DPE)

Crosslistings: AMST266 / REL266 / ENGL268 / COMP228

Secondary Crosslisting

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Class Format: seminar

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

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

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL or AMST; meets Division 1 requirement if registration is under COMP or ENGL. DPE: This course will explore the many complex intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences internal to Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations and power and difference in the texts that we will read, and how to analyze their workings in nuanced multidimensional ways.

Spring 2019

SEM Section: 01 MW 11:00 am - 12:15 pm Zaid Adhami

AMST 272 (F) American Postmodern Fiction

Crosslistings: ENGL272 / AMST272

Secondary Crosslisting

American fiction took a turn at World War II; the simplest way to name the turn is from modernism to postmodernism. The most obvious mark of postmodern narration is its self-consciousness: postmodern books tend to be about themselves, even when they are most historical or realistic. Already a paradox emerges: why would World War II make narratives more self-reflexive? The first book in the course, and the best for approaching this paradox, is Heller's *Catch-22*. It also serves as a good introduction to the unlikely merging in American fiction of high European post-structuralist

...
postmodernism and low American punk postmodernism. Subsequent books in the course will probably include Pynchon's *The Crying of Lot 49*, Morrison's *Beloved*, DeLillo's *White Noise*, Carver's *What We Talk About When We Talk About Love*, Diaz's *The Brief Wondrous Life Of Oscar Wao*, and Whitehead's *The Underground Railroad*.

**Class Format**: seminar

**Requirements/Evaluation**: three papers of increasing length and weight, contributions to class discussion

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

**Prerequisites**: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit**: 25

**Enrollment Preferences**: first-year students who have placed out of 100-level English and sophomores considering the major; then Junior and Senior English majors

**Expected Class Size**: 25

**Distributions**: (D2)

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

**Attributes**: AMST Arts in Context Electives; ENGL Literary Histories C

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**AMST 275 (S) American Drama: Hidden Knowledge** (WI)

Crosslistings: COMP275 / ENGL224 / THEA275 / AMST275

**Secondary Crosslisting**

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machiavelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from American drama about a national relationship to honesty and its opposites.

**Class Format**: tutorial

**Requirements/Evaluation**: weekly papers/response papers; weekly meeting with instructor and tutorial partner

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

**Prerequisites**: none

**Enrollment Limit**: 10

**Enrollment Preferences**: Theatre and English majors

**Expected Class Size**: 10

**Distributions**: (D1) (WI)

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

**Attributes**: AMST Arts in Context Electives;

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**AMST 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film**

Crosslistings: AFR283 / AMST283 / WGSS283 / ENGL286

**Secondary Crosslisting**
In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Class Format: seminar

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Distributions: (D2)

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

Attributes: FMST Core Courses; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Kai M. Green

AMST 284 (S)  Introduction to Asian American History  (DPE)

Crosslistings: HIST284 / AMST284 / ASST284

Secondary Crosslisting

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

Class Format: lecture/discussion

Requirements/Evaluation: a series of short essays and a final oral history/family history

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first come, first served

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course traces the immigration history of various peoples from Asia to the U.S. from the 1850s to the present. We will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the U.S.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

Spring 2019

LEC Section: 01    MW 11:00 am - 12:15 pm     Scott Wong
AMST 300 (F)  Tell Even Us: Writing Memory, Trauma, Self  (DPE)
Crosslistings: COMP357 / ENGL300 / AMST300

Primary Crosslisting

In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: *Borderlands/La Frontera: The New Mestiza* (Gloria Anzaldúa), *Dictee* (Theresa Hak Kyung Cha), *How to Write an Autobiographical Novel* (Alexander Chee), *When They Call You A Terrorist: A Black Lives Matter Memoir* (Patrisse Khan-Cullors and asha bandele), *Bad Indians: A Tribal Memoir* (Deborah Miranda), *This is for the mostless* (Jason Magabo Perez), *Redefining Realness* (Janet Mock), *like a solid to a shadow* (Janice Lobo Sapigao), *Men We Reaped* (Jesmyn Ward), *7 Miles A Second* (David Wojnarowicz).

Class Format: seminar

Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing

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

Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)

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

DPE: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Attributes: AMST Arts in Context Electives;

Fall 2018

SEM Section: 01  MR 2:35 pm - 3:50 pm  Anthony Y. Kim

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AMST 301 (S)  Theories and Methods in American Studies (Junior Seminar)

This course aims to provide a "how to" of American Studies from an integrative, multiracial, and socio-cultural perspective. Taking American culture as a site for testing classic and contemporary theories about how cultures work, the Junior Seminar in American Studies serves as an introduction to resources and techniques for interdisciplinary research. Students will be exposed to and experiment with a wide range of current theoretical and methodological approaches employed in American Studies and contributing disciplinary fields, and in the process gain a working competence in all four tracks of the major (Space and Place; Comparative Studies in Race, Ethnicity and Diaspora; Arts in Context; and Critical and Cultural Theory). The goal of the course is not only for students to develop knowledge of main currents in the field of American Studies but also to become practitioners through a series of assignments that will permit students to exercise their newfound skills. Students will thus, for instance, develop rhetorical analyses, gather ethnographic data, and "read" assorted spaces and buildings, as the class explores such problems or topics as national narratives, ethnoracial formations, the American prison system, and the circulation of commodities.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation and a wide variety of student assignments, ranging from postings to the class Glow site, to short, analytical essays (5 pp.), to field work exercises, to in class presentations

Prerequisites: AMST 101/201 Intro to American Studies, junior or senior standing, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: juniors majoring in American Studies

Expected Class Size: 12

Department Notes: required of junior majors
AMST 302 (F) Environmental planning workshop: community-based environmental problem solving
Crosslistings: ENVI411 / AMST302
Secondary Crosslisting
This interdisciplinary, experiential workshop course introduces students to the field of planning through community-based projects. Environmental Planning encompasses many fields pertaining to the natural and built landscape such as city planning, sustainable design, natural resource planning, landscape design, agricultural planning, climate planning, transportation planning, and community development. Students will get out of the classroom and gain direct experience working on the planning process in the greater Berkshire region. The class is organized into two parts. Part 1 focuses on reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework. Part 2 focuses on project work in which students apply the concepts learned to tackle an actual community problem. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including research, interviews, survey research, mapping, and site design. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related workshop sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, hands-on design, and team work. The class culminates in a public presentation of each team's planning study.

Class Format: seminar discussion/group workshop/project lab
Requirements/Evaluation: two papers, short assignments, presentation, participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI 101 or permission of instructor; open to juniors and seniors only
Enrollment Limit: 16
Enrollment Preferences: Environmental Studies majors and concentrators
Expected Class Size: 16
Department Notes: required course for Environmental Studies major and concentration
Distribution Notes: does not meet Division 1, 2, or 3 requirements
Attributes: AMST Space and Place Electives; ENVI Core Courses; EXPE Experiential Education Courses; SCST Related Courses

Fall 2018
SEM Section: 01 TR 11:20 am - 12:35 pm Sarah Gardner
LAB Section: 02 T 1:00 pm - 4:00 pm Sarah Gardner
LAB Section: 03 R 1:00 pm - 4:00 pm Sarah Gardner

AMST 304 (S) Asian American Writing and the Visual Arts
Crosslistings: AMST304 / COMP307 / ENGL388
Primary Crosslisting
This course examines the intersection of Asian American writing and the visual arts in a range of works: graphic novels, art criticism, collaborative projects between poets and visual artists, works that combine textual and visual elements, ekphrastic poetry, poetry "inspired by" paintings, video work, digital poetry, among others. Writers and artists to be discussed include Mei-mei Berssenbrugge, Theresa Cha, Patty Chang, Mel Chin, Bhanu Kapil, Janice Lee, Tan Lin, Yoko Ono, Adrian Tomine, and John Yau.

Class Format: seminar
Requirements/Evaluation: two papers, short assignments, presentation, participation
Prerequisites: none
AMST 307 (F)  Experimental African American Poetry
Crosslistings: AMST307 / AFR301 / ENGL327 / COMP311

Primary Crosslisting
Contemporary African American poets in various cities and towns across the nation--from New York City to Los Angeles, from Berkeley to Durham, N.C.--are currently producing a vibrant and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. This formally innovative poetry defamiliarizes what we normally expect of "black writing" and pushes us to question our assumptions and presumptions about black identity, "identity politics," the avant-garde (for example, is it implicitly raced?), formalism, socially "relevant" writing, the (false) dichotomy of form versus content, the black "community," digital poetics, and other issues of race and aesthetics. We will examine the writings of living poets, who range widely in age, and those of their avant-garde predecessors in the twentieth century. We will also be making links between this poetry and African American music and visual art.

Class Format: seminar
Requirements/Evaluation: two papers (6-8 pp., 8-10 pp.), short response papers, oral presentation, and class participation
Prerequisites: none, though at least one previous literature course preferred

AMST 308 (F)  Thinking Diaspora: The Black Atlantic and Beyond
Crosslistings: AMST308 / ENGL309 / WGSS308 / COMP300

Secondary Crosslisting
Water imagery has been central to black diasporic culture since its beginnings in the Middle Passage---suggesting imprisonment, isolation, escape, ancestral communion, and death, for example. This course wrestles with the significance of water in diasporic literature--how it endures, how it has diminished, how it slips away from us. Black diaspora theory was revolutionized by Paul Gilroy's The Black Atlantic, which urged us to consider more deeply the role of the ship, the routes, and the roots entailed in the formation of diasporic consciousness. This course aims to expand students' theoretical skills as we discuss cornerstone and cutting edge texts of diaspora theory, with an emphasis on theories that work with the relationship to water, such as those by Jacqueline Nassy Brown, Omise'eke Tinsley, and Vanessa Agard-Jones. Primary texts will include The Big Sea by Langston Hughes, Sugar and Slate by Charlotte Williams, Barry Jenkins' Moonlight, and more.

Class Format: seminar
Requirements/Evaluation: weekly reading responses, presentations, one 10-page paper, engaged feedback process, and thoughtful class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS
Attributes: ENGL Criticism Courses

Fall 2018
SEM Section: 01 MWF 11:00 am - 12:15 pm Ianah Hawkins Owen

AMST 309 (F) Womanist/Black Feminist Thought
Crosslistings: AMST309 / AFR310 / WGSS310 / REL310
Secondary Crosslisting
This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color--particularly black women--are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Expected Class Size: 20
Distributions: (D2)
Attributes: AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018
LEC Section: 01 M 7:00 pm - 9:40 pm Rhon S. Manigault-Bryant

AMST 312 (S) Chicago
Crosslistings: LATS312 / AMST312 / ENVI313
Secondary Crosslisting
"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind room has been made for diversity--social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi-Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.
Class Format: discussion
Requirements/Evaluation: evaluation will be based on attendance and class participation, group presentations and discussions, 5 critical briefs (2-pages) and a book review essay (15 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
**AMST 313 (F) Gender, Race, and the Power of Personal Aesthetics**

Crosslistings: AFR326 / AMST313 / WGSS313 / LATS313

Secondary Crosslisting

This course focuses on the politics of personal style among women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, and class inform standards of beauty, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal style among women of color? Is it feasible to assert that an easily identifiable "African American," "Latina," "Arab American" or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as activist strategy challenge traditional understandings of feminist political activity?

**Class Format:** seminar

**Requirements/Evaluation:** participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam

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

**Prerequisites:** LATS 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority

**Expected Class Size:** 12

**Distributions:** (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

**Fall 2018**

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

**AMST 314 (F) Groovin' the Written Word: The Role of Music in African American Literature**

Crosslistings: AMST314 / COMP321 / ENGL314 / AFR314

Secondary Crosslisting

In an interview with Paul Gilroy, Toni Morrison once said, "Music provides a key to the whole medley of Afro-American artistic practices." Morrison is not the only one who believes that music speaks to numerous aspects of the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan Lori-Parks, many African American authors have drawn on music to take political stands, shape creative aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music's ability to represent and critique African American culture in their literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals/gospel, blues, jazz, and rock/rhythm and blues. While this class requires students to practice in-depth literary and performance analysis skills, students are not required to have technical musical knowledge.

**Class Format:** lecture/discussion
AMST 315 (S)  Blackness 2.0: Race, Film and New Technologies
Crosslistings: AMST315 / AFR315 / SCST315
Secondary Crosslisting
Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of ‘new’ technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the ‘real’ vs ‘virtual’ world; emoji wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.

Class Format: seminar
Requirements/Evaluation: evaluation based on participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an original multimedia project.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Africana Studies concentrators
Expected Class Size: 15
Distributions: (D2)
Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses

Spring 2019
SEM Section: 01    TR 9:55 am - 11:10 am    Rhon S. Manigault-Bryant

AMST 317 (F)  Black Migrations: African American Performance at Home and Abroad
Crosslistings: DANC317 / AFR317 / COMP319 / AMST317 / THEA317 / ENGL317
Secondary Crosslisting
In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: seminar/discussion
Requirements/Evaluation: evaluation will be based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

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

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

Distributions: (D2)

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

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives;

Not offered current academic year

AMST 318 (F) California: Myths, Peoples, Places  (WI)
Crosslistings: ENVI318 / LATS318 / REL318 / AMST318 / COMP328
Secondary Crosslisting
Crosslisting Between Paradise and Hell, between environmental disaster and agricultural wonderland, between Reagan and Berkeley, between a land of all nations and a land of multiracial enmity, a diversity of myths have been inscribed onto and pursued within the space we call California. How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as “sprawling multicultural dystopia,” and California as “west of the west.”

Class Format: seminar

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D2) (WI)

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

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; LATS Core Electives;

Not offered current academic year

AMST 322 (F) Race, Culture, Incarceration  (WI)
Crosslistings: AMST322 / AFR322 / INTR322 / PSCI313
Secondary Crosslisting
This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

Class Format: seminar

Requirements/Evaluation: brief analytical papers and group presentations.

Prerequisites: none

Enrollment Limit: 19
AMST 323 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
Crosslistings: AFR323 / ARTH223 / ENGL356 / AMST323 / COMP322
Secondary Crosslisting
This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love’s Bayou and Ho Che Anderson's King: A Comic Biography, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.
Class Format: seminar
Requirements/Evaluation: evaluation will be based upon class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life)
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 19
Department Notes: this course is part of the Gaudino Danger Initiative
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under ARTH, COMP or ENGL
Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;
Not offered current academic year

AMST 324 (S) Indigenous Women's History (DPE) (WI)
Crosslistings: AMST324 / HIST362 / WGSS324
Primary Crosslisting
What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.
Class Format: seminar
Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
**AMST 327 (S)  Racial and Religious Mixture  (WI)**
Crosslistings: AMST327 / AFR427 / LATS427 / REL314

**Secondary Crosslisting**
The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation based on participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a 20- to 25-page research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** seniors, concentrators, majors, those with prior relevant coursework

**Expected Class Size:** 10

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

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; Not offered current academic year

**AMST 328 (F)  American Social Dramas  (WI)**
Crosslistings: SOC328 / THEA328 / AMST328 / COMP325

**Secondary Crosslisting**
As Shakespeare wrote memorably in As You Like It, "All the world's a stage, and all the men and women merely players." Sociologists have heeded Shakespeare's wisdom, arguing that social and political events are "performances" that take shape in accordance with familiar cultural scripts, and indeed that social actors implicitly interpret real-world events using plot structures from literary and dramatic genres such as romance, irony, comedy, and tragedy. We will explore this thesis through the lens of contemporary American political events, including the Clinton-Lewinsky scandal, September 11, Hurricane Katrina, the 2012 presidential election, and current debates over Confederate symbolism. We will also pay careful attention to the unfolding drama associated with the 2016 presidential election. How do social performances and struggles to "control the narrative" shape the meanings and outcomes of political events? Are they merely "spectacles," or wellsprings for genuine civic participation? What role do political comedy, satire, and social media play in shaping the trajectory of contemporary events? Major authors will include Victor Turner, Clifford Geertz, J.L. Austin, Erving Goffman, and Jeffrey Alexander. Throughout the semester, each student will develop a significant project on a political event of their choosing.
AMST 331 (S)  New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Crosslistings: THEA330 / COMP330 / AMST331

Secondary Crosslisting

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

Class Format: seminar
Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: none
Expected Class Size: 10
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST
Attributes: AMST Arts in Context Electives; AMST Space and Place Electives; EXPE Experiential Education Courses; FMST Related Courses

Not offered current academic year

AMST 332 (S)  Race, Gender, and Performance from Literature to Social Media

Crosslistings: COMP339 / THEA322 / AMST332 / LATS335 / WGSS330

Secondary Crosslisting

How can contemporary performance expand ideas and practices of belonging in the United States, as figured through race, gender, and sexuality? This spring course will begin with readings of dramatic literature including Suzan-Lori Parks's *Venus*, David Henry Hwang's *M. Butterfly*, and Young Jean Lee's *The Shipment* to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. We will develop shared vocabulary and methodologies of performance studies, including readings by scholars including J.L. Austin, Judith Butler, and José Esteban Muñoz. This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces?
Class Format: seminar  
Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper  
Extra Info: not available for the fifth course option  
Prerequisites: none  
Enrollment Limit: 20  
Expected Class Size: 15  
Distributions: (D2)  
Distribution Notes: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS  
Attributes: ASAM Related Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses  
Not offered current academic year  

AMST 333 (S)  An American Family and “Reality” Television  
Crosslistings: COMP316 / AMST333 / ARTH310 / WGSS312  
Secondary Crosslisting  
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called “Reality TV.” In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the “American dream.” Documenting the family’s life over the course of eight months, the series chronicled the dissolution of the Louds’ marriage and broadcast the “coming out” of eldest son Lance Loud, the first star of reality television. In this class, we will view the An American Family series in its entirety, research the program’s historical reception, and analyze its influence on broadcast and film media, particularly on “reality” television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.  
Class Format: seminar  
Requirements/Evaluation: class presentations, research assignments, and final 16- to 20-page research paper  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Limit: 19  
Expected Class Size: 14  
Distributions: (D1) (WI)  
Distribution Notes: meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS  
Attributes: AMST Arts in Context Electives; ARTH post-1600 Courses; FMST Core Courses;  
Not offered current academic year  

AMST 334 (F)  Sexual Economies  
Crosslistings: WGSS301 / ANTH301 / AMST334  
Secondary Crosslisting  
This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include “traditional” forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of “sex trafficking.” Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We will have either guest speakers or a field
trip to hear from people working in various commercial sex sectors.

Class Format: seminar

Requirements/Evaluation: midterm essay exam, final research paper, research proposal/annotated bibliography

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: We will study various questions related to sexual empowerment, agency, vulnerability, and exploitation in myriad global contexts. We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Fall 2018

SEM Section: 01 MR 1:10 pm - 2:25 pm Gregory C. Mitchell

AMST 335 (S) Uncovering Williams

Crosslistings: AMST335 / ARTH335

Primary Crosslisting

Sparked by current controversies around visual representations at Williams, this course--a joint effort of the Williams College Museum of Art and the American Studies Program--interrogates the history of the college and its relationship to land, people, architecture, and artifacts. Students in this course will examine the visual and material culture of Williams and the land it occupies to uncover how the long and complex history of the college reverberates in the spaces and places students, faculty, and staff traverse daily. We take seriously that objects and environments are not neutral nor are the atmospheres that they reflect and produce. Our interdisciplinary approach draws from the methods and theories of American studies, art history, material culture studies, critical race theory, gender studies, and eco-criticism. Topics of discussion may include: the foundation of the college and displacement of native populations; buildings, objects, and monuments linked to Williams' evangelical history and the role of missionaries in American imperialism; the symbolic meaning of the varied architectural styles at the college; and the visibility/visibility of the college's relationship to slavery and Abolitionism.

Class Format: seminar

Requirements/Evaluation: participation (discussion, GLOW posts), 2-3 short papers, one 5- to 6-page midterm paper, and a 10- to 12-page final project (either a research paper or a substantial arts-type project) + bibliography

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

Prerequisites: sophomore standing or permission of the instructor(s)

Enrollment Limit: 19

Enrollment Preferences: AMST majors

Expected Class Size: 19

Distributions: (D2)

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

Attributes: AMST Arts in Context Electives; AMST Space and Place Electives;

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Dorothy J. Wang, Kevin M. Murphy

AMST 336 (S) Two American Poets: Wallace Stevens and John Ashbery (WI)

Crosslistings: ENGL320 / AMST336 / COMP335
Primary Crosslisting

This tutorial focuses on the work of two major American poets who are known for their "difficult" poetry. In some respects, Stevens (1879-1955) and Ashbery (b. 1927) book-end twentieth-century poetry: Stevens is a major Modernist poet, perhaps the most philosophically oriented American poet of the twentieth century, and Ashbery is considered by most critics to be the most important American poet alive. Students will do close readings of their poems (and one play, "Three Travelers Watch a Sunrise", by Stevens), as well as read their writing on poetry and art. We will discuss the overlaps between Stevens' and Ashbery's work and lives—their having grown up in the Northeast and attended Harvard, what some see as the abstractness of their writing, their mastery of tone, among others—but also the differences: Ashbery's sexuality, his having lived in France, the supposedly more "avant-garde" nature of Ashbery's work, and so on. Along the way, we will ask questions about the nature of poetic difficulty, of abstraction, of the (lyric) poetic speaker in their works, of poetic tone, of the link between the poem and the world (e.g., in description), of the thinking and philosophizing that poems do. We will also ask about their links to major poetry "movements" (Modernism, the New York School) and pose questions that are rarely asked about their poetry, such as "What are the politics, implicit and explicit, in their poems?" "What are their views about the United States and American society and culture?" "What assumptions about race, gender and class are embedded in their poetry?" And, always, we will be paying close attention to the question of form and language in Stevens' and Ashbery's poetry.

Class Format: tutorial

Requirements/Evaluation: typical tutorial format; papers every other week

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: ENGL majors, COMP majors, AMST majors; preference will be given to students who have already taken at least one literature class

Expected Class Size: 10

Distributions: (D2) (WI)

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

Attributes: AMST Arts in Context Electives;

Not offered current academic year

AMST 338 (F) The American Renaissance

Crosslistings: ENGL338 / AMST338

Secondary Crosslisting

"The American Renaissance" is the name given to US literature from 1830-1860. The explosive cultural energy of this period resulted from a multitude of ideas, practices and formations: the unprecedented spread of empire under the banner of "manifest destiny"; the formation of the white middle class; the consolidation of pro- and anti-slavery political factions; religious and spiritual experimentation; new, contested definitions of self, work, race, class and gender; and the looming Civil War. In short, a historical moment not unlike our own. If you want to understand contemporary American culture, the mid-19th century provides an uncanny key. We will read works by Emerson, Thoreau, Douglass, Jacobs, Whitman, Poe, Hawthorne, Dickinson, Melville, and a host of lesser known writers. We will also make constant reference to contemporary American literature, music, and art.

Class Format: seminar

Requirements/Evaluation: 3 papers totaling about 15 pages, class participation

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

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on he Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, American Studies majors

Expected Class Size: 20

Distributions: (D2)

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

Attributes: ENGL Literary Histories B

Fall 2018
AMST 339 (S)  Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality  (WI)
Crosslistings: LATS338 / WGSS338 / AMST339

Secondary Crosslisting
In this class we will investigate a wide variety of Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are the various facets of Latina/o identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Class Format: seminar

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

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

Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; GBST Borders, Exiles + Diaspora Studies Electives; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Spring 2019

SEM Section: 01  TR 11:20 am - 12:35 pm  Maria Elena Cepeda

AMST 340 (S)  Elizabeth Bishop in the Americas  (DPE)
Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340

Secondary Crosslisting
Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE: This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas.
As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

**Attributes:** AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL Literary Histories C

Spring 2019
SEM Section: 01 Cancelled

**AMST 341 (S) American Genders, American Sexualities**

Crosslistings: WGSS342 / AMST341 / ENGL341

**Secondary Crosslisting**

This course investigates how sexual identities, desires, and acts are represented and reproduced in American literary and popular culture. Focusing on two culturally rich periods—roughly 1880-1940 (when the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), and the contemporary context of the "postmodern" 21st-century—we will explore what it means to read and theorize "queerly." Among the questions we will ask: What counts as "sex" or "sexual identity" in a text? Are there definably lesbian, gay, bisexual, queer, or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular historical events, such as the rise of sexology, the Harlem Renaissance, and the emergence of a transgender movement have had on queer cultural production. Readings may include works by the following authors: Butler, Cather, Diaz, Ferguson, Fitzgerald, Foucault, Freud, Hammonds, Hughes, James, Larsen, Lorde, Muñoz, Rich, Rodriguez, Sedgwick, and Stein, and as well as screenings of contemporary videos and films.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** active class participation, several short writing assignments, two 5-page papers, and one 8- to 10-page paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and/or students interested in WGSS

**Expected Class Size:** 25

**Distributions:** (D1)

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

**Attributes:** AMST Arts in Context Electives; AMST Critical and Cultural Theory Electives; ENGL Post-1900 Courses; ENGL Criticism Courses; ENGL Literary Histories C; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

**Not offered current academic year**

**AMST 343 (F) Representations of Racial-Sexual Violence from Enslavement to Emancipation** (WI)

Crosslistings: WGSS343 / AMST343 / AFR343 / INTR343

**Secondary Crosslisting**

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, LGBTQ and ethnic/black studies. Books include *Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro; At the Dark End of the Street*; films include *Birth of a Nation; Bush Mama; To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

**Class Format:** tutorial; students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence.

**Requirements/Evaluation:** weekly primary and response papers

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

**Prerequisites:** none
Enrollment Limit: 10
Enrollment Preferences: preference given to juniors and seniors
Expected Class Size: 8
Distributions: (D2) (WI)
Attributes: AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
TUT Section: T1    TBA     Joy A. James
Spring 2019
TUT Section: T1    TBA     Joy A. James

AMST 346 (F) Latinas/os and the Media: From Production to Consumption  (WI)
Crosslistings: LATS346 / AMST346
Secondary Crosslisting
This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?
Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course
Enrollment Limit: 12
Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority
Expected Class Size: 12
Distributions: (D2) (WI)
Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; FMST Related Courses; LATS Core Electives;

Fall 2018
SEM Section: 01    TF 2:35 pm - 3:50 pm     Maria Elena Cepeda

AMST 348 (F) Graphic Narratives as Democratic Ideals
Crosslistings: COMP348 / LATS348 / AMST348
Secondary Crosslisting
This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. The primary focus will be on texts that explore themes of democracy and Latinidades. We will also discuss the "graphic activism" of artists like Sharon Lee De La Cruz of Digital Citizens Lab, a design collective with a focus on civic technology. Throughout the course, students will have the opportunity to create their own graphic narratives, either digitally or in print. Possible guest speaker: comic book artist Ivan Vélez (Planet Bronx, 2015 Creative Capital Award in Visual Arts).
Class Format: seminar/workshop
Requirements/Evaluation: based on attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
AMST 349 (S)  Sexuality and US Literatures of the 19th Century
Crosslistings: AMST349 / WGSS329 / ENGL329

Secondary Crosslisting
If homosexuality and heterosexuality, as it is commonly argued, only came into being as legible identities at the end of the nineteenth century, what constituted "sexualities" before that? This course will explore how sexualities were expressed, regulated, denied and embraced "before identity" through reading closely some of the most central literary and cultural works of the period alongside a set of methodologically and theoretically diverse critical works that engage this query. Some questions we may explore include: What counts as sex and why would that be important to understanding a work of literature? What effect does race, ethnicity, gender, class and other differences make on sexual expression and regulation? How does literature itself represent, theorize, and respond to discourses of desire? Authors whose works we may explore include Emily Dickinson, Frederick Douglass, Harriet Jacobs, Henry James, Herman Melville, and Ralph Waldo Emerson.

Class Format: seminar
Requirements/Evaluation: engaged and thoughtful discussion, in-class writings, oral presentation, one 5- to 7-page paper and one 8- to 10-page paper

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

Enrollment Preferences:  LATS concentrators

Expected Class Size: 15

Distributions: (D2) Distribution Notes: meets Division 2 requirement if registration is under LATS or AMST; meets Division 1 requirement if registration is under COMP Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; LATS Core Electives

Not offered current academic year

AMST 352 (S)  Grassroots Organizing and Civil Resistance  (DPE)

This course examines the ways that ordinary people exercise collective power to influence elites, access resources, and even topple authoritarian governments. We will explore a variety of case studies--from the U.S. labor movement and urban community organizing, to recent direct action campaigns to prevent climate catastrophe--in order to gain insight into the art and science of grassroots mobilization. The class will make use of scholarship from the fields of history, sociology, and peace studies to probe the nature of political consent and the efficacy of forms of nonviolent action, such as boycotts, strikes, and blockades. Most importantly, however, we will draw from the personal expertise, tool kits, and training manuals of on-the-ground organizers to develop practical skill sets that can be applied in a variety of settings. Students will gain hands-on experience with important organizing techniques, such as power-mapping, 1-on-1 conversations, and action scenario planning. We will also consider the importance of expressive cultures and artistic practices to social change efforts, and delve into abiding challenges, such as building coalitions across race and class differences. The course will prove useful for those considering careers in social work, the labor movement, international NGOs, the law, public education, or political journalism.

Class Format: seminar
Requirements/Evaluation: attendance and participation; in-person skills assessments; group project; short essay-style final exam

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

Prerequisites: none
AMST 353 (F)  Is Science Native to Turtle Island? The History of Native Science in North America (DPE)

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

Class Format: seminar

Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives;
over the past hundred years. This course will be perfect both for students who are already familiar with Asian American studies and literature and want to dive deeper into one strand of the rich Asian American literary tradition (its prose: novels, memoirs, and short stories), as well as for students who are new to Asian American literary studies and want an introduction to this exciting and important (but too-little taught) side of American literature. The tutorial format will make it easy to pair students based on their level of familiarity with Asian American history and literature. Likely readings include: Carlos Bulosan’s *America is in the Heart* (1946); John Okada’s *No-No Boy* (1957); Maxine Hong Kingston’s *Woman Warrior* (1976); Chang-rae Lee’s *Native Speaker* (1995); Lê thi diem thúy, *The Gangster We are All Looking For* (2003); Rajesh Parameswaran, *I Am An Executioner: Love Stories* (2012); Celeste Ng, *Everything I Never Told You* (2014); Viet Thanh Nguyen, *The Sympathizer* (2015); and *The Celestials* (2013) by Williams College’s own Karen Shepard (an historical novel about the experience of Chinese laborers in 1870’s North Adams). As we read, we will attend to the various ways in which the often difficult, and sometimes traumatic, historical experiences of Asian Americans have informed their acts of literary invention. And in order to better understand the broader, ever shifting, social contexts in and against which these literary works were created, we will supplement our primary readings with texts that discuss the experiences of Asian Americans from a historical and sociological perspective. Students who take this course should be prepared to read one book and two or three supplementary historical/theoretical essays each week.

Class Format: tutorial

Requirements/Evaluation: quality of tutorial papers and participation during tutorial discussions

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

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to first-year students

Enrollment Limit: 10

Enrollment Preferences: none; if the course is over-enrolled, I may ask students to send me an email explaining why they would like to take this course

Expected Class Size: 10

Distributions: (D1) (WI)

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

Attributes: ENGL Post-1900 Courses; ENGL Literary Histories C;

Not offered current academic year

AMST 355 (F) Creating Whiteness: Racial Taxonomies in ‘American’ Art, 1650-1900

Crosslistings: AMST355 / ARTH515

Secondary Crosslisting

“What is race?” “How is a race created?” “What are the racial histories and subsequent political implications of ‘American’ art?” These are the central questions of our exploration. Drawing on two centuries of making in the Americas—from 17th century casta paintings of New Spain to the pictorialist photographs of Fred Holland Day—this object-based seminar for graduate students (and undergraduates with instructor’s approval) draws upon area collections (including WCMA and The Clark Art Institute) to make the argument that racial ideologies have always been sutured to definitions of an American canon. Our approach is the case study: devoting one or two class meetings to the exploration of eight specific moments/artists in order to engage with the intersectional ideologies of personal and collective identity, e.g., self and the Divine; portraiture and the nation, armed conflict, and the constructed mutabilities of gender and sexuality. Additional artists and topics include: the Stuart family’s images of George Washington and Thomas Jefferson; advances in photographic technology vis-a-vis the amputated bodies of Civil War veterans; gender fluidity in John Singer Sargent; and the equation of homoeroticism and black bodies in pictorialism. Designed to provide breadth and specific moments of depth, we will be covering processes of making across multiple mediums and time periods. An elementary reading knowledge of French, Latin, Portuguese, and/or Spanish will not go amiss.

Class Format: seminar

Requirements/Evaluation: research paper, presentations

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

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students

Expected Class Size: 12

Distributions: (D2)
AMST 359 (S) Spirits of Rebellion: The L.A. Rebellion Filmmakers

Crosslistings: ENGL357 / AMST359 / AFR351

Primary Crosslisting

When Beyoncé unveiled the Lemonade visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's Daughters of the Dust (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, woman of color feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned Lemonade and Barry Jenkins' Moonlight (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

Class Format: seminar

Requirements/Evaluation: attendance and participation; weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project

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

Prerequisites: previous courses in American Studies, critical studies in race and ethnicity or cultural studies, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: American Studies majors

Expected Class Size: 19

Distributions: (D2)

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

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives;
minutes each week practicing and reflecting upon those practices during class hours. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Class Format: seminar

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

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

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

Enrollment Limit: 30

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

Expected Class Size: 30

Distributions: (D2)

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

Attributes: ENGL Literary Histories C; EXPE Experiential Education Courses

Fall 2018

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

Spring 2019

SEM Section: 01   Cancelled

AMST 364 (F) History of the Old South

Crosslistings: HIST364 / AFR364 / AMST364

Secondary Crosslisting

During the course of the semester, we shall investigate two broad, interrelated topics: slavery in the antebellum South, and the impact of slavery on Southern civilization. Our approach will be primarily topical. In the first half of the course, we shall look at subjects like the foreign and domestic slave trade, patterns of work and treatment, the nature of the master-slave relationship, resistance and rebellion, and slave cultural, social, and family life. The second half of the course will concentrate on the influence of the institution of slavery on the mind, social structure, and economy of the Old South, and slavery's impact on Southern politics and the decision for secession in 1860-61.

Class Format: discussion

Requirements/Evaluation: evaluation based on class participation, two papers of moderate length, and a comprehensive final examination

Prerequisites: none; open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 25

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern

Fall 2018

LEC Section: 01   TF 1:10 pm - 2:25 pm   Charles B. Dew

AMST 365 (S) History of the New South

Crosslistings: AFR365 / HIST365 / AMST365

Secondary Crosslisting

A study of the history of the American South from 1877 to the present. Social, political and economic trends will be examined in some detail: the role of the "Re Redeemers" following the end of Reconstruction; tenancy, sharecropping, and the rise of agrarian radicalism; Southern Progressivism; the coming of racial segregation and the destruction of the Jim Crow system during the years of the Civil Rights movement; Southern politics during the
depression and post-World War II years.

Class Format: discussion

Requirements/Evaluation: evaluation based on class participation, 2 papers of moderate length, and a comprehensive final examination

Prerequisites: none; open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 25

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada

Spring 2019

LEC Section: 01    MR 1:10 pm - 2:25 pm     Charles B. Dew

AMST 379 (F) American Pragmatism
Crosslistings: PHIL379 / AMST379

Secondary Crosslisting

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Class Format: seminar

Requirements/Evaluation: final paper, several short assignments

Prerequisites: at least two PHIL courses

Enrollment Limit: 25

Enrollment Preferences: Philosophy and American Studies majors, then seniors and juniors of any major

Expected Class Size: 12-15

Distributions: (D2)

Attributes: AMST Critical and Cultural Theory Electives; PHIL History Courses; TEAC Related Courses

Not offered current academic year

AMST 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions
Crosslistings: AFR380 / ENGL381 / AMST380 / WGSS380 / SCST380

Secondary Crosslisting

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Class Format: seminar

Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators
AMST 382 (S) Transnational Asian/American Film and Video

Crosslistings: AMST382 / COMP382 / ENGL385

Primary Crosslisting
In this course, we will examine transnational Asian/American film and video through the frameworks of film and visual studies, cultural studies, and critical media literacy. We will traverse communal, national, and transnational lines with a heterogeneity of forms and genres, including narrative, documentary, experimental, short film, music video, public access television, and YouTube. We will attend to multiple modes of critical analysis: (1) the conditions of power and visibility being mediated by sites of representation, (2) the networks and platforms helping to make these sites possible, and (3) the materials, meanings, and acts being generated by them. We will also interrogate: How are Asian, American, and/or Asian American representation being produced, performed, embodied, circulated, and consumed? What are the social, political, economic, and cultural forces at play in a given historical context? What artistic and political strategies are at play in the complex nexus of producers, directors, actors, distributors, and viewers? And what are the possibilities, limits, and stakes for different strategies of invention and intervention, activism and resistance? We will consider films from the United States as well as the inter-Asian context. Students will produce a creative media project at the end of the semester.

Class Format: seminar
Requirements/Evaluation: attendance and participation; weekly online journal entries (1-2 pages); midterm paper (5-7 pages); final creative project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: American Studies majors
Expected Class Size: 19
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives;
Not offered current academic year

AMST 397 (F) Independent Study: American Studies

American Studies independent study
Class Format: independent study
Distributions: (D2)

Fall 2018
IND Section: 01 TBA Cassandra J. Cleghorn

AMST 398 (S) Independent Study: American Studies

American Studies independent study
Class Format: independent study
Distributions: (D2)
AMST 405 (S) Critical Indigenous Theory  (DPE) (WI)

Intellectual decolonization is not a bounded project. On one hand, it demands a vocabulary of difference and refusal that rejects colonial theories and epistemologies. On the other, it demands that we interrogate our own intellectual and cultural traditions and trauma. Critical Indigenous theory is a tool in those projects, as it offers a corrective and an opening up of both dominant critical theory traditions that violently erase Indigenous bodies and political realities and of Indigenous theory that can essentialize difference and replicate oppressive dynamics in our communities. Critical Indigenous theory seeks to understand the structures and relations of power in settler colonialism, nested sovereignty, and culturally specific Indigenous philosophical traditions, like Indigenous studies more broadly, but also questions the key concepts that define Indigenous studies: tradition, sovereignty, authenticity, identity, race, gender, and sexuality. In this course, we will read major works in critical Indigenous theory that address indigeneity as it relates to race, postcolonial theory, feminist and two-spirit critique, alternative political engagement with the settler colonial state, and questions of "colonial unknowing." We will work on cultivating the reading practices needed to parse dense theoretical texts, and over the course of the semester you will develop a research project on a topic of your choosing that will allow you to take critical Indigenous theories and employ them as analytic tools and lenses.

Class Format: seminar

Requirements/Evaluation: attendance and participation, one discussion prospectus, and a 20-page research paper

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

Prerequisites: junior or senior status and some background in American Studies, Native American Studies, or Critical Theory or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Students will be invited to think deeply about the intersections of race, gender, colonialism, sexuality, and epistemology, and develop skills necessary to identify the theoretical basis of decolonial activism. WI: Students will be required to take the theories we read in class and use them as analytics in a 20-page research paper on a topic of their choosing. Over the course of the semester, we will model how to do this in class work, research question development, outlining, and workshopping.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST 400-level Senior Seminars;

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Eli  Nelson

AMST 407 (S) The Culture and Politics of Neoliberalism  (DPE)

Neoliberalism is, in essence, the belief that unencumbered market mechanisms will maximize prosperity and happiness. Over the past forty years this idea has come to shape the global economy, the ways governments function, and how individuals conduct themselves and view their relations with other people. However, political movements around the world have challenged these principles—pointing to growing wealth gaps, environmental destruction, and highly individualistic cultures that have developed in the wake of neoliberal thinking. This interdisciplinary course will provide students with a detailed understanding of the ways neoliberal ideology interacts with preexisting racial, gender, and global inequalities. We will begin by tracing the rise of "market fundamentalist" thinking in the fields of economics and public policy. We will rely on anthropological studies to assess neoliberalism's effects on the Global South, and turn to sociological and media studies texts to explore its imprint on aspects of U.S. culture ranging from welfare provision, to education, and even reality television. The course will conclude by examining movements resisting neoliberalism and asking whether the rise of the Trump administration's brand of right-wing populism signals the decline of this mode of governance and way of life.

Class Format: seminar

Requirements/Evaluation: attendance and participation, a written mid-term exam, one in-class presentation, research paper proposal, 12- to 16-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: previous courses in American Studies, critical studies in neoliberalism or political economy, or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies and History majors

Expected Class Size: 5

Distributions: (D2) (DPE)

Distribution Notes: DPE: Examines growing economic inequality in the United States, and the ways implementation of market fundamentalist policies have had impacted people differently based on existing differences, such as race, gender, and position in the global north or global south. We critically engage with the claims of neoliberal theorists that the market in goods and services is a sphere of voluntary exchange and freedom, while decision-making through government is a form of coercive power, just in only certain instances. Study resistance, including the Mexican Zapatistas' uprising against NAFTA.

Attributes: AMST Critical and Cultural Theory Electives; AMST 400-level Senior Seminars; AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada

Not offered current academic year

AMST 408 (F) Envisioning Urban Life: Objects, Subjects, and Everyday People (WI)

Crosslistings: LATS408 / AMST408

Secondary Crosslisting

What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be "urban," to live in an "urban community," or to be the product of an "urban environment"? Who do we think the people are who populate these spaces? This course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality, form, and function of U.S. urban life. A few of the topics we may cover include historical accounts of the varied ways in which poverty and "urban culture" have been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio-spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, a short essay, a series of writing exercises, and a semester-long final project

Prerequisites: prior courses in AMST, LATS, or permission of instructor; not open to first year students

Enrollment Limit: 14

Enrollment Preferences: senior Latina/o Studies concentrators and senior American Studies majors

Expected Class Size: 14

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST 400-level Senior Seminars; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; LATS 400-level Seminars;

Fall 2018

SEM Section: 01 W 1:10 pm - 3:50 pm Mérida Rúa

AMST 410 (F) Black Literary and Cultural Theories

Crosslistings: COMP410 / AMST410 / ENGL410 / AFR410

Primary Crosslisting

This course will examine the writings of black twentieth- and twenty-first-century Anglophone and Francophone literary and cultural theorists in the African diaspora. We will begin with Sojourner Truth and W.E.B. Du Bois and end with current debates between the "Afro-Pessimists" and "Afro-Optimists." We will be reading writers from the United States, Britain, Africa, the Caribbean, and Europe, moving through the writings of the Harlem Renaissance, Négritude, Pan-Africanism, the Black Arts movement and Black Panthers, the Black Atlantic, and black feminism and queer studies. We will come to see that there is no easy separation between questions of politics (e.g., anti-colonialist, anti-racist, anti-capitalist) and those of
In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics.

The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle East.

Class Format: seminar
Requirements/Evaluation: midterm, participation (attendance, discussions, GLOW posts), short paper (4-5 pp.), two response papers (2-3 pp. papers), final project (10-12 pp.: analytical paper)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: AMST majors
Expected Class Size: 10
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL
Attributes: AMST Critical and Cultural Theory Electives; Not offered current academic year

AMST 411 (F) Transnationalism and Difference: Comparative Perspectives (WI)
Crosslistings: AMST411 / WGSS409 / LATS409

Secondary Crosslisting
In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics.

The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle East.

Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, an original 12-15 page research paper conducted in stages, and peer editing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing
Enrollment Limit: 12
Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; GBST Borders, Exiles + Diaspora Studies Electives; LATS 400-level Seminars;
Not offered current academic year

AMST 412 (F) An Infinity of Traces: Haunting, Historical Violence, and Alternative Futures
Crosslistings: COMP412 / ENGL412 / AMST412

Primary Crosslisting
In Prison Notebooks, Antonio Gramsci writes that history has "deposited in you an infinity of traces, without leaving an inventory." In this senior seminar, we will adopt a comparative, interdisciplinary, and mixed media approach to inventory some of these uncanny traces as they manifest in the form of social hauntings through narratives of repressed or suspended historical violence. Animated by a whole host of names like "ghost," "spirit," "specter," "zombie," "things that go bump in the night," "the unborn," or "the undead," we will ask what other stories/other knowledges these halting and haunted figures might seek to tell us. How do they dis-order our experience of a modern world whose space/time is shaped by ongoing processes
of chattel slavery, settler colonialism, capitalism, mass incarceration, immigration, imperialism, militarism, and war? How do they unsettle, arrest, disrupt, and even seek vengeance for a "common sense" that is structured in human dispossession, exploitation, repression, and death? Finally, how do they leave us with a radical urgency to unlearn and reorient our ways of knowing, being, living, and imagining toward alternative futures where such systems of power and domination can be dismantled for good? Texts to be considered may include: All They Will Call You by Tim Z. Hernandez, The Lone Ranger and Tonto Fistfight in Heaven and short stories by Sherman Alexie, Lose Your Mother by Saidiya Hartman, Burning Vision by Marie Clements, The Gangster We Are All Looking For by Lê thi diem thúy, Daughters of the Dust by Julie Dash, and The Watermelon Woman by Cheryl Dunye.

Class Format: seminar
Requirements/Evaluation: attendance and class participation; weekly journal entries (1-2 pages); in-class group presentation; midterm paper (5-6 pages); final creative project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: previous courses in American Studies, critical studies in race and ethnicity and cultural studies, or permission of the instructor
Enrollment Limit: 15
Enrollment Preferences: American Studies majors
Expected Class Size: 15
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST 400-level Senior Seminars;
Not offered current academic year

AMST 420 (S) Senior Seminar: The Drag of Black Masculinity (DPE)
Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

Secondary Crosslisting
In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

Class Format: seminar
Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited
Expected Class Size: 14
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

Spring 2019
SEM Section: 01 Cancelled
AMST 440 (S) Racial Capitalism  (DPE)
Crosslistings: AMST440 / AFR342

Primary Crosslisting

This class will interrogate the ways in which capitalist economies have "always and everywhere" relied upon forms of racist domination and exclusion. Although the United States will be in the foreground, the subject requires an international perspective by its very nature. We will consider the ways in which the violent expropriation of land from the indigenous peoples of the Americas, paired with chattel slavery and other coercive forms of labor, made possible the rise of a capitalist world economy centered in Europe during the early modern period. We will then explore ways racial divisions have undermined the potential for unified movements of poor and working people to challenge the prerogatives of wealthy citizens, and served to excuse imperial violence waged in the name of securing resources and "opening markets". Ideas about gender and sexuality always undergird racial imaginaries, so we will study, for instance, the ways rhetoric about "welfare queens" has impacted public assistance programs, and claims about the embodiment of Asian women play into the international division of labor. We will also be attentive to the means - from interracial unionism to national liberation struggles - by which subjects of racial capitalism have resisted its dehumanizing effects. This is a reading intensive course that will challenge students to synthesize historical knowledge with concepts drawn from scholars working in the traditions of Marxist, decolonial, and materialist feminist thought, including: Angela Davis, Cedric Robinson, Anibal Quijano, ChandraMohanty, David Roediger, Stuart Hall, Ruth Wilson Gilmore, and Silvia Federici

Class Format: seminar

Requirements/Evaluation: attendance and participation; a written mid-term exam; one in-class presentation; research paper proposal; 12-16 page research paper

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

Prerequisites: previous course work in race and ethnicity, critical studies in neoliberalism or political economy, or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: Provides analysis of the creation of racial categories as means of legitimizing land theft and forced labor, which created the financial and political basis of the modern market economy. Focuses on the ways individuals have fought for equity, including interracial unionism, slave uprisings, and national liberation movements. Assignments require students to develop new educational materials (courses, museum exhibits) to challenge the knowledge/power complex that insists racial ascription and violence are incidental to capitalism.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST 400-level Senior Seminars; AMST Space and Place Electives;

Not offered current academic year

AMST 456 (F) Civil War and Reconstruction
Crosslistings: AMST456 / AFR385 / HIST456

Secondary Crosslisting

An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the era. During the war years, we shall study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in some detail. Our study of Reconstruction will concentrate on the evolution of federal policy toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.

Class Format: seminar

Requirements/Evaluation: evaluation based on class participation and a substantial research paper based at least in part on primary source materials

Enrollment Limit: 15

Expected Class Size: 15

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada
AMST 462 (F)  Art of California: Pacific Standard Time  (WI)
Crosslistings: LATS462 / AMST462 / ARTH562 / ARTH462

Secondary Crosslisting
In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. In fall 2017, a new Getty PST initiative focused on Latin American and Latino art will commence and this class will consider these exhibitions as well.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTH 102
Enrollment Limit: 15
Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators
Expected Class Size: 15
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST or LATS
Attributes: AMST Arts in Context Electives; AMST Space and Place Electives; ARTH post-1600 Courses; LATS Comparative Race + Ethnic Studies Electives;
Not offered current academic year

AMST 468 (S)  Race, Empire, and the Birth of the American Century  (DPE)
Crosslistings: AMST468 / HIST468

Secondary Crosslisting
This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

Class Format: seminar
Requirements/Evaluation: a series of weekly papers and a final research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: must be a History or American Studies major
Expected Class Size: 15-19
Department Notes: History Department Senior Seminar
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course will examine the racial, class, gender, and international implications of the American push across the continent and into the Pacific (Hawaii and the Philippines) during the late 19th and early 20th centuries. The content will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land both within our shores and the colonization of two island nations in the Pacific. We will also study how the American presence in these areas affected how the original
inhabitants of these areas were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904. The course will also explore the role that American education played in "civilizing" Native Americans, Hawaiians, and Filipinos.  

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

Spring 2019  
SEM Section: 01    W 1:10 pm - 3:50 pm    Scott Wong

**AMST 469 (F) Notions of Race and Ethnicity in American Culture**

*Crosslistings: AMST469 / HIST469*

*Secondary Crosslisting*

While "race" and "ethnicity" have always played fundamental roles in shaping the course of American culture and the definition of who is or who can be an "American," our understanding of these concepts of race and ethnicity has often been less than clear. The purpose of this seminar is to examine how Americans have defined and articulated the concepts of race and ethnicity at various points in our history and how these ideas have been expressed in art, policy, practice, and theory.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on weekly response papers, an exercise with the Williams College Museum of Art, an annotated bibliography, and a final research paper of 20-25 pages; students will also be required to lead a class discussion

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

**Prerequisites:** previous upper division HIST courses

**Enrollment Limit:** 15

**Enrollment Preferences:** senior History majors

**Expected Class Size:** 10-15

**Distributions:** (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; HIST Group F Electives - U.S. + Canada

Not offered current academic year

**AMST 478 (F) Cold War Landscapes**

*Crosslistings: ENVI478 / AMST478 / HIST478*

*Secondary Crosslisting*

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation, weekly critical writing, and a final 20- to 25-page research paper

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History, Environmental Studies majors if over-enrolled

**Expected Class Size:** 15

**Distributions:** (D2)

**Attributes:** AMST Space and Place Electives; HIST Group C Electives - Europe and Russia; HIST Group F Electives - U.S. + Canada
The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America’s conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** tutorial

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

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

**Attributes:** AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada;

Spring 2019
TUT Section: T1 TBA Karen R. Merrill

**AMST 491 (F) Senior Honors Project: American Studies**
American Studies honors project.

**Class Format:** independent study

**Distributions:** (D2)

Fall 2018
HON Section: 01 TBA Cassandra J. Cleghorn

**AMST 492 (S) Senior Honors Project: American Studies**
American Studies honors project.

**Class Format:** independent study

**Distributions:** (D2)

Spring 2019
HON Section: 01 TBA Cassandra J. Cleghorn
ANTHROPOLOGY AND SOCIOLOGY (Div II)  
Chair: Professor Antonia Foias

Visiting Assistant Professor: L. Koryushkina, M. Rulikova, G. Shoffstall. Affiliated Faculty: N. Howe, J. Manigault-Bryant, G. Mitchell. 
On leave Fall/Spring: Assistant Professors: J. Lee, C. Simko.  
On leave Fall only: Professor J. Nolan. Associate Professor N. Howe. 

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens' habits of mind, worldviews, and values to broader audiences. 

Anthropology critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. Archaeology extends this analysis to social formations of the historical and prehistorical past. Sociology studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated “ANSO.”

Requirements

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

Core Courses

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

Anthropology

ANTH 101 How to Be Human

Sociology

SOC 101 Invitation to Sociology

Joint Courses

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

Elective Courses

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

STATISTICS AND DATA ANALYSIS
In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

AREA STUDIES CONCENTRATION

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student’s departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

FAQ

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

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

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until AFTER they have taken the course.

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

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

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

Yes. We credit two, and in special cases three courses.

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

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

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

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

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

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

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

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

ANSO 14 (W) Epidemiology, Public Health, and Leadership in the Health Professions
Crosslistings: PHLH14 / ANSO14 / CHEM14

Primary Crosslisting

More and more, decisions in the health professions are being made on evidence from the medical literature rather than solely from the "experience" of the physician or other health practitioner. What kinds of questions (hypotheses) are being asked, and how are they answered, and answered reliably? How does a conscientious health professional keep up with this evidence and evaluate it both critically and efficiently? After a brief introduction to the history of epidemiology, the class will study a selection of "unknown" historic epidemics, and contemporary data sets in small groups, and present their conclusions in class. The remainder of roughly the middle third or so of the class will explore systematically the approaches and research designs epidemiologists use to answer, among others, questions of treatment effectiveness, preventive strategies, and to study cause and effect, e.g., is this exposure reliably related to an outcome of interest. And finally, how does one decide whether that relationship might be a causal one, and therefore actionable. The various research design applications will be illustrated by appropriate historic--some from the "canon" of the public health and clinical literature--or by more current papers. Although the first two weeks of this ambitious course is more about design issues than one of current topics in public health, about week 3--through lecture and perhaps student presentations--will apply the methodological "tool kit" to major current athletic health issues, e.g., athletic concussions and their short and long-term effects. The last week of the course the class will operate as a Journal Club, with individual and/or groups of students responsible for presenting and critiquing the design, conduct and analysis of a paper(s) concerning a current issue. These presentations may also look at athletic health issues. This WS course is designed to be a serious academic experience, with the rigor of a regular course. Adjunct Instructor Bio: Dr. Wright is a medical epidemiologist who first worked with maternal and child health and family planning programs in Alabama and Georgia. Later, after training as an EIS officer at the CDC, he was a resident consultant to both the Sri Lankan and Thai Ministries of Public Health. Still later, he was a faculty member in the Robert Wood Johnson Medical School, in New Jersey.

Class Format: at least three times a week for a total of 6 hours

Requirements/Evaluation:  10-page paper, final project

Prerequisites:  course in Biostat helpful, but not required

Enrollment Limit:  18

Department Notes:  all interested students will be interviewed by the instructor

Materials/Lab Fee:  Cost of books

Winter 2019

LEC Section: 01  Cancelled

ANSO 16 (W)  The Ayn Rand Cult

Crosslistings: COMP16 / ANSO16 / RLSP16

Secondary Crosslisting

The broad, "underground" influence of publicist-novelist Ayn Rand stands as one of the more curious sociocultural phenomena to have emerged out of post-War America. Examples: A youthful Alan Greenspan was a dedicated disciple of Rand's in the 1940s and 50s; Michael Milken was reported to have kept twenty-six copies of Atlas Shrugged in his jail cell while serving time for securities fraud; Congressman Paul Ryan and Exxon CEO (and current Secretary of State) Rex Tillerson both are avowed fans of Ayn Rand; each year to this day, Rand's books sell hundreds of thousands of copies; and, in a crowning instance of "canonization," the U.S. Postal Service issued a commemorative stamp in Rand's honor (as part of its "Great American Authors" series) in April 1999. This course will examine the nature and origins of the Rand phenomenon through reading of relevant works of journalism, fiction, and philosophy. Titles to be studied: Jeffrey Walker, The Ayn Rand Cult; Mary Gaitskill, Two Girls: Fat and Thin; Gene H. Bell-Villada, The Pianist Who Liked Ayn Rand (selections) and On Nabokov, Ayn Rand and the Libertarian Mind; and John Locke, Second Treatise of Government. We will also view two films: the movie version of The Fountainhead (1949) and the 1996 documentary Ayn Rand: A Sense of Life. Note: No books by Rand will be read in this class! It is a course not "about" Rand but rather about the cultural sociology and anthropology of Randism.

Requirements/Evaluation:  class attendance and participation, short weekly journal entries, and a final 10-page paper

Prerequisites:  some previous acquaintance with Rand's novels

Enrollment Limit:  30

Enrollment Preferences:  by seniority (i.e. first seniors, then juniors, then sophomores, etc.)

Materials/Lab Fee:  approximately $90 for books

Distributions:  (D1)
ANSO 99 (W) Independent Study: Anthropology & Sociology
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D2)

Winter 2019
IND Section: 01 TBA Antonia E. Foias

ANSO 205 (S) Ways of Knowing
An applied exploration of how one makes sense of the social world through fieldwork. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? What are the uses and limits of statistical data? What is the importance of history to sociological and anthropological research? How can one use archival and other documentary materials to enrich ethnographic research? What are the empirical limits to interpretation? What is the relationship between empirical data and the generation of social theory? How does the social organization of social research affect one's inquiry? What are the typical ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? In the first half of the course, we will approach these problems concretely rather than abstractly through a series of case studies, drawing upon the field experiences of departmental faculty and guest speakers from different professional backgrounds. The second half of the course will be dedicated to a hands-on training in field methods, in which the students will design and undertake their own pilot field projects.

Class Format: seminar
Requirements/Evaluation: full-participation in the seminar, several short papers, an independent ethnographic project and a final research proposal
Prerequisites: ANTH 101 or SOC 101 or permission of instructor
Enrollment Limit: 25
Expected Class Size: 25
Distributions: (D2)
Attributes: EVST Methods Courses; EXPE Experiential Education Courses; SCST Related Courses

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

ANSO 214 (F) Performance Ethnography: Global Approaches to Dance
Crosslistings: ANSO214 / THEA215 / AMST214 / DANC214 / GBST215

Secondary Crosslisting
The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement and performance ethnography. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) will read ethnographic studies of dance and performance practices from different parts of the world, and (iii) will do field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and will include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance experience required.

Class Format: seminar
Requirements/Evaluation: class participation, reading responses and essays, fieldwork and field notes, and presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under GBST, AMST or ANSO

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm    Munjulika Tarah

ANSO 305 (F) Social Theory

An introduction to social theory in anthropology and sociology, with strong emphasis on enduring themes that cut across disciplinary divides. What is modern about modern social theory? How do social thinkers construe "society" and "culture," and have these constructions withstood challenges over time? What role does human agency play in the unfolding of social life, and where does that sense of agency come from in the first place? What are the forces that animate social interaction on the level of individuals, social groups and complex units like nation-states? What are the possibilities and limits of systematic approaches to the study of human social experience? The course emphasizes major differences between interpretive frameworks as well as the common elements that contribute to a deeper understanding of the social world.

Class Format: seminar

Requirements/Evaluation: full participation in the seminar, regular reading response memos, and three papers

Extra Info: formerly ANSO 206

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ANTH 101 or SOC 101 or ANSO 205 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Department Notes: AMST Critical and Cultural Theory Electives

Distributions: (D2)

Attributes: AMST Critical and Cultural Theory Electives;

Fall 2018

SEM Section: 01    MR 2:35 pm - 3:50 pm    Olga Shevchenko

ANSO 402 (S) Senior Seminar

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

Class Format: seminar

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

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

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

Enrollment Limit: none

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12
Distributions: (D2)
Attributes: EXPE Experiential Education Courses

Spring 2019
SEM Section: 01   TF 2:35 pm - 3:50 pm   Antonia E. Foias
ANTHROPOLOGY AND SOCIOLOGY (Div II)

ANTHROPOLOGY

Chair: Professor Antonia Foias


On leave Fall/Spring: Assistant Professors: J. Lee, C. Simko.

On leave Fall only: Professor J. Nolan. Associate Professor N. Howe.

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens’ habits of mind, worldviews, and values to broader audiences.

**Anthropology** critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

**MAJORS**

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated “ANSO.”

**Requirements**

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

**Core Courses**

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

**Anthropology**

ANTH 101 How to Be Human

**Sociology**

SOC 101 Invitation to Sociology

**Joint Courses**

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

**Elective Courses**

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.
In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

**AREA STUDIES CONCENTRATION**

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student’s departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

**LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY**

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

**FAQ**

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

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

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don’t have access to all the salient information until AFTER they have taken the course.

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

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

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

Yes. We credit two, and in special cases three courses.

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

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

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

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

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

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

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

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

**THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY**

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.
ANTH 12 (W) Coastal Navigation
Students will learn basic skills for piloting a small vessel in coastal waters using a compass and paper charts. Areas to be covered include: basic rules of navigation; reading nautical charts; recognizing and interpreting aids to navigation (buoys, lighthouses, etc.); reading a magnetic compass; plotting a position on a chart; plotting a course by dead reckoning; planning and charting a voyage; the use of standard navigation references; the use of open source chartplotting software. Work outside class meetings will consist of assigned readings and practice plotting.

Class Format: mornings
Requirements/Evaluation: periodic quizzes and a final exercise; punctual attendance and all class meetings is required; absences for the purpose of extra-curricular activities will not be excused
Prerequisites: none
Enrollment Limit: 10
Materials/Lab Fee: $77 plus cost of books

Winter 2019
LEC Section: 01 TWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Peter Just

ANTH 15 (W) Photographic Literacy and Practice
Crosslistings: ANTH15 / SOC15
Secondary Crosslisting
When you look at a photograph, what is it really saying? How can you make photograph that says what you mean? This course will educate students on the concepts of photographic seeing and visual literacy, while also training students to apply these concepts to their own photography. In class we will review historical and contemporary photography, photobooks, and other sources of visual inspiration. Students will conceptualize and photograph a project of their own choosing. Students will learn to defend their work during in-class critiques, and at the end of the course the class will design and produce an exhibition of their photography. Outside of class, students will be expected to photograph on their own in the Williamstown area and access to a car may be helpful.

Class Format: three times per week--Mondays and Fridays from 10am-12pm and Wednesdays from 1pm-5pm
Requirements/Evaluation: final project; formal public exhibit
Prerequisites: none, but students must own or borrow a digital camera (a DSLR with a 35mm lens is ideal, but compact cameras will also work)
Enrollment Limit: 12
Enrollment Preferences: students can email me
Materials/Lab Fee: $0
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 MF 10:00 am - 11:15 am W 1:00 pm - 6:00 pm PORG 1:00 pm - 5:00 pm Ben Brody

ANTH 31 (W) Senior Thesis: Anthropology
To be taken by students registered for Anthropology 493-494.

Class Format: thesis
Distributions: (D2)

Winter 2019
HON Section: 01 TBA Antonia E. Foias

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

**Class Format:** independent study  
**Distributions:** (D2)

Winter 2019  
IND Section: 01  TBA  Antonia E. Foias

**ANTH 101 (F) How to Be Human**

Is there such a thing as "human nature"? Why have human societies developed such a bewildering range of customs to deal with problems common to people everywhere? This course addresses these questions by introducing students to the comparative study of human social life and culture. Topics surveyed in the course include economics, language and thought, kinship and marriage, law and politics, and the wide variations in human belief systems, including religions. The course also considers the ways that anthropology, a discipline that was until recently practiced almost exclusively by Westerners, approaches other societies in search of insights on our own customs and values. Ethnographic descriptions of both "simple" tribal societies and complex modern ones are a prominent part of the readings. This course explores differences and similarities between cultures and societies and ways in which they have interacted and responded to one another in the past.

**Class Format:** lecture/discussion of case studies and ethnographic films  
**Requirements/Evaluation:** two short essays, a final examination and class participation  
**Prerequisites:** first-year students and sophomores  
**Enrollment Limit:** 30  
**Enrollment Preferences:** first-year students and sophomores; juniors and seniors admitted only by permission of instructor  
**Expected Class Size:** 30  
**Distributions:** (D2)

Fall 2018  
LEC Section: 01  TR 9:55 am - 11:10 am  Peter Just  
Spring 2019  
LEC Section: 01  MWF 11:00 am - 12:15 pm  Peter Just

**ANTH 103 (F) Pyramids, Bones, and Sherds: What is Archaeology?**

Anthropology examines not only living societies, but also prehistoric cultures whose remains are found worldwide. This course will present how archaeology reconstructs the various aspects of human society from the physical record of prehistory. How do we study the subsistence and settlement patterns, the political and social organization, and the economy and ideology of prehistoric societies who have left behind mute material records? The objective of anthropological archaeology is to bring to life these prehistoric cultures through archaeological analysis. The different goals, approaches and methodologies of modern archaeology will be discussed theoretically and then applied to case studies.

**Class Format:** lecture/discussion/class presentations of case studies  
**Requirements/Evaluation:** class presentations, two papers, midterm and final exams  
**Prerequisites:** none  
**Enrollment Limit:** 30  
**Expected Class Size:** 25  
**Distributions:** (D2)

Not offered current academic year

**ANTH 134 (S) Leaving the World Behind: The Literature of Reclusion (WI)**

Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134

Secondary Crosslisting
Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as an aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

**Class Format:** tutorial

**Requirements/Evaluation:** tutorial papers, responses, and a final project

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, Chinese majors, Religion majors, Anthropology majors

**Expected Class Size:** 10

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

**Distribution Notes:** meets Division 1 requirement if registration is under CHIN or COMP; meets Division 2 requirement if registration is under ANTH or REL WI; Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. The final project will be a self-designed experiment in reclusion.

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**ANTH 138 (S) Spectacular Sex**

**Crosslistings:** ANTH138 / WGSS138

**Secondary Crosslisting**

From Beyoncé's Super Bowl halftime show to Donald Trump's presidential campaign, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

**Class Format:** tutorial

**Requirements/Evaluation:** weekly response papers

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first- and second-year students; a statement of interest will be solicited from pre-registrants

**Expected Class Size:** 10

**Distributions:** (D2) 10

**Not offered current academic year**
ANTH 210 (S) The Challenge of ISIS
Crosslistings: HIST210 / REL240 / ANTH210 / ARAB210 / GBST210

Primary Crosslisting
What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahidin and Taliban, and al-Qaeda, the course will go on to investigate how ISIS derives important aspects of its ideology and organization from these earlier movements and how it deviates from them. We will look at unique aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time. Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.

Class Format: lecture
Requirements/Evaluation: blogs (4 main blog posts, responses to at least 3-4 other blogs each week) (30%); analytic paper or class history paper (35%); 2 midterms (35%)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 40
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East

ANTH 212 (F) Foundations of China
Crosslistings: ANTH212 / CHIN214 / REL218 / HIST214 / GBST212

Secondary Crosslisting
This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Class Format: lecture
Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors
Expected Class Size: 25
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under CHIN; meets Division 2 requirement if registration is under ANTH, REL, HIST OR GBST
Attributes: HIST Group B Electives - Asia

Fall 2018
ANTH 214 (F) The Rise and Fall of Civilizations
Crosslistings: ENVI224 / ANTH214

Primary Crosslisting
Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.

Class Format: lecture/class discussion
Requirements/Evaluation: midterm, final exam, paper, two quizzes
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 25
Distributions: (D2)
Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2018

ANTH 216 (S) Urbanism in the Ancient World (WI)
Crosslistings: ANTH216 / GBST216

Primary Crosslisting
This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Class Format: tutorial
Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: sophomores; or majors in Anthropology or Sociology
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: GBST Urbanizing World Electives;
ANTH 222 (F) Heroes, Saints and Celebrity  (WI)
Crosslistings: ANTH222 / REL273

Primary Crosslisting
This course examines the ways in which cultures select, ritually celebrate, institutionally harness, and ultimately devour people designated as 'extraordinary'. We will begin by considering cultural archetypes and theories of the hero and how heroism has been understood in different eras and cultural contexts. Using Weber's theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and action and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.

Class Format: seminar
Requirements/Evaluation: class participation, two short response papers, research paper, final exam
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 19
Distributions: (D2) (WI)

Fall 2018
SEM Section: 01    TR 9:55 am - 11:10 am     David B. Edwards

ANTH 224 (S) Culture and Morality
Crosslistings: ANTH224 / REL225

Primary Crosslisting
Moral judgments differ across cultures, within cultures, and across time. How do we account for this variation, and what does it tell us about human nature and the nature of moral reasoning? This course examines practical and theoretical orientations for the descriptive study of morality. We will read about and analyze moral life in a range of cultural and historical settings, from Africa and Oceania to North America and the Upper Amazon. As an object of academic inquiry, morality has historically been resistant to classification under any one discipline, recognized at various times to be the exclusive province of philosophy, psychology, religion, and so on; so we will draw on works from across a range of fields in order to better understand morality and its relationship with other significant dimensions of human social life (political economy, religion, gender, etc.). Specific topics will include: the relationship between morality and freedom; the apparent intractability of moral disagreements; the role of intuition and emotion in moral reasoning; and the influence of power and hierarchy on moral judgment.

Class Format: seminar
Requirements/Evaluation: a midterm project and a final paper
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: ANSO students
Expected Class Size: 19
Distributions: (D2)
Attributes: PHIL Related Courses

ANTH 226 (F) Spiritual But Not Religious  (WI)
Crosslistings: ANTH226 / REL226

Secondary Crosslisting
Not offered current academic year
Today, more than one in five people in the United States identify as “none” when asked about their religious affiliation. Yet that does not mean that religious sentiment or spirituality is on the decline. On the contrary, talk of “spirituality” is more pervasive than ever in popular discourse. Increasingly Americans claim that they are “spiritual but not religious” or that they prefer “individual religion” over “organized religion.” This course seeks to understand and investigate this phenomenon. What is the lived experience of being “spiritual but not religious”? What counts as spirituality? Is there a meaningful distinction between spirituality and religion? What does this distinction assume about the nature of organized religion? What is the history that led us to this ideology of individualized spirituality? And what are the social and political implications of this trend? We will explore these questions and study this phenomenon through an engagement with ethnography (the qualitative research method generally described as "participant-observation"). Over the course of the semester, students will be expected to conduct an ethnographic research project within local communities in Williams College and Williamstown. Alongside our central readings on spirituality, we will also be studying some background in the theory and practice of this methodology. Throughout the semester, students will work together on developing the practical skills necessary to conduct an ethnographic project, and will be gradually executing their own individual projects. This will include: designing a feasible project and research question, selecting research sites and interlocutors, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

**Class Format:** seminar

**Requirements/Evaluation:** regular reading responses; semester-long research project with frequent small assignments building up to the final product (15- to 20-page paper)

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** none

**Expected Class Size:** 10-15

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

Not offered current academic year

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**ANTH 227 (F) Language and Society: What Does Your Speech Say About You?**

Crosslistings: ARAB227 / ANTH227

**Secondary Crosslisting**

Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person’s identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

**Class Format:** lecture

**Requirements/Evaluation:** active class participation, response essays, assignments, article presentation, variation paper, final exam

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** seniors, students who need to fulfill Arabic major or Anthropology major requirements, students interested in linguistics

**Expected Class Size:** 20

**Distributions:** (D1)

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

**Attributes:** Linguistics

Not offered current academic year

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**ANTH 228 (F) The Culture of Jihad**

Most studies of the global jihad movement focus on ideology, operations, and strategy. Numerous studies have also focused on the individual
psychology of those who join jihad groups. Often ignored are the cultural dimensions of Islamic jihad. This course examines both the "global" culture of jihad--those cultural elements of the movement that are common across national and linguistic borders--and the particular ways in which jihadi groups reflect and respond to the local cultures in which they operate. Among the topics to be considered are the ways in which jihadi adherents use ritual, poetry, graphic imagery, dress and grooming codes, music, film, social media, dream interpretation, and mythology to fix their place in the world and advance their political and social agendas. The course will also examine the role of violence in creating a distinctive and exclusionary social milieu within jihad groups and in defining the relationship between these groups and the societies that surround and, in some cases, support them. Of particular interest for the course will be the ways in which cultural elements of jihadi groups and the jihadi "lifestyle" are mobilized to attract new recruits to the jihadi movement.

Class Format: seminar

Requirements/Evaluation: class participation, four short and informal blog posts (1-page each), two longer response papers (2- to 3-pages each), one research paper (12- to 15-pages)

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors and students who have taken one or more Anthropology or Sociology courses

Expected Class Size: 12-15

Distributions: (D2)

Fall 2018

SEM Section: 01 TR 11:20 am - 12:35 pm David B. Edwards

ANTH 230 Musical Ethnography

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

Class Format: lecture/discussion

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

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

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

Enrollment Limit: 10

Enrollment Preferences: students with some musical experience

Expected Class Size: 6

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1)

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

Attributes: EXPE Experiential Education Courses

Not offered current academic year

ANTH 232 (F) Town and Gown: Investigating the Relationship of College and Community

Team-taught by an anthropologist and a journalist, this course investigates the relationship between Williams College and the surrounding communities of Northern Berkshire County via ethnographic/journalistic research conducted by students. The course will look at several case studies centered on "town-gown" relations in different eras and locations in order to contextualize and provide comparative material for understanding the relationship of Williams to its neighboring communities. Among the topics to be considered and possibly investigated will be the social and economic
effects of colleges on local communities, the role of alcohol and athletics in town/gown relations, and how the increasing corporatization of academic institutions has changed the nature of town-gown interactions and the place and role of institutions of higher education in their communities. The focus of the course will be on student research, and a large percentage of class time will be devoted to learning the basic techniques of ethnographic and journalistic research, including interviewing, oral historical research, survey research, and participant-observation. Each student will conduct a major research project of their own devising, which will culminate in an investigative report and a public presentation.

Class Format: seminar

Requirements/Evaluation: class participation, research exercises, major ethnographic research paper

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Distributions: (D2)

Not offered current academic year

ANTH 233 (S) Spiritual Crossroads: Religious Life in Southeast Asia

Crosslistings: ANTH233 / ASST233 / REL253

Primary Crosslisting

No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.

Class Format: seminar

Requirements/Evaluation: midterm, short essays, term paper

Prerequisites: none; open to non-majors

Enrollment Limit: 19

Expected Class Size: 15

Distributions: (D2)

Attributes: GBST South + Southeast Asia Studies Electives

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am     Peter Just

ANTH 235 (F) Refugees and Migrants

An overflow of refugees to the EU and alarmist electoral campaign rhetoric in the U.S. have intensified the issue of international migration around the world. Right- and left-wing politicians and their constituents, human rights activists and state officials, journalists and NGOs discuss, argue, and mull over causes and consequences of population change, strategies of migration management, and predicaments of social integration. In this course, we will examine the emerging conditions of international migration. Specifically, we will focus on how contemporary welfare and labor regimes, claims on citizenship rights, immigration rules, public deliberations, and interethnic and racial experience shape the movements of people and affect their lives by controlling their bodies, subjectivities, social networks, health, and labor. We will draw on domestic and international case studies as we examine a controversy surrounding the Arizona immigration law, DACA debates, challenges of a migration crisis in EU, rural-to-urban migration in India, and a complexity of refugee flows in the Caucasus and the Middle East. We will briefly engage with the subtleties of migration estimation, such as the politics of population censuses, and will analyze consequences of immigration on host populations.

Class Format: lecture

Requirements/Evaluation: one midterm, two short policy memos, one research paper
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: seniors and juniors
Expected Class Size: 20
Distributions: (D2)

Fall 2018
LEC Section: 01    TR 9:55 am - 11:10 am     Lisa A. Koryushkina

ANTH 242 (S)  The Country and the City in the Classical World
Crosslistings: ANTH242 / CLAS242 / ENVI242

Secondary Crosslisting
A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals--as well as artistic, literary, and architectural forms--associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside - not just as places, but also as states of mind. All readings are in translation.

Class Format: seminar
Requirements/Evaluation: informed participation, two short papers (2-5 pages), final paper (8-10 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none, although prior knowledge of the ancient world will be useful
Enrollment Limit: 25
Enrollment Preferences: declared and intending majors in Classics and Environmental Studies
Expected Class Size: 20
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under CLAS or ENVI; meets Division 2 requirement if registration is under ANTH

Not offered current academic year

ANTH 243 (F)  Reimagining Rivers
Crosslistings: ENVI243 / ANTH243

Secondary Crosslisting
Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including climate change, pollution, unsustainable agriculture, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and cultural identities far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Combining approaches from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, legal texts, and more.

Class Format: seminar
Requirements/Evaluation: three 5- to 7-page papers and several short response papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Distributions: (D2)

Attributes: EVST Culture/Humanities

Fall 2018

SEM Section: 01   MR 1:10 pm - 2:25 pm    Nicolas C. Howe

ANTH 245 (F)  Introduction to Native American and Indigenous Studies

Crosslistings: AMST245 / ANTH245 / HIST255 / WGSS247

Secondary Crosslisting

What does it mean to acknowledge the literal land we stand upon--in Williamstown and beyond--as the occupied territory of indigenous peoples? This course strives to answer that question by offering an introduction to the histories, politics, knowledges, and arts of indigenous peoples across the Americas and Native Pacific. Foregrounding the ways in which indigenous peoples have resisted, refused, and reimagined ongoing histories of settler colonialism, we will survey scholarship in the interdisciplinary field of Native American and Indigenous Studies. By analyzing such scholarship alongside a range of primary sources--including historical documents, literature, film, visual art, music, and social media--we will examine the complex interweavings of indigeneity, race, gender, and sexuality. Throughout the course, we will discuss topics of both past and present importance, such as environmental justice, cultural representation, and self-determination.

Class Format: seminar

Requirements/Evaluation: one 2- to 3-page response paper, one 5- to 6-page analytical essay, one 8- to 10- page research paper, weekly Glow posts, and regular class participation

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: AMST majors

Expected Class Size: 19

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

ANTH 246 (F)  India's Identities: Reproducing the Nation,Community and Individual  (WI)

Crosslistings: ANTH246 / ASST246 / WGSS246 / REL246

Secondary Crosslisting

This course considers India's contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions -- Hindu/Muslim, rich/poor, high caste/outcaste, male/female? What are the historic roots and ongoing causes that produce structural violence around these axes of difference? We pay particular attention to key moments (Partition, communal riots in Gujarat in 2003, Hyderabad in 1990, Delhi in 1984), and places (Punjab, Bengal, Jammu & Kashmir) for our analysis of how religion, gender, and caste intersect to produce a landscape of communal violence, social hierarchy, and fragmented subjectivity in India today. We are as interested in discourses and practices that shore up these binaries as well as the third terms that attempt to transcend or diffuse them. For instance, we look at how Buddhism is and is not a middle path between Hindu/Muslim conflict in Indian Kashmir. Our course readings include ethnographic, sociological, and historical analyses, as well as oral histories and popular media.

Class Format: tutorial

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

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

Prerequisites: none

Enrollment Limit: 10
Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: GBST South + Southeast Asia Studies Electives; PHLH Bioethics + Interpretations of Health; WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

ANTH 255 (S) Buddhism: Ideas and Practices
Crosslistings: REL255 / ANTH255 / ASST255

Secondary Crosslisting
This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

Class Format: lecture/discussion
Requirements/Evaluation: full attendance and active participation; two essays
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: none
Expected Class Size: 25
Distributions: (D2)
Attributes: GBST South + Southeast Asia Studies Electives; PHIL Related Courses

Spring 2019
LEC Section: 01    MWF 8:30 am - 9:45 am    Georges B. Dreyfus

ANTH 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE) (WI)
Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting
This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decrises harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy—gender, sexuality, race, and class—that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life—his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar
**Requirements/Evaluation:** class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

**Expected Class Size:** 15

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

**Distribution Notes:** DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

**Attributes:** GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01    M 7:00 pm - 9:40 pm     Kim Gutschow

**ANTH 262 (F) Language and Power**

"A language is a dialect with an army and a navy." This (originally Yiddish) aphorism points to ways in which language, often imagined to be a neutral or apolitical medium of communication, proves in practice to be a social domain fully implicated in the operations of power. How do we create community and social exclusion by the way that we talk? What role does speech play in the accumulation of cultural capital? How are racism and colonialism sustained by language practices, and how can speech transform the world? This introduction to linguistic anthropology draws together classic works of linguistic and semiotic theory with studies of the politics of actual speech grounded in rich and particular cultural and historical contexts, from witchcraft accusations in rural France to American presidential elections. Students will gain familiarity with key concepts (speech acts, performatives, code-switching, language ideology), themes and debates in the social scientific study of language. Assignments include regular postings of 1-page critical response papers and an ethnographic project analyzing a series of speech events in the Williams or Berkshire County community.

**Class Format:** lecture

**Requirements/Evaluation:** regular postings of critical response papers and an ethnographic final project

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 18

**Distributions:** (D2)

**Attributes:** Linguistics

Not offered current academic year

**ANTH 269 (S) Mindsight: Mindfulness and Medicine** (DPE) (WI)

Crosslistings: REL269 / ASST269 / ANTH269

**Primary Crosslisting**

This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR)
within clinical medicine, the rise of the ‘kindness curriculum’ in schools, and other areas of applied research on mindfulness that have generated a ‘science of personal transformation’. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

Class Format: tutorial
Requirements/Evaluation: weekly papers, 4- to 8-pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: students majoring or concentrating in; ANTH, SOC, REL, ASST, PH, COGS, and NSCI
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.
Attributes: GBST South + Southeast Asia Studies Electives; PHLH Social Determinants of Health;

Spring 2019
TUT Section: T1  TBA  Kim Gutschow

ANTH 281 (S) The Seeds of Divinity: Exploring Precolumbian Art & Civilization in a Museum Exhibit
Crosslistings: REL280 / ANTH281 / ARTH281
Primary Crosslisting
For all ancient civilizations, the gods were a powerful force, affecting all aspects of human lives and dominating ancient art. This course will explore concepts of divinity in five civilizations in Precolumbian Central America: Aztec, Maya, Zapotec, Teotihuacan, and Nayarit. The course examines how the broad concept of divinity is materialized in everyday life. We will query how the human body is used as the prism through which concepts about humanity, the human soul and the supernatural are perceived and depicted in the art of these civilizations. This is a project based course, and each student will study one or more art objects from these five civilizations, and consider how these objects could be presented in a museum exhibit.
Class Format: seminar
Requirements/Evaluation: active class participation; three short papers; 15-page research paper and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: ANTH, SOC and ARTH majors
Expected Class Size: 12
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under ANTH or REL; meets Division 1 requirement if registration is under ARTH

Spring 2019
SEM Section: 01   TF 1:10 pm - 2:25 pm  Antonia E. Foias

ANTH 287 (S) Propaganda
We live in the age of mass persuasion. From commercial ads to political campaigns, from mass media "news"-both fake and real-to large scale movements for social change, we are constantly bombarded by powerful messages that aim to capture, hold, and impact our attention and direct our actions. Drawing on symbolic socio-linguistic analysis, we will examine the institutional and technical apparatus of modern propaganda and will
discuss the role of intellectuals, "attention merchants," and receptive audiences in creating the propaganda machine. We will pay special attention to campaigns that aim to overthrow social structures, or to ensure their maintenance and functioning. We will engage with explicit messages received via propagandistic media and implicit directives that aim to silence, obfuscate, and erase. Theoretical discussions will be complemented with intense, in-depth investigations of case studies of persuasive techniques in the Nazi Ministry of Propaganda, Cold war culture wars, Middle Eastern and Post-Soviet regimes, U.S. and Russian electoral and political campaigns. As we explore the overwhelming diversity of persuasive techniques of contemporary propaganda apparatus, we will turn our attention to various ways through which it impacts and molds our individual selves: from organizing dreams and desires to shaping autobiographies. We will conclude the course by creating our own examples of persuasive mass communication.

Class Format: lecture

Requirements/Evaluation: one midterm, one group research project, three short papers

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 25

Distributions: (D2)

Spring 2019
LEC Section: 01    TF 1:10 pm - 2:25 pm    Lisa A. Koryushkina

ANTH 297 (F) Theorizing Magic (WI)

Crosslistings: ANTH297 / COMP289 / REL297

Secondary Crosslisting

This is a course about magic. It is not about stage magic, sleight of hand, or the art of pulling rabbits out of hats. You will learn no card tricks. But instead we will learn about those people who believed in the reality of certain powers; from the ability to summon good or evil spirits, transform base metals into gold, predict the future, or manipulate matter by thought alone. The problem of how to theorize magic has long been a cause of concern for the natural and social sciences. Many a sociologist and anthropologist has imagined that belief in magic should have vanished with modernity (despite much evidence to the contrary). Meanwhile, philosophers of science have been long fascinated with the demarcation problem—figuring out grounds by which to distinguish legitimate sciences (like astronomy) from their magical or pseudoscientific cousins (like astrology). We will trace these discussions and problematize them by looking at the beliefs of self-defined witches and magicians. This should put us in a position to interrogate the construction of concepts of magic, science, and religion and show how the boundaries between these categories emerged historically. Topics to be discussed will include: the rationality of magic, the fine lines separating magic, science and religion, the persecution of witches, and the role notions of magic and superstition played in European modernization and colonization projects. The tutorial sessions will be customized to student interests, but texts will likely include selections from primary works in translation, such as Cornelius Agrippa’s *Occult Philosophy*, Giordano Bruno’s *On Magic*, Aleister Crowley’s *Magick Liber Aba*, as well as selections from secondary literature, perhaps including Marcel Mauss, *A General Theory of Magic*, Max Weber, “Science as Vocation,” Tanya Luhmann, *Persuasions of the Witches’ Craft*, Thomas Kuhn, *The Structure of Scientific Revolutions*, Larry Laudan, “The Demise of the Demarcation Problem,” E.E. Evans-Pritchard, *Witchcraft and Oracles, and Magic among the Azande*, and/or Kelly Hayes, *Holy Harlots: Femininity, Sexuality and Black Magic in Brazil*.

Class Format: tutorial

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: potential Religion or Comparative Literature majors

Expected Class Size: 10

Distributions: (D2) (WI)

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

Not offered current academic year

ANTH 299 (F) The Body in Power
Primary Crosslisting

The thesis of this course is that ritual plays a crucial role not only in legitimizing and mobilizing political power, but also in determining whether people decide to act in defense of or dissent against the status quo. In the first part of the semester, we focus on the ways in which different cultures construct categories of inclusion and exclusion, safe and dangerous, while also creating rituals for ensuring the preservation of the dominant social order against all that is transgressive and undermining to those in power. Of particular importance to our discussion will be consideration of how the body is ritually mobilized as an instrument of persuasion and control. On this foundation, we move to an examination of how political rituals are used to undermine established orthodoxies, mobilize popular dissent, and bring down those on top. Among the topics to be discussed are the role of martyrdom and beheadings in the rise of the Islamic State, the use of symbols and ritual interventions in framing both sides of the abortion debate, and the expanding importance of social media in protests movements around the world. The final unit of the course will consider a current controversy (e.g., police violence against African-American men) in light of the concepts discussed during the semester.

Class Format: seminar

Requirements/Evaluation: class participation, three short response papers, and one 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: open to first years

Expected Class Size: 19

Distributions: (D2)

Not offered current academic year

ANTH 301 (F) Sexual Economies (DPE)

Crosslistings: WGSS301 / ANTH301 / AMST334

Secondary Crosslisting

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We will have either guest speakers or a field trip to hear from people working in various commercial sex sectors.

Class Format: seminar

Requirements/Evaluation: midterm essay exam, final research paper, research proposal/annotated bibliography

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: We will study various questions related to sexual empowerment, agency, vulnerability, and exploitation in myriad global contexts. We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm    Gregory C. Mitchell
ANTH 322 (F) Trash
Crosslistings: GBST322 / ANTH322 / ENVI322

Primary Crosslisting
What is waste? What is filth? Why do titles or categories of sanitation workers--"garbage man," for instance--bear such charged social and sometimes moral significance in many societies? In this seminar we will critically examine the production of waste and its role in the production of value, meaning, hierarchy, and the environment. Readings will be of three types. First we will consider theoretical inquiries into the relations between filth and culture. Second, we will examine studies of the political and environmental consequences of systems of waste management historically and in the present, with a focus on South Asia and the United States. Third, we will read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Dhaka and Delhi, Chicago and New York. There is also a fieldwork component to this class. In groups, students will conduct ethnographic micro-studies of elements of the systems of waste production and management in Berkshire County (e.g., cafeterias, retail outlets, homes, dorms, recycling facilities, sewage treatment plants). Students will post field notes to a class blog, and each group will present its findings in the form of a short film, multimedia presentation, or paper.

Class Format: lecture/discussion
Requirements/Evaluation: regular posting of critical response papers and an ethnographic final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: seniors and juniors
Expected Class Size: 20
Distributions: (D2)
Attributes: ENVI Humanities, Arts + Social Science Electives
Not offered current academic year

ANTH 323 (F) Democracy and Citizenship in the Age of Multiculturalism (DPE)

Democracy (and its particular implementation in the United States) is regularly taken as an unconditional ideal for the rest of the world. In this class, we will analyze democracy as a culturally and historically specific form of social relations and meanings. We will carefully examine a broad range of phenomena that pertain to democracy--for instance, cultural notions of participation in public life in Post-Socialist Germany or categorization of citizens in contemporary India, attachment to homeland among migrant workers in Russia or transnational rhetoric of Chinese bloggers. By so doing, we will study local meanings, circulating discourses, multiple contestations, and changing forms of power in regimes that are heralded as democratic. Our focus on citizenship (broadly defined)--i.e., a recognized right to be different while being accepted as a part of a national community--will bring to light complex issues in the relationship between the state and its subjects. We will discuss how men and women, the abled and the disabled, the migrants and the natives identify with their statuses and define their place in state structures. Anthropological studies of citizenship and diversity of forms of belonging and identification in democratic states will enable us to understand cleavages of power inequality and conceptual predicaments of social fairness in the contemporary world. Ethnographic studies from around the world will be used to provide specific examples of the ability and failure of democratic regimes to govern their varied populations.

Class Format: seminar
Requirements/Evaluation: one long research paper, three book reports, and seminar discussions
Prerequisites: ANTH 101 or SOC 101 or by permission of the instructor
Enrollment Limit: none
Enrollment Preferences: juniors and seniors
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: DPE: Through an in-depth examination of case-studies of citizen exclusion and inclusion around the world, the course will foster students’ critical engagement with a concept of democracy. Special attention will be paid to a differential access to power on a basis of gender, disability, migration status, and ideological constructions of difference.

Fall 2018
ANTH 328 (F)  Emotions and the Self  (WI)
Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self-hood and its place in the social world. This course analyzes a variety of recent attempts in the social sciences to come to grips with topics that have long been avoided: the nature of the interior experience and an epistemological framework for its cross-cultural comparison. Exploring the borderlands between anthropology, sociology, and psychology, we will bring the tools of ethnographic analysis to bear on central pan-human concepts: emotions and the self. By examining these phenomena as they occur in other cultures, we will be better placed to apprehend and challenge the implicit (and often unconsciously held) assumptions about emotions and the self in our own culture, both in daily life and in academic psychological theory. What are emotions? Are they things–neuro-physiological states–or ideas–sociocultural constructions? How are they to be described; compared? What is the self? How are selves constructed and constituted? How do various cultures respond to categories of emotion and self, and how can we develop a sense of the relationship between self and emotion?

Class Format: tutorial

Requirements/Evaluation: typical for that of a tutorial

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

Prerequisites: none; open to first-year students with instructor's consent

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives;

Fall 2018

TUT Section: T1  TBA  Peter Just

ANTH 334 (S)  Imagining Joseph  (WI)
Crosslistings: REL334 / COMP334 / ANTH334 / JWST334

Primary Crosslisting
Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Llyod Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Class Format: seminar

Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP

Attributes: JWST Core Electives;
ANTH 337 (S) Race, Sex & Gender in Brazil  
**Crosslistings:** ANTH337 / WGSS337  

**Secondary Crosslisting**

The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related to women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: The seminar will include a mandatory spring break trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects related to social justice, which are integral to the seminar. These form the basis of their final research paper. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

**Class Format:** seminar  

**Requirements/Evaluation:** research paper and its various components, participation  

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

**Prerequisites:** none

**Enrollment Limit:** 7

**Enrollment Preferences:** students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview

**Expected Class Size:** 7

**Materials/Lab Fee:** the cost of the spring break trip is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student

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

**Distribution Notes:** DPE: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil

**Attributes:** LATS Countries of Origin + Transnationalism Elect

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ANTH 340 (S) Artisan and Connoisseur  

In recent decades Americans have increasingly taken up the small-scale hand-work production of specialized goods as a livelihood, depending on connoisseurs who appreciate and are willing to pay high prices for their goods. Products ranging from cheeses to wooden boats have secured markets enabling lifestyles that appear to challenge classic capitalist modes of labor and consumption. We'll explore this movement. Students will conduct original research resulting in a major paper and presentation. To elaborate: We will explore the differences among traditional craftsmen, hobbyists, and contemporary artisans, considering the nature of creativity and hand-work. We will use Marx's concepts of the alienation of labor and commodity fetishism as a frame for considering the ways in which both artisans and connoisseurs appear to be resisting modern capitalist modes of production and consumption. But we will also look at the ways in which artisans’ articulation with capitalism and industrial production has shifted over time, beginning with the Arts and Crafts movement around the turn of the last century, through the "hippies" of the 1960s and '70s, to more recent entrepreneurial artisans and those engaged in the "Maker Movement." The course entails a commitment to undertaking an original, possibly ethnographic research project in which a student undertakes a detailed investigation of the production and consumption of an "artisanal" product, involving a preparatory paper, a preliminary proposal, and culminating in a research paper of at least 20 pages and a class presentation.

**Class Format:** seminar  

**Requirements/Evaluation:** 5-page paper, 8-page proposal, 20-page research project, and class presentation
ANTH 341 (S)  Caste, Race, Hierarchy
Crosslistings: ASST341 / AFR341 / ANTH341 / GBST341
Primary Crosslisting
Caste in India looms large in global social thought as a kind of benchmark against which hierarchical social systems across the world are measured. This prominence has much to do with British colonial ideologies of rule, but it also has a deeper and different history: the Buddha compared caste to Greek slavery, early modern Jesuits related it to the system of European estates, and since the nineteenth century, anti-caste radicals from Dalit, or "untouchable," backgrounds have drawn a sustained comparison between the forms of oppression they face and those with which African Americans contend in the United States. Reciprocally, thinkers from W.E.B. DuBois to Toni Morrison have deployed the category of caste in their writings on race. What can the study of caste in postcolonial South Asia contribute to global debates over the persistence of "traditional" forms of social hierarchy? What are the stakes of bringing caste and race into the same conversation, and what are the implications of refusing to do so? In this seminar we will acquire a thorough grounding in the anthropological literature on caste and then investigate the politics of the caste-race comparison over the last hundred years. Assignments include weekly postings of 1-page critical response papers and either a research paper or an interview-based, ethnographic final project examining "caste" in one's own community.
Class Format: seminar
Requirements/Evaluation: weekly postings of 1-page critical response papers and research paper or ethnographic final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors; seniors
Expected Class Size: 19
Distributions: (D2) (WI)
Not offered current academic year

ANTH 346 (S)  Islam and Anthropology
Crosslistings: REL346 / ANTH346 / ASST346 / ARAB280
Primary Crosslisting
If anthropology has helped to define Islam in global thought, Islam has returned the favor, holding a critical mirror to the anthropological endeavor perhaps more than any other traditional "object" of study. This course examines anthropological studies of Islamic societies for what they teach us both about Islam and about anthropology. We begin with foundational social theorists whose studies of religious phenomena helped give rise to the field of anthropology of religion. We then survey influential efforts to construct "ideal-type" models of Muslim society based on anthropological and historical knowledge, alongside efforts to critique, historicize, and redirect the model-building project (notably by Talal Asad and Edward Said). The second half of the course is devoted to ethnographies that explore, from a variety of perspectives and in several regions (Morocco, India, Egypt, Syria), questions of human agency, hierarchy and resistance, and Islam as discursive resource, ethical project, and embodied community.
Class Format: seminar
Requirements/Evaluation: weekly postings, one 5-page paper, one 10-page paper, discussion leading
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: seniors, juniors, majors in ANSO, AFR, or ASST
Expected Class Size: 15
Distributions: (D2)
Not offered current academic year
ANTS 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE) (WI)

Crosslistings: SCST370 / ANTH371 / WGSS371

Primary Crosslisting

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

Class Format: seminar

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

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

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

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

Fall 2018

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

ANTS 397 (F) Independent Study: Anthropology

Anthropology independent study.

Class Format: independent study

Distributions: (D2)

Fall 2018

IND Section: 01 TBA Antonia E. Foias

ANTS 398 (S) Independent Study: Anthropology

Anthropology independent study.

Class Format: independent study
ANTH 412 (S) Graphic Sex: Queer Ethnographic Writing

Crosslistings: ANTH412 / WGSS412

Secondary Crosslisting

This seminar examines recent and canonical work in queer anthropology, exploring how different cultures construct sexual and gender identities and subjectivities, and what happens when dominant paradigms such as the Euro-American LGBT model become enmeshed in globalization, late capitalism, and consumerism. We begin with a series of case studies highlighting alternative gender and sexual formations in various cultures around the world, emphasizing how these seemingly "authentic" local categories are themselves the products of historical shifts, colonial relations, and political economy. We also examine how these categories overlap, conflict with, subvert, or syncretize with the increasingly global category of "gay." In addition to reading queer ethnographies, we will also learn the methods required for doing ethnography ourselves, including interviewing techniques, participant observation, writing thick description, data analysis, and editing.

Class Format: seminar
Requirements/Evaluation: ethnographic writing assignments (e.g., interviews, field notes, essays, etc.)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Women's, Gender and Sexuality Studies majors and others with substantial background in Women's, Gender and Sexuality Studies or Anthropology and Sociology Studies, statements of interest will be solicited
Expected Class Size: 15
Department Notes: WGSS junior/senior seminar
Distributions: (D2)

Not offered current academic year

ANTH 493 (F) Senior Thesis: Anthropology

Anthropology senior thesis.

Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494); may not be taken on a pass/fail basis; not available for the fifth course option
Distributions: (D2)

Fall 2018
HON Section: 01 TBA Antonia E. Foias

ANTH 494 (S) Senior Thesis: Anthropology

Anthropology senior thesis.

Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Distributions: (D2)

Spring 2019
HON Section: 01 TBA Antonia E. Foias

On leave Fall/Spring: Assistant Professors: J. Lee, C. Simko.

On leave Fall only: Professor J. Nolan.

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens’ habits of mind, worldviews, and values to broader audiences.

**Anthropology** critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

**MAJORS**

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated “ANSO.”

**Requirements**

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

**Core Courses**

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

**Anthropology**

ANTH 101 How to Be Human

**Sociology**

SOC 101 Invitation to Sociology

**Joint Courses**

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

**Elective Courses**

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.
STATISTICS AND DATA ANALYSIS

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

AREA STUDIES CONCENTRATION

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student’s departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

FAQ

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

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

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don’t have access to all the salient information until AFTER they have taken the course.

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

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

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

Yes. We credit two, and in special cases three courses.

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

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

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

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

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

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

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

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.
SOC 15 (W)  Photographic Literacy and Practice
Crosslistings: ANTH15 / SOC15

Primary Crosslisting

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

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

Requirements/Evaluation: final project; formal public exhibit

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

Enrollment Limit: 12

Enrollment Preferences: students can email me

Materials/Lab Fee: $0

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01  MF 10:00 am - 11:15 am W 1:00 pm - 6:00 pm PORG 1:00 pm - 5:00 pm Ben Brody

SOC 31 (W)  Senior Thesis: Sociology

To be taken by students registered for Sociology 493-494.

Class Format: independent study

Distributions: (D2)

Winter 2019

HON Section: 01  TBA  Peter Just

SOC 99 (W)  Independent Study: Sociology

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

Class Format: independent study

Distributions: (D2)

Winter 2019

IND Section: 01  TBA  Antonia E. Folas

SOC 101 (F)  Invitation to Sociology

An introduction to sociological analysis. The course focuses on the relationship of individual men and women to the social world and introduces students to systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Veblen, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict.

Class Format: lecture/discussion
**Requirements/Evaluation:** a take-home midterm exam, a class presentation and a final

**Prerequisites:** none

**Enrollment Limit:** 35

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

**Expected Class Size:** 35

**Distributions:** (D2)

**Fall 2018**

LEC Section: 01  MW 11:00 am - 12:15 pm       Grant Shoffstall

LEC Section: 02  TF 1:10 pm - 2:25 pm       Lisa A. Koryushkina

**Spring 2019**

LEC Section: 01  MW 11:00 am - 12:15 pm       Grant Shoffstall

**SOC 201 (S) Science, Technology, and Human Values**

**Crosslistings:** HSCI101 / SOC201 / SCST101

**Secondary Crosslisting**

This course offers an introduction to science and technology studies, or STS. A radically interdisciplinary field of inquiry, the roots of STS stretch through the philosophy, history, and sociology/anthropology of science and technology. Students will become acquainted with major STS schools, methodological strategies and research trajectories through intensive reading and analysis of classical and contemporary works in the field. Considerable attention will be devoted to exploring the nature of science and technology, their relationships to and interactions with one another, society and the natural world, and the influences these interactions exert in shaping what humans value. A fundamental goal of the course is to cultivate awareness and understanding of the social organization of technology and scientific knowledge production, and the technoscientific structuring of modern social life broadly. The course as such is aimed at attracting from all divisions those students who are intellectually adventurous and inclined to think critically about the place and prominence of science and technology in the modern world.

**Class Format:** seminar

**Requirements/Evaluation:** two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 20

**Distributions:** (D2)

**Spring 2019**

SEM Section: 01  MWF 8:30 am - 9:45 am       Grant Shoffstall

**SOC 210 (S) Networks of Power: Technology in Human Affairs**

**Crosslistings:** SCST210 / SOC210

**Primary Crosslisting**

Do we control our technologies, or do our technologies control us? This course will explore different philosophies of technological progress, particularly the constructivist and determinist theories, by examining major technological innovations that shaped society over the past century, including electrification, automobiles and the highway system, radio and television broadcasting, and the internet and social media. Each of these innovations entailed the construction of a complex network designed to serve a mix of public and business interests, and each resulted in wide-ranging and often unforeseen changes to people’s lives. Guided by pertinent readings in the history and philosophy of technology, we will look critically at the forms and consequences of technological change, seeking answers to a series of complex and important questions: Is the course of technological progress an inevitable byproduct of scientific and engineering advances, or is it contingent on social and political circumstances and choices? Does technological change reinforce the social and political status quo or challenge it? Are technological and social progress synonymous, or is there a tension between the two? One of the goals of the course will be to provide students with a more informed and critical perspective on the technological upheavals that
In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions--like literature, film, and music--to understand how people of color respond to environmental injustice and imagine the natural world.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Distributions:** (D2)

**Attributes:** AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; PHLH Nutrition, Food Security + Environmental Health; PHLH Social Determinants of Health

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**SOC 211 (F) Race and the Environment**

**Crosslistings:** AFR211 / SOC211 / AMST211 / ENVI211

**Secondary Crosslisting**

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Modern humans have moved to the city, a site with concentrated powers of various kinds, this move has effected irreversible change in human life. We will examine these forces through readings in urban theories as well as ethnographic studies. We will address themes such as the organization of urban life, the political economy of cities, housing and homelessness, and urban planning. The city is also the chief site of cultural production and meaning, and our scope of interest will range from studying subcultures, to reading graffiti, to analyzing monuments. Bearing in mind the inexorable social change of past decades, we will reconsider some classical thought on urban life in the context of postmodern discourse, conceptualize the post-industrial and global city, and conclude with an examination of the problems faced by cities in developing countries. This course is designed to provide students with a comprehensive introduction to urban studies. Students will become familiarized with both classical and modern urban theories, and in reading ethnographies they will have an opportunity to understand some fundamental methodological approaches to the study of the city.

**Class Format:** seminar

**Requirements/Evaluation:** response papers, mid term exam and final research paper
**SOC 218 (F) Law and Modern Society**
This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject, including Durkheimian, Marxist, Foucauldian, and Weberian analyses of law and society; as well as the work of those following in the different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers empirical research in selected areas of law, including tort law, criminal trial procedures, abortion and divorce law, "community justice," and the adjudication of drug offenses. Recognizing that understandings of our own legal practices are enlightened through comparisons to other legal systems, the second half of the course is primarily historical/comparative in focus. In this section, through an exploration of several case studies, American legal processes and habits are compared with related legal practices in such places as England, Scotland, Ireland, Australia, Germany, Norway, and Canada.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** a short paper and midterm and final exams

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

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** none

**Expected Class Size:** 35

**Distributions:** (D2)

**Attributes:** AMST Space and Place Electives; GBST Urbanizing World Electives

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**SOC 219 (S) Images and Society**
"This is obvious!" is what we say when we believe our point is irrefutable. But images are far less obvious than we may like to think. This course will create a forum for discussing the role of images in our lives, as well as the place of the visual in social inquiry. It will explore the variety of ways in which images--and even vision itself--are shaped by the social and cultural context in which they are embedded, develop skills for critical analysis of existing representations, and address the analytical possibilities and limitations of the study of signs and images. The course will touch upon a range of visual material, from advertising to paintings, but the bulk of the course is dedicated to photography, both as an object of visual analysis and as, increasingly, a research method in social sciences. Topics for discussion include debates around truth in photography and the politics of representation, changing uses of photography in institutional settings, different photographic cultures and their anthropological and sociological significance, as well as the use of photography in social research. Primary sources for the discussions will be drawn from a variety of spheres, from Soviet propaganda posters to Indian studio portraiture, and will include the images we encounter in everyday life, media, politics, academia, "high" art and pop culture.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, several response papers, a midterm paper and a take-home final

**Prerequisites:** none; open to all

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributions:** (D2)

**Attributes:** FMST Related Courses

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Not offered current academic year
SOC 221 (S)  Money and Intimacy
Can money buy love and care? The course will consider this taboo question from a sociological perspective. We will look into how relevant this question has been over the course of history, what forces have contributed to the shift in thinking about it, and, most importantly, how sociological research helps us understand its current ramifications. We will discuss a wide range of aspects of family life: the relationship between arranged marriage and romantic relationship, the role of inheritance in family and social life, the distribution of resources in the context of modern family forms (most notably remarriages), and the outsourcing of care for dependents. Intimacy bears different value and content in these changing contexts. The course will further look into the changing character of new economy where "people's skills" are ever more required from employees (emotional labor) and where intimacy, care, and/or sex constitute purchasable commodities. A reflection on the growth of new technologies will complicate some of the discussed concepts and notions, but throughout a common denominator of our discussion will be the role of social inequality.

Class Format: seminar
Requirements/Evaluation: classroom participation and a final research paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Distributions: (D2)

Spring 2019
SEM Section: 01  Cancelled

SOC 228 (F)  The Panopticon: Surveillance, Power, and Inequality  (DPE)
Crosslistings: SOC228 / SCST229
Primary Crosslisting
Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In Discipline and Punish, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

Class Format: seminar
Requirements/Evaluation: discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.
SOC 230 (S) Memory and Forgetting

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart—forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include self-identity, memoirs, and oral history; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

Class Format: seminar
Requirements/Evaluation: active class participation, several short papers, one class presentation, and an 8-10 page final paper
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 19
Distributions: (D2)
Not offered current academic year

SOC 232 (S) Symbols and Society

Human beings, as Kenneth Burke put it, are "symbol-using, symbol-making, and symbol-misusing" animals. Indeed, among humans, symbols help to substitute for "instincts." Symbols guide our actions, shape our emotions, and enable us to coordinate with others. Symbols may generate solidarity across wide spaces and among people who have never encountered one another face-to-face. They may also inflame conflicts and exaggerate distinctions, even promote violence. This course will examine the role of symbols and symbolism in modern society, exploring how words, gestures, images, and icons give shape and form to social life. The first part of the course will provide a broad introduction to the sociological study of symbols. The second part of the course will pay particular attention to the role that symbols play in politics and nationhood. How do symbols such as flags, anthems, values, ideals, monuments, and memorials promote solidarity and common identity across space and time? When and why do nations struggle over symbols, and what influence do these symbolic struggles have on collective life? What role do symbols play in war, conflict, and violence? Topics will include the Vietnam Veterans Memorial, the 1995 Enola Gay exhibit at the Smithsonian, the Holocaust Museum in D.C., the "Ground Zero cross," and the recent debates over the Confederate flag in South Carolina and beyond. We will focus primarily on the U.S., but will also work to make comparisons.

Class Format: seminar
Requirements/Evaluation: active class participation, several response papers, a short midterm essay, and a final paper with class presentation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Distributions: (D2)
Not offered current academic year

SOC 234 (S) How Emotions Work

What could be more personal and unique than one's own emotions? Over the last century, sociologists, anthropologists, historians, and social psychologists have challenged this taken for granted view of emotion, revealing just how much context, institutional structures, and history shape feeling. Emotion does not just emerge from an individual's brain and body; it is also a product of intersubjective dynamics outside the individual. In this
deeply interdisciplinary course, students explore how societies shape emotion. Beginning with psychological research on the brain/body connection, we build a capacious model for how social context, norms, and institutions interact with individual psychology to produce both conscious and unconscious forms of feeling. As the course progresses, we zoom further out from the individual level and unpack emotional dynamics at the national, cross-cultural, and civilizational levels. Along the way, we take a deeper look at specific emotions, including love, shame, sympathy, sadness, and happiness. The course concludes by focusing on a pressing social problem—the seemingly global crisis of mental illness on college and university campuses. What is causing this crisis? What can we do to address this issue right here in our community?

**Class Format:** seminar

**Requirements/Evaluation:** participation, reflective essay (3-5 pages), emotion map activity, open space meeting, policy memo (1-2 pages), final paper (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Distributions:** (D2)

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

**Crosslistings:** AMST236 / ENGL237 / ARTH237 / SOC236

**Primary Crosslisting**

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

**Class Format:** seminar

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

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

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

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Spring 2019

**SEM Section:** 01  MR 2:35 pm - 3:50 pm  Ben Snyder

**LAB Section:** 02  F 1:00 pm - 4:00 pm  Barry Goldstein, Olga Shevchenko
SOC 240 (F)  Performing Masculinity in Global Popular Culture

Secondary Crosslisting

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

Class Format: seminar

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

Distributions: (D2)

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

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

Not offered current academic year

SOC 241 (S)  Meritocracy

Secondary Crosslisting

Although an infinitesimal number of Americans have degrees from Harvard or Yale Universities, 33% of the top decision makers in the second Obama administration did. So do eight of the country’s nine sitting Supreme Court Justices. Is this a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy --- rule by the intellectually talented --- in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

Class Format: seminar

Requirements/Evaluation:  two papers, take-home final exam, class participation

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences:  Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major

Expected Class Size: 19

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses; PSCI American Politics Courses; PSCI Comparative Politics Courses

Spring 2019
SOC 244 (S)  What They Saw in America

Crosslistings: HIST366 / AMST244 / SOC244

Primary Crosslisting

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider’s view of America—one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors’ respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern. * Please note atypical class hour Monday, 4:45-8:30 pm.

Class Format: seminar; * Please note atypical class hour Monday, 4:45-8:30 pm.

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages

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

Prerequisites: none

Enrollment Limit: 9

Enrollment Preferences: juniors and seniors; final selection for the course will be made on the basis of an interview with the instructor

Expected Class Size: 9

Department Notes: * Please note atypical class hour Monday, 4:45-8:30 pm.

Distributions: (D2)

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

Not offered current academic year

SOC 248 (F)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WI)

Crosslistings: SOC248 / GBST247 / RUSS248

Primary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS
DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018
TUT Section: T1 TBA Olga Shevchenko

SOC 252 (F) Moral Life in the Modern World
Crosslistings: REL286 / SOC252

Primary Crosslisting
This interdisciplinary seminar attempts to locate and examine modern moral life (i.e., the ethical dimension of modern culture) in its broader historical and cultural context. The aim of the course is less to analyze and debate the theoretical moralities of philosophers and theologians, than it is to interpret and attempt to understand the lived moralities that people actually practice and carry out; that shape conduct and selfhood in the modern world. Part I of the course will provide a guided introduction to a range of contested issues in the study of ethics and morality: moralism, moral relativism, and the nature of modern moral discourse; moral truth, and value freedom; the differences between normative and descriptive ethical inquiry; "thick" and "thin" moral concepts, and the historically variable relationships between lived moralities, theoretical moralities, and moral customs. In Part II we will work through a series of case studies that take up the following issues: moral life in corporate, urban, and suburban contexts; media, moralism, and moral panics; business ethics; race and racism; depersonalization, war and genocide. The course will furthermore examine ethics and morality "in," "through," and "of" literature, as students will select, read, and critique a work of fiction.

Class Format: lecture
Requirements/Evaluation: weekly discussion précis, film screenings, two book review essays, class presentations, and a take-home midterm
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Sociology and Anthropology students
Expected Class Size: 19
Distributions: (D2)
Not offered current academic year

SOC 264 (F) Transnational Activism: Practice, Problems, Ethics (DPE)
Crosslistings: WGSS263 / SOC264

Secondary Crosslisting
As more and more people, goods, ideas, and health hazards circulate across borders, transnational institutions and organizations proliferate, and problems recognized as regional or global intensity, there is both increasing need and opportunity for transnational activism. In such a context, it is vital to understand how activists have engaged peoples around the world and/or have influenced transnational institutions, as well as to attune oneself to the ethical and practical difficulties associated with this kind of activism. This course examines the different forms that transnational activism takes and how transnational activists have advanced their goals. We also look into why and how transnational activists' efforts have failed, focusing in particular on the issue of neo-imperialism and the problems created by the "white savior." Orienting our exploration is the following question: what is the relationship between ethics and efficacy in activism that crosses borders? What does "ethical" transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Class Format: seminar
Requirements/Evaluation: class facilitation, assessment construction, essay proposal (3- to 4-pages), group portfolio (6- to 8-pages), group presentation, final essay (10- to 12-pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: Women's, Gender, and Sexuality Studies majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements. It builds the skill to engage across difference by requiring students to work together to develop a transnational activist action plan.
Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
SEM Section: 01    MW 11:00 am - 12:15 pm     Greta F. Snyder

SOC 283 (S) Religion and Capitalism  (WI)
Crosslistings: REL282 / PSCI140 / SOC283
Secondary Crosslisting
Up through the 1960s it was popular to claim that the world was becoming increasingly and inevitably secular, with the development of modern capitalist social relations as a signature cause. Today the 'secularization thesis' is largely defunct. Instead one sees the vibrant return of religion to social, economic, and political prominence in most parts of the world—at the very same time we are experiencing through globalization and the information revolution the most dramatic economic advances in a century. This course investigates the historical and contemporary relationship between culture and economics, religion and capitalism, in their most encompassing forms. In investigating this theme, our cornerstone will be Max Weber's famous argument from The Protestant Ethic and the Spirit of Capitalism. Along the way we will discuss both the origins of capitalist society as well as its more recent transformations through the rise of the welfare state, consumerism, and globalization. We will also discuss changes in religion under the influence of capitalism including romanticism, Pentecostalism, moralistic therapeutic Deism, and the 'God gap' between largely theist Africa, South and West Asia, and the Americas on the one hand and largely atheistic Europe and East Asia on the other. The focus of the course is on Christianity in Western countries both historically and in the present, but we will spend time discussing religion (particularly Pentecostalism) and capitalism in the contemporary Global South as well.
Class Format: seminar
Requirements/Evaluation: regular discussion questions, three 5- to 6-page papers, in-class paper workshops, 20- to 24-page final term paper incorporating earlier papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: open to first-years and sophomores only
Expected Class Size: 14
Distributions: (D2) (WI)
Attributes: PSCI Comparative Politics Courses; PSCI Political Theory Courses;
Not offered current academic year

SOC 291 (S) Religion and the American Environmental Imagination  (WI)
Crosslistings: ENVI291 / REL291 / SOC291
Secondary Crosslisting
This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of eco-spirituality and popular nature religion. Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present,
taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?

Class Format: seminar

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

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

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives;

Not offered current academic year

SOC 301 (F) Social Construction (DPE)

Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

Secondary Crosslisting

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Jason Josephson Storm
SOC 303 (S) Cultures of Climate Change  (WI)
Crosslistings: ENVI303 / SOC303

Secondary Crosslisting
This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can’t we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Class Format: seminar
Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second
Expected Class Size: 19
Distributions: (D2) (WI)
Attributes: ENVI Humanities, Arts + Social Science Electives; SCST Related Courses;

Spring 2019
SEM Section: 01    TR 11:20 am - 12:35 pm     Nicolas C. Howe

SOC 314 (S) The Social Ecology of Racial and Gender Inequity  (DPE)
Crosslistings: SOC314 / WGSS314

Secondary Crosslisting
Why the political furor over monuments? What would a feminist city look like? Does gentrification promote racial justice? This course trains your focus on space and place, asking you to take a socioecological perspective on race and gender. In it, we examine how ideas about race and gender shape space as well as how the location, demographic composition and design of cities, neighborhoods, parks, and uncultivated spaces reinforce ideas about race and gender and racial/gender power relations. What is distinctive about this perspective, as compared with other analytical lenses through which we approach race and gender, and what is its value? What does a socioecological perspective suggest about the efficacy of different types of efforts to facilitate greater equity in social relations?

Class Format: seminar
Requirements/Evaluation: class facilitation, critical responses (four 2- to 3-page responses), late-term exam, final essay (10-12 pages) or essay-equivalent (video essay, photo essay, or other)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: Women's, Gender, and Sexuality Studies majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course introduces students to social psychology's socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.
Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019
SOC 315 (F) Culture, Consumption and Modernity (WI)

How do lifestyles, fashions and trends appear and evolve? Are we authors of our own taste? What structures our choices of goods and activities? What is it that gives meaning to objects and makes them desirable? Are there non-consumer societies in the modern world? How has globalization changed the ways people consume in different parts of the globe? This course will explore consumption and consumer practices as products of modernity and will analyze the political, cultural and social agendas that have transformed consumption over time. Politics of consumption (the way in which seemingly free and independent consumption choices aggregate into the existing system of global capitalism) will be treated alongside its symbolic element: the role of consumer practices in creating and articulating identities, building relationships and creating solidarities. We will look at fashion, advertising, arts and shopping in places as varied as nineteenth-century France, socialist Russia, and in contemporary United States, tracing both the mechanisms that structure patterns of consumption, and the consequences that these patterns have for the larger social order.

Class Format: seminar

Requirements/Evaluation: full participation, ten journal entries and a 15-page term paper that will go through a draft and revision stage

Extra Info: not available for the fifth course option

Prerequisites: none; open to first year students

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Distributions: (D2) (WI)

Attributes: ENVI Humanities, Arts + Social Science Electives; GBST Urbanizing World Electives;

Not offered current academic year

SOC 324 (S) Memory and Identity (DPE)

Our sense of self is inextricably tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from natural; it itself has its origins in the debates and politics of the time, and evolves under an array of influences. This course analyzes discourses of collective and individual identity and the mechanisms involved in the formulation of the individuals' sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective forgetting, narratives of trauma and of a "golden age," the invention of tradition, and battles over remembrance and heritage, such as the struggles over the proper way to face the difficult past around the world, with a particular emphasis on the United States and on the memory wars in the post-Soviet space.

Class Format: seminar

Requirements/Evaluation: extensive class participation, several short papers, and a final research project with class presentation

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course fulfills the DPE requirement because it explores the diversity of the ways in which communities imagine and engage with their past, and puts struggles over memory in the context of groups' struggles for power and visibility.

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Olga Shevchenko

SOC 326 (S) Being Mortal

One of the defining features of the human condition is our awareness of our own mortality. How do we cope with this awareness? How does it influence our social institutions? We will begin by exploring how social theorists such as Emile Durkheim, Max Weber, Ernest Becker, and Peter
Berger grappled with mortality and its significance for human social life. We will then turn to the social institutions that structure our confrontation with mortality today. How, why, and with what consequences has death been "sequestered" in modern Western societies and set aside from the social world of the living? What rites and rituals remain for coping with death and dying, and how do our cultural assumptions influence the experiences of grief, loss, and mourning? How does modern medicine—which is oriented toward cure but must ultimately confront the inescapable realities of aging and death—deal with mortality? How have hospice, palliative care, and debates over physician-assisted suicide changed the landscape in recent years? Our focus will be on the United States, but we will also consider cross-cultural comparisons.

Class Format: seminar

Requirements/Evaluation: three 6- to 7-page papers; an in-class presentation; thoughtful and consistent participation in class discussion

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: if overenrolled, Sociology and Anthropology majors will receive preference

Expected Class Size: 15

Distributions: (D2)

Not offered current academic year

SOC 328 (F) American Social Dramas (WI)

Crosslistings: SOC328 / THEA328 / AMST328 / COMP325

Primary Crosslisting

As Shakespeare wrote memorably in As You Like It, "All the world's a stage, and all the men and women merely players." Sociologists have heeded Shakespeare's wisdom, arguing that social and political events are "performances" that take shape in accordance with familiar cultural scripts, and indeed that social actors implicitly interpret real-world events using plot structures from literary and dramatic genres such as romance, irony, comedy, and tragedy. We will explore this thesis through the lens of contemporary American political events, including the Clinton-Lewinsky scandal, September 11, Hurricane Katrina, the 2012 presidential election, and current debates over Confederate symbolism. We will also pay careful attention to the unfolding drama associated with the 2016 presidential election. How do social performances and struggles to "control the narrative" shape the meanings and outcomes of political events? Are they merely "spectacles," or wellsprings for genuine civic participation? What role do political comedy, satire, and social media play in shaping the trajectory of contemporary events? Major authors will include Victor Turner, Clifford Geertz, J.L. Austin, Erving Goffman, and Jeffrey Alexander. Throughout the semester, each student will develop a significant project on a political event of their choosing.

Class Format: seminar

Requirements/Evaluation: active participation, five 2-page response papers, a 12-page paper that will go through draft and revision stage, and a presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Distributions: (D2) (WI)

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

Not offered current academic year

SOC 329 (F) Work and Future of Capitalism (WI)

What does it mean to work? How does capitalism shape the way we work? What might work look like in the future? In this three-part course, students engage with global capitalism's past, present, and future, asking analytic and normative questions about work and the trajectory of capitalism. The first part of the course examines the historical origins of capitalism and leading theories about what capitalism is and how it stratifies the world into social classes. A central theme in part one will be how capitalist labor relations shape meaning and subjectivity, particularly the experience of dignity. In part two, we examine recent and emerging trends in capitalist labor, such as global commodity chains, the death of the career, the rise of the "gig" economy, platform capitalism, and even the seemingly inevitable end of work itself as entire occupations become automated by machine learning. A key question will be how these transformations exacerbate and/or alleviate longstanding inequalities from capitalism's 19th century past. Through a
series of essays, culminating in a final paper, the course concludes by asking students to imagine what work might look like in the next century. Should we continue to work at all? What kinds of productive activity should we value, and how would we go about restructuring (or even overturning) capitalism to allow them to flourish?

**Class Format:** seminar  
**Requirements/Evaluation:** participation, three utopia essays (3-5 pages), paper workshop, final paper (10-12 pages)  
**Prerequisites:** none  
**Enrollment Preferences:** Anthropology and Sociology majors  
**Distributions:** (D2) (WI)  
**Distribution Notes:** WI: This course requires a series of 3- to 5-page essays that work toward a paper workshop and final paper on the topic of the future of work. Students will use the essays to research "real utopias"—currently existing organizations, workplaces, and policy regimes that challenge traditional capitalist labor relations. This research will inform a workshop and final paper, which will ask them to envision their own organization, workplace, or policy regime.

Fall 2018  
SEM Section: 01  W 1:10 pm - 3:50 pm  Ben Snyder

**SOC 330 (S) Technology, Culture and Society**  
**Crosslistings:** SCST330 / SOC330  
**Primary Crosslisting**  
An introduction to major trajectories of theory and empirical research in the sociology and history of technology: the Social Construction of Technology (SCOT), Large Scale Technological Systems (LTS), Actor-Network Theory (ANT), and cultural studies of technoscience broadly. Students will also become acquainted with a number of philosophical positions on technology: instrumentalist, Marxist, cultural/substantivist, humanist and posthumanist. Topics to be explored include technology, (post)industrial capitalism, and the nature of modern power; the role of technology in giving shape and weight to social institutions and forms of agency; technology, individualism, and everyday life in the modern world; technological determinism; resistance and accommodation to technological change; technology as a point of view and total way of life (culture); language, quantification, computerization, and (tele)visual media; and technology and environment. The course is furthermore designed to allow students to explore and research topics not appearing on the syllabus in the main.  
**Class Format:** seminar  
**Requirements/Evaluation:** weekly discussion precis, class presentations, a midterm essay and final paper  
**Extra Info:** may not be taken on a pass/fail basis  
**Prerequisites:** none  
**Enrollment Limit:** 20  
**Expected Class Size:** 20  
**Distributions:** (D2)  
**Not offered current academic year**

**SOC 332 (F) Life and Death in Modernity**  
Death is a biological fact. Death is also one of the few universal parameters in and through which social worlds and individual lives are created. Death, in other words, is a primary source of the material and symbolic activities through which humans work to construct, legitimate, and maintain social realities. To attend to "ways of death", then, is to attend simultaneously, if only indirectly, to "ways of life"—the hopes and fears, the ways and wants of a people. In this course we will ask: How, why, and with what manner of consequence has it come to be that, under late-western modernity, the aged, the sick, the dying, the bereaved, and indeed death itself, are routinely "set aside", hidden from view and thus awareness, institutionally sequestered from those of us among the living? We will attend to the historical emergence of the institutional forms that perpetrate this sequestration, and show how they have become tightly articulated with one another: hospitals, nursing homes, hospice centers, funeral homes, cemeteries. We will furthermore examine the peculiar bodies of expert knowledge that have arisen in tandem with these institutional forms, among them gerontology, thanatology, and bereavement therapy, showing how they have conspired in the (bio)medicalization of aging, death, and grief. Other topics to be explored include the commodification and consumption of health and well-being; the emergence of anti-aging medicine and "popular" rationalities of human life extension;
cryonic suspension, zombies, and the paranormal.

Class Format: seminar

Requirements/Evaluation: weekly journal entries, film screenings, take-home midterm, class presentations, and a final 12- to 15-page paper to be decided in consultation with the instructor

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Sociology and Anthropology students

Expected Class Size: 19

Distributions: (D2)

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

SOC 338 (F) Transhumanism: Religion, Technoscience, Obsolescence

Crosslistings: SOC338 / REL338 / HSCI338 / SCST338

Primary Crosslisting

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the so-called "transhumanist movement" and its overriding aim: the transformation and eventual transcendence of human biological constitution; the realization, through highly speculative technoscientific means, of an enhanced or even "postbiological" existence, the so-called "posthuman condition," "Humanity 2.0." Through close readings of historical documents, transhumanist texts, scholarship on transhumanism, and relevant works of science-fiction film and literature, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas have emerged, circulated, and taken up residence. To this end, we will consider transhumanism's ties to some of the most objectionable aspects of modern technology and late capitalism; eugenics, the commodification of health, and massive investments in pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and Euro-American (cyber) libertarian politics; and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, artificial intelligence, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of magical beliefs, practices, and forms of expectation and association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about embodiment, culture, and ways of being human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, informal weekly writing, 15- to 20-page seminar paper

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators

Expected Class Size: 20

Distributions: (D2)

Not offered current academic year

SOC 350 (S) Max Weber & Critical Theory or Rationalization & Its Discontents

Crosslistings: SOC350 / REL350 / COMP349

Secondary Crosslisting

We live in an age characterized by unprecedented technological and scientific progress--we have unraveled the building blocks of life, witnessed the birth of stars at the edge of the galaxy, and harnessed the power of the atom--and yet modern life often appears fundamentally meaningless and lacking in ultimate value--we work, we eat, we excrete, we die, perhaps in the interim shuffling paperwork, sucking up to our boss, and asking ourselves, "What kind of dining set defines me as a person?" Few thinkers have explored the roots of this modern ennui as thoroughly as Max Weber, a German sociologist often regarded as the single most important social theorist of the twentieth century. Weber wanted to know why it was European
civilization in particular that gave birth to the grand trifecta of rationality, science, and capitalism and how we have become enslaved by the very things that were supposed to have set us free. Weber’s key innovation was to trace the grand trajectory of Western “rationalization”—the historical attempt to produce a world in which “one can, in principle, master all things by calculation.” Further, he demonstrated how this rationalization produced not just mastery over nature, but also “the disenchantment of the world”—value fragmentation, hyper-specialization, bureaucracy, and ultimately the “iron cage” of modernity. The first part of this course will follow in Weber's footsteps by studying his theory of rationalization and by exploring it in different social spheres, such as the economy, the law, the professions, and the secularization of religion. The second half of the course will look at Weber's legacy in Critical Theory. It will show how thinkers such as Theodor Adorno, Georges Bataille, Jürgen Habermas, Max Horkheimer, Michael Löwy, and Alasdair Maclntyre suggested various lines of flight from the iron cage of modernity.

Class Format: seminar
Requirements/Evaluation: attendance and participation, weekly critical reflections, 5- to 6-page midterm paper, 10- to 15-page final essay
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: preference will be given to REL, ANSO and COMP majors
Expected Class Size: 15
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under REL or SOC; meets Division 1 requirement if registration is under COMP
Attributes: AMST Critical and Cultural Theory Electives;
Not offered current academic year

SOC 362 (F) Story, Self, and Society (WI)
Crosslistings: COMP362 / SOC362
Primary Crosslisting
From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"-that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives. Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This tutorial will grapple with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? Specific topics will include illness narratives, confessional culture, digital stories, oral history, and memoir. As a capstone exercise, each student will construct a narrative analysis focused on a memoir that we will select collectively. The course will conclude with a final seminar meeting during which each student will tell a story of their own, and we will work together to consider how the theories we have encountered throughout the semester might illuminate our own narratives.
Class Format: tutorial
Requirements/Evaluation: 5-page paper every other week; comments on the partner's paper in alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest; priority consideration will be given to ANSO and COMP majors
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under SOC; meets Division 1 requirement if registration is under COMP
Not offered current academic year

SOC 363 (F) Cold War Technocultures
Crosslistings: SOC363 / SCST401
Primary Crosslisting
In this seminar students will pursue sociohistorical analyses of Cold War American culture(s) by attending to key points of intersection between
politics, aesthetics, and major technoscientific developments during this period. Part I will focus principally on the emergence of the computer and its role in shaping American infrastructure and styles of thought aimed at Soviet "containment." We will trace the historical threads connecting MIT's "Whirlwind" computer project and the SAGE continental air defense system; nuclear wargaming at the RAND Corporation and the aesthetics of "thinking the unthinkable"; the science of cybernetics and the prospect of automation; and ultimately the role of computation, intermedia, and systems logic in perpetrating the atrocities of the Vietnam War. Part II will take up the Cold War space race--from Luna 2, Sputnik I, and Yuri Gagarin to Projects Mercury, Gemini, and the Apollo moon landing. Within this context we will also consider the Club of Rome's Limits to Growth report; plans backed by NASA for the industrialization and colonization of outer space; and the place of science-fiction as a Cold War aesthetic (print, televisual, cinematic). Part III, finally, will explore key moments of conflict, resistance, appropriation, and unintended consequences of Cold War technoscientific developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural casualty of the U.S./CIA-backed Chilean coup of 1973; the New Left, the American counterculture, new social movements, and the countercultural roots of new media and neoliberalism.

Class Format: seminar
Requirements/Evaluation: two 5-page book review essays, weekly 1-page papers, midterm essay exam, final essay exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: SCST 101 or instructor consent; prior coursework in Anthropology and Sociology and/or History
Enrollment Limit: 15
Enrollment Preferences: Anthropology and Sociology majors, Science and Technology Studies concentrators
Expected Class Size: 15
Department Notes: SCST Senior Seminar
Distributions: (D2)

Fall 2018
SEM Section: 01  W 1:10 pm - 3:50 pm  Grant Shoffstall

SOC 368 (F) Technology and Modern Society
Crosslistings: ENVI368 / SOC368
Primary Crosslisting
With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Class Format: seminar
Requirements/Evaluation: two short papers, a midterm exam, and a final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 20
Distributions: (D2)
Attributes: ENVI Humanities, Arts + Social Science Electives; FMST Related Courses; HSCI Interdepartmental Electives; SCST Elective Courses
Not offered current academic year

SOC 371 (S) Medicine, Technology, and Modern Power
Crosslistings: HSCI371 / SOC371 / SCST371

Primary Crosslisting

Medicalization: those processes by which previously non-medical problems, once defined as ethical-religious, legal or social (e.g. drug and alcohol addiction, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder." Part I: The history of the medicalization thesis; medicalization as a technical process; modern medicine as a form of social control; critiques of the medicalization thesis. Part II: From medicalization to biomedicalization; from the management of human life to the transformation of "life itself" by way of post-World War II technoscientific interventions aimed at "optimizing" human vitality. Empirical cases for consideration will be drawn from those technoscientific developments having made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques, robotics, and transplant medicine, among others. Finally, a consideration of how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "destiny" than it is of possibility. The course will to this end conclude with a survey of emerging issues in speculative technoscience and the ethics and politics of human enhancement.

Class Format: lecture

Requirements/Evaluation: weekly discussion précis, science-fiction book review essay, class presentations, and a take-home midterm

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference will be given to Anthropology and Sociology students

Expected Class Size: 20-25

Distributions: (D2)

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

SOC 372 (S) Time and Temporality

Duration, rhythm, speed, pace, trajectory, sequence, articulation, busyness, boredom, flow--time is one of the most fundamental categories of our experience of reality. Since the founding of the discipline, sociologists have been interested in how time, while seemingly given and natural, is deeply influenced by history and society. This two-part course will introduce students to the sociological analysis of time and temporality. In part one, students will explore the emergence of the so-called "modern western temporal order"--the sense of time that many people take for granted as the way things are. We will excavate the historical roots of schedules, clocks, calendars, and time zones; examine how capitalism and colonial conquest disseminated particular notions of time around the globe; and discuss leading theories of how constructions of time change through history and vary among communities. In part two, we will focus on one of the most frequently lamented and celebrated qualities of modern temporality: acceleration. Is the world speeding up? Why do so many people feel always pressed for time? What are the promises and limits of speed, acceleration, and ceaseless change for building a robust democratic society?

Class Format: seminar

Requirements/Evaluation: participation, time diary analysis (3-5 pages), final paper (10-12 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Distributions: (D2)

Spring 2019

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

SOC 386 (S) Living with the Bomb: American Culture in the Nuclear Age

Crosslistings: SOC386 / HIST387

Primary Crosslisting
Following the first use of nuclear weapons against Japan at the end of World War II, atomic science has fueled Americans' fears, hopes, nightmares, and fantasies. This course will examine various aspects of American nuclear culture in the early-Cold War period. It will consider topics ranging from the Manhattan Project to delivery of the bombs for combat, scientists' movements to abolish atomic weapons and expand peaceful atomic energy production, and the destructive consequences of the bomb's initial use and subsequent testing. The class will also investigate the role of the nuclear arms race in the Cold War, the development of civil defense and bomb shelter culture in the United States, and dystopian fiction about the nuclear apocalypse. Employing both historical and sociological perspectives, we will explore the interactions between science, diplomacy, politics, and culture in the nuclear age.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on a midterm, a final exam, and a 10- to 12-page research paper

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

Prerequisites: none

Enrollment Limit: 35

Expected Class Size: 35

Distributions: (D2)

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

Not offered current academic year

SOC 397 (F) Independent Study: Sociology
Sociology independent study.

Class Format: independent study

Distributions: (D2)

Fall 2018
IND Section: 01 TBA Antonia E. Foias

SOC 398 (S) Independent Study: Sociology
Sociology independent study.

Class Format: independent study

Distributions: (D2)

Spring 2019
IND Section: 01 TBA Antonia E. Foias

SOC 493 (F) Senior Thesis: Sociology
Sociology senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D2)

Fall 2018
HON Section: 01 TBA Antonia E. Foias

SOC 494 (S) Senior Thesis: Sociology
Sociology senior thesis.

Class Format: independent study

On leave Fall/Spring: Assistant Professor L. Nassif.
On leave Spring only: Senior Lecturer H. Edwards.

Middle Eastern and Maghrebi Studies is a vibrant, growing, and important field in the United States and around the world. Students wishing to enter this rich and varied discipline can begin with a major in Arabic Studies at Williams. The major is designed to give students a foundation in the Arabic language and to provide the opportunity for interdisciplinary and multidisciplinary study of Arab, Islamic, North African and Middle Eastern literatures, art, film, history, religion and politics.

THE MAJOR IN ARABIC STUDIES

Students wishing to major in Arabic Studies must complete ten courses, including the following six courses:

ARAB 101-102 Elementary Arabic
ARAB 201 Intermediate Arabic I
ARAB 202 Intermediate Arabic II
ARAB 301 Advanced Arabic I
ARAB 302 Advanced Arabic II

Students must also take at least one 400-level ARAB course, in addition to three other courses in Arabic and Middle Eastern Studies in Arabic Studies or affiliated units. At least one of these courses should be from the arenas of language and the arts (DIV I) and at least one from politics, religion, economics, history, etc. (DIV II). Students should consult with the Department to confirm that electives are authorized.

Students who place into more advanced language courses may substitute additional courses, adding up to a total of at least nine courses.

Up to four courses from approved study abroad programs may be counted toward the major.

THE CERTIFICATE IN ARABIC

The Certificate in Arabic demonstrates that a student has acquired a working foundation in the language. The sequence of eight language and culture courses is designed to supplement a student's major at Williams by enabling the student to expand their knowledge in a related field. Required Courses

ARAB 101
ARAB 102
ARAB 201
ARAB 202
ARAB 301
ARAB 302

At least one elective course, either in Arabic literature, arts, or culture, or in Arabic history, religion, politics, economics, etc.

Students must earn a cumulative grade average of B or higher in the sequence of seven courses.

Students who enter Williams with previous training in Arabic may be exempted from up to two of the required seven courses. Thus, in order to earn a certificate, a student must take no fewer than five courses (including three language courses) after enrolling at Williams.

THE DEGREE WITH HONORS IN ARABIC STUDIES

Prerequisites
Honors candidates in Arabic are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

Timing

Students wishing to pursue a thesis in Arabic are strongly urged to secure an advisor by the end of the week after Spring Break in their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a one- to two-page proposal and a preliminary bibliography. The Advisory Committee will inform candidates by June 1 whether they may proceed with the thesis and advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

In their senior year, candidates will devote two semesters and the winter study period to their theses (ARAB 493-W31-ARAB 494). By the end of the Fall semester, students will normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. By the end of Winter Study, students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (ARAB 493-W) will be graded as Independent Studies.

The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. At the end of the Spring term, the student will make a public presentation of the final project, to which members of the Advisory Committee will be specially invited.

Characteristics of the Thesis, Evaluation, and Major Credit

The topic of the thesis must have to do with some aspect of Arabic language, culture, history, politics, etc. and will be worked out between the thesis writer and her/his advisor. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

The advisor will assign the grades for the thesis courses (ARAB 493-W-494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

For students who pursue an honors thesis, the total number of courses required for the major—including the thesis course (ARAB 493-W-494)—is 10, i.e., one of the thesis courses may substitute for one elective.

STUDY ABROAD

FAQ

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

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

Yes, in many cases, though students should be sure to contact the department.

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

Course title and description, and complete syllabus including readings/assignments. We may need specific information (assigned readings) to determine whether the course counts for Div I or II major credit.

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

Yes, four.

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

No.

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

No. Students can receive credit toward the major’s language requirements from for-credit summer language programs like Middlebury, etc. These count toward the 4-course maximum.

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

Yes. Make sure you have the needed number of Div I and Div II courses for the major. Know the difference.
Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

It has happened, but we try to be as flexible as possible.

ARAB 31 (W) Senior Thesis: Arabic Studies
Arabic Studies senior thesis.

Class Format: thesis

Winter 2019
HON Section: 01    TBA    Magnús T. Bernhardsson

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

Class Format: independent study

Distributions: (D1)

Winter 2019
IND Section: 01    TBA    Magnús T. Bernhardsson

ARAB 101 (F) Elementary Arabic
This is the first course in the year-long Beginning Arabic sequence. It will help you establish a foundation of communicative competence and understanding of the Arabic language and culture. The course adopts an integrated-skills approach with a focus on “formal Arabic” (or so-called Modern Standard Arabic), the language of formal writing and speech in Arab countries, while simultaneously familiarizing you with one variety of spoken Arabic. The course focuses on day-to-day situations and familiar topics.

Class Format: lectures, five hours a week

Requirements/Evaluation: evaluation is based on tests, daily homework, active class participation, a skit, a culture portfolio, and engagement in a variety of co-curricular activities

Extra Info: students registered for ARAB 101 and 102 are required to attend and pass the sustaining program during the winter study period; credit is granted only if both semesters (ARAB 101 and 102) are taken

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: students considering a major in Arabic Studies

Expected Class Size: 15

Distributions: (D1)

Fall 2018
LEC Section: 01    M-F 10:00 am - 10:50 am    Radwa M. El Barouni

ARAB 102 (S) Elementary Arabic
This is the second course in the Beginning Arabic sequence. It builds on the foundation of Arabic competence that you established in Arabic 101, and
will continue to develop your competence in Modern Standard Arabic and one variety of spoken Arabic. The course will continue to focus on
day-to-day situations and familiar topics from the immediate environment while expanding the range of topics and authentic materials, and broadening
the scope of linguistically-based and culturally-based tasks and course expectations.

Class Format: lectures, five hours a week

Requirements/Evaluation: evaluation is based on tests, daily homework, active class participation, a presentation, a writing portfolio, and
engagement in a variety of co-curricular activities

Extra Info: students registered for Arabic 101 and 102 are required to attend and pass the sustaining program during the winter study period; credit is
granted only if both semesters (ARAB 101 and 102) are taken

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARAB 101

Enrollment Limit: 18

Enrollment Preferences: students considering a major in Arabic Studies

Expected Class Size: 15

Distributions: (D1)

Spring 2019

LEC Section: 01    M-F 10:00 am - 10:50 am     Radwa M. El Barouni

ARAB 111 (F)  Movers and Shakers in the Middle East  (WI)

Crosslistings: LEAD150 / HIST111 / ARAB111

Secondary Crosslisting

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

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper

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

Enrollment Limit: 19

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

Expected Class Size: 15-19

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB

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

Not offered current academic year

ARAB 201 (F)  Intermediate Arabic I

In this course we will continue to study the Modern Standard Arabic and one variety of spoken Arabic. Upon successful completion of this course,
students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing an increased vocabulary and cultural
appreciation of Arabic-speaking countries.

Class Format: lecture; the class meets four hours a week with the fourth hour a conversation section

Requirements/Evaluation: evaluation will be based on quizzes, tests, homework, and active class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
ARAB 202 (S) Intermediate Arabic II

As a continuation of ARAB 201, this course will expose students to Modern Standard Arabic and one variety of spoken Arabic while increasing their cultural literacy in Arab civilization. Our main textbook will be *Al-Kitaab fii Ta'allum al-'Arabiyya Part II* but outside materials from diverse media such as television and newspapers will also be included. *Class will be conducted in Arabic.*

**Class Format:** lecture; the class meets four hours a week with the fourth hour a conversation section

**Requirements/Evaluation:** evaluation is based on quizzes, homework, and active class participation

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

**Prerequisites:** ARAB 201 or permission of instructor

**Enrollment Limit:** none

**Expected Class Size:** 10

**Distributions:** (D1)

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

**Crosslistings:** JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

**Secondary Crosslisting**

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

**Class Format:** lecture

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

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

**Expected Class Size:** 30-40

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

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB. DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of
ARAB 209 (S) Saharan Imaginations (DPE) (WI)
Crosslistings: COMP234 / ARAB209 / ENVI208

Primary Crosslisting

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

ARAB 210 (S) The Challenge of ISIS
Crosslistings: HIST210 / REL240 / ANTH210 / ARAB210 / GBST210

Secondary Crosslisting

What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahidin and Taliban, and al-Qaeda, the course will go on to investigate how ISIS derives important aspects of its ideology and organization from these earlier movements and how it deviates from them. We will look at unique aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time. Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.

Class Format: lecture

Requirements/Evaluation: blogs (4 main blog posts, responses to at least 3-4 other blogs each week) (30%); analytic paper or class history paper (35%); 2 midterms (35%)
ARAB 215 (S) The Veil: History and Interpretations (WI)
Crosslistings: ARAB215 / WGSS110 / HIST110
Secondary Crosslisting
This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.
Class Format: tutorial
Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: first year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 10
Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Attributes: HIST Group E Electives - Middle East;
Not offered current academic year

ARAB 222 (F) Photography in/of the Middle East (DPE)
Crosslistings: ARAB222 / ARTH222
Secondary Crosslisting
Since its invention, photography has been globally disseminated and locally inflected, serving diverse documentary and expressive purposes around the world. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the hierarchical dynamics operative in individual communities and transcultural contexts. The course will explore photographic practices in different zones of the Middle East--e.g., the Holy Land, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the formative impact of visual representations in particular circumstances--what work do photographs do? Who resists and who benefits? The general goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.
Class Format: lecture/discussion meeting twice a week
Requirements/Evaluation: midterm, final, GLOW Posts and term project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: majors and area studies concentrators
ARAB 224 (S) Second Language Learning: The Learner, the Classroom, and the Social World
Learning a second language is one of the most exhilarating, rewarding, and eye-opening experiences of a life-time. Millions of people around the globe embark on a journey of exploration of target languages and cultures while reflecting on the self and home culture(s) in the process. This course introduces you to core issues related to the learning of a second language. What are the processes involved in learning a second language? What does it mean to know another language? Is second language learning similar to first language learning? Why are some language learners more successful than others? What individual variables do learners bring to the learning process? How can classrooms facilitate second language learning? How do learners perceive teachers’ feedback? How does the specific socio-cultural context impact language learning? How does learning about the target culture feed into language learning? How does the learner’s identity evolve in the process of second language learning? These are some key second language learning questions that we will examine in this class. Readings are drawn from studies on the learning of different languages.

Class Format: lecture
Requirements/Evaluation: active class participation, assignments, article presentation and leading a class discussion, language learner interview, a research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 20
Distributions: (D1)
Attributes: Linguistics
Not offered current academic year

ARAB 227 (F) Language and Society: What Does Your Speech Say About You?
Crosslistings: ARAB227 / ANTH227

Primary Crosslisting
Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

Class Format: lecture
Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: seniors, students who need to fulfill Arabic major or Anthropology major requirements, students interested in linguistics
Expected Class Size: 20
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ARAB; meets Division 2 requirement if registration is under ANTH
Attributes: Linguistics
ARAB 230 (F)  Who was Muhammad?
Crosslistings: ARAB230 / GBST230 / REL230

Secondary Crosslisting
Considered the Messenger of God, Muhammad is a central character of the Islamic tradition and has been the object of love and devotion for centuries. Recent outbursts sparked by controversial cartoons depicting Muhammad have made clear that he remains a revered and controversial figure even today. This course takes a critical historical perspective to the biographies of Muhammad, the founder of Islam. Rather than focus on the "facts" of his life, we will think about the ways in which historical context, political interests, and shifting conceptions of religion have influenced the way in which Muhammad has been imagined and remembered. We will also consider the ways in which Muslim and non-Muslim biographies of Muhammad are intertwined and interdependent, often developing in tandem with one another. By exploring Muslim and non-Muslim, pre-modern and modern accounts of Muhammad's life, we will think about the many ways in which Muhammad's life has been told and re-told over the centuries. In this course we will consider some of the following depictions of Muhammad: Muhammad as the object of ritual devotion; Muhammad as statesman and military leader; Muhammad's polygynous marriages and his young wife, Aisha; Muhammad as social reformer and revolutionary. Course readings will include pre-modern biographies (in translation) as well as contemporary Muslim and non-Muslim biographies.

Class Format: seminar
Requirements/Evaluation: reading responses, 3 short essays (3-4 pages double-spaced), and final exam
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: Religion majors
Expected Class Size: 10
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under ARAB

Not offered current academic year

ARAB 234 (F)  What is Islam?  (DPE)
Crosslistings: ARAB234 / GBST234 / REL234 / HIST208

Secondary Crosslisting
This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar
Requirements/Evaluation: reading responses, two essays, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Not offered current academic year
ARAB 236 (S)  Reading the Qur’an  (WI)
Crosslistings: ARAB236 / REL236 / COMP213 / GBST236
Secondary Crosslisting
In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur’anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur’anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur’anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.
Class Format: seminar
Requirements/Evaluation: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion and Arabic Studies majors
Expected Class Size: 19
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under REL or GBST; meets Division 1 requirement if registration is under ARAB or COMP
Not offered current academic year

ARAB 242 (S)  Women, Gender, and Sexuality in Islam  (DPE)
Crosslistings: WGSS242 / REL242 / ARAB242
Secondary Crosslisting
The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.
Class Format: seminar
Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors
Expected Class Size: 14
Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2019
SEM Section: 01    TR 9:55 am - 11:10 am     Saadia Yacoob
ARAB 243 (F) Islamic Law: Past and Present
Crosslistings: REL243 / WGSS243 / ARAB243 / HIST302

Secondary Crosslisting
From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.
Class Format: seminar
Requirements/Evaluation: weekly responses, four 2- to 3-page essays
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: majors
Expected Class Size: 10
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Attributes: HIST Group B Electives - Asia; HIST Group E Electives - Middle East; HIST Group P Electives - Premodern; JLST Interdepartmental Electives

Fall 2018
SEM Section: 01    TR 11:20 am - 12:35 pm     Saadia Yacoob
ARAB 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures  (DPE) (WI)
Crosslistings: ARAB249 / COMP249
Primary Crosslisting
Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given a short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle
Eastern literature(s)?

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly response papers, mid-term exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2018

SEM Section: 01    TR 9:55 am - 11:10 am    Brahim El Guabli

ARAB 252 (F) Arab Women Memoirs: Writing Feminist History

Crosslistings: WGSS251 / ARAB252 / COMP252 / HIST309

Primary Crosslisting

This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-person narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (A Mountainous Journey: An Autobiography), Fatima Mernissi (Dreams of Trespass: Tales of a Harem Girhood), Leila Ahmed (A Border Passage: From Cairo to America--a Woman's Journey), Fadia Faqir and Shirley Eber (In the House of Silence: Autobiographical Essays by Arab Women Writers), and Jumanah Haddad (I Killed Scheherazade: Confessions of an Angry Arab Woman), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.

Class Format: seminar

Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), and a final paper (7-10 pages)

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under HIST or WGSS

Attributes: GBST Middle Eastern Studies Electives

Not offered current academic year

ARAB 257 (F) Iran, Islam, and the Last Great Revolution (WI)

Crosslistings: ARAB257 / PSCI257

Secondary Crosslisting

The title and inspiration for this course comes from Robin Wright's book The Last Great Revolution. Wright argues that the 1979 Revolution in Iran...
completes the promise of the Modern Era, "launched in the West" but "adopted by or adapted to all other parts of the world." The overthrow of 2500 years of monarchy "paved the way for using Islam to push for empowerment." It is this empowerment, of nations and of ordinary individuals, that stands as the signal quality of modernity. The notion that post-revolutionary Iran offers an alternative path to modernity is hardly conventional wisdom in the United States or Europe, where images of men draped in religious passion and women in forbidding black chadors are as common as the belief that the 1979 Revolution set Iran spinning back thirteen centuries in time. If westerners do not view Iran as entirely anti-modern, then at best they see it as a country filled with "paradoxes" and "puzzles," one in which indie rock bands play underground, figuratively and literally beneath the feet of retrograde religious fanatics, or unveiled women attend all-night parties only to slip back into proper hejab the next morning. The class will ask you to consider why these assumptions exist, whether they are the symptoms of a western civilization "clashing" with the east, and if they are exclusive to the United States or Europe. Does there also exist an "orientalism in reverse," a negative gaze of Iranians towards the west and towards their fellow, "backwards" citizens?

Class Format: seminar

Requirements/Evaluation: first short essay, 5 pages (15%); second short essay, 5 pages (15%); research paper, 15-20 pages (30%); participation, including blogs, presentation, and precis (40%)

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Distributions: (D1) (WI)

Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under ARAB

Fall 2018

SEM Section: 01    M 7:00 pm - 9:40 pm    Shervin Malekzadeh

ARAB 259 (S) Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World

Crosslistings: ARTH259 / AFR259 / ARAB259

Secondary Crosslisting

From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.

Class Format: lecture

Requirements/Evaluation: three reading response papers (2 pages each), class journal, a mid-term exam, and a final exam

Prerequisites: none, although an introductory course in art history or Islamic studies would be useful

Enrollment Limit: 25

Enrollment Preferences: if the course is oversubscribed, preference will be given to students who have declared a major in Art History or Africana Studies

Expected Class Size: 15

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ARAB; meets Division 2 requirement if registration is under AFR

Attributes: GBST African Studies Electives

Not offered current academic year

ARAB 261 (S) Comparative Postcolonial Narratives: Novels from the Arab World, Latin-America and the Caribbean (WI)
Secondary Crosslisting

In this introductory course to the global postcolonial novel, we will examine novels in translation from the Arab world, Latin America and the Caribbean that are in conversation with each other. Through textual and formal analysis of selected novels in translation, we will ask questions concerning the legacy of the different forms of European colonialism in these distinct geographies. This course has two goals: First, to familiarize students with classical, canonical and popular Arabic, Latin American and Caribbean novels that deal with the history of European colonialism and/or its aftermath. Second, to introduce student to some of the critical trends and theoretical debates concerning the potential and limits of reading these novels as resistance and/or postcolonial literature. In addition to selected critical essays, the readings for this course may include novels by the following writers: Assia Djebar (Algeria), Gamal al-Ghitani (Egypt), Sahar Khalifah (Palestine), Tayyib Saleh (Sudan), Alejo Carpentier (Cuba), Rosario Castellanos (Mexico), Jamaica Kincaid (Antigua), and Gabriel García Marquez (Colombia).

Class Format: seminar

Requirements/Evaluation: active class participation, three short papers (3-5 pages) and a final 7- to 10-page expansion and rewrite

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors or prospective majors in Comparative Literature or Arabic Studies

Expected Class Size: 15

Distributions: (D1) (WI)

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

Not offered current academic year

ARAB 278 (F) The Golden Road to Samarqand

Crosslistings: ARAB278 / ARTH278

Secondary Crosslisting

The region stretching from present day Iran to India figures prominently in contemporary global culture but it also has a rich and complex history—an amalgamation of Persian, Turkish and Islamic influences. Home to Genghis Khan and Timur (Tamerlane), Akbar the Great and Shah Jahan, it has generated some of the most renowned monuments (e.g. the Taj Mahal and the blue tiled mosques of Isfahan) and refined manuscript painting ever known. We will cover a broad swath of time—from the 10th to the 20th century—concentrating on important centers of artistic production such as Timurid Central Asia and Mughal India. Students will have the opportunity to study original works of art in the college museum collections.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, a short paper, a midterm and a final

Prerequisites: none

Enrollment Limit: 20

Distributions: (D1)

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

Attributes: GBST Middle Eastern Studies Electives

Not offered current academic year

ARAB 280 (S) Islam and Anthropology

Crosslistings: REL346 / ANTH346 / ASST346 / ARAB280

Secondary Crosslisting

If anthropology has helped to define Islam in global thought, Islam has returned the favor, holding a critical mirror to the anthropological endeavor perhaps more than any other traditional "object" of study. This course examines anthropological studies of Islamic societies for what they teach us both about Islam and about anthropology. We begin with foundational social theorists whose studies of religious phenomena helped give rise to the field of anthropology of religion. We then survey influential efforts to construct "ideal-type" models of Muslim society based on anthropological and historical knowledge, alongside efforts to critique, historicize, and redirect the model-building project (notably by Talal Asad and Edward Said). The second half of the course is devoted to ethnographies that explore, from a variety of perspectives and in several regions (Morocco, India, Egypt,
Syria), questions of human agency, hierarchy and resistance, and Islam as discursive resource, ethical project, and embodied community.

Class Format: seminar

Requirements/Evaluation: weekly postings, one 5-page paper, one 10-page paper, discussion leading

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: juniors and seniors, Anthropology, Sociology or Religion majors

Expected Class Size: 19

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Not offered current academic year

ARAB 301 (F) Advanced Arabic I

This course is a continuation of Intermediate Arabic. It focuses on expanding the students’ knowledge of vocabulary and grammar while stressing the development of reading, spoken, and written skills in Modern Standard Arabic. The material covered in class will include lessons from the Al-Kitaab series, as well as literary and multi-media works. Emphasis will be placed on increasing cultural literacy. *Class is conducted in Arabic.*

Class Format: meets four hours a week with the fourth hour a conversation section, time to be arranged

Requirements/Evaluation: active class participation, completion of all written assignments, quizzes, a midterm, and a final exam

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

Prerequisites: two semesters of Intermediate Arabic or permission of instructor

Enrollment Limit: none

Expected Class Size: 8

Distributions: (D1)

Fall 2018

LEC Section: 01    TR 8:30 am - 9:45 am     Amal Eqeiq

ARAB 302 (S) Advanced Arabic II

This course is a continuation of Intermediate Arabic. It focuses on expanding the students’ knowledge of vocabulary and grammar while stressing the development of reading, spoken, and written skills in Modern Standard Arabic.

Class Format: lecture

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

Prerequisites: ARAB 301 or permission of instructor

Enrollment Limit: none

Expected Class Size: 8

Distributions: (D1)

Spring 2019

LEC Section: 01    MWF 10:00 am - 10:50 am     Amal Eqeiq

ARAB 303 (F) A History of Islam in Africa

Crosslistings: HIST303 / REL303 / ARAB303 / GBST303 / AFR303

Secondary Crosslisting

This course examines the history of Islam in Africa from the seventh century to the present. We will start off by looking at the spread of Islam in different parts of Africa. We will then analyze the social, political, economic, and cultural impact of Islam on African societies, the interaction between Islam and indigenous African institutions, the Islamic revolutions in the nineteenth century, the impact of European colonial rule on Muslim societies, and the development of Islam in the post-independence period. We will also examine how African Muslims reconstructed and asserted their religious
identities by localizing Islamic intellectual traditions, healing practices, music, arts, cultural norms, and formal and informal religious festivals. By the end of the semester students should be able to appreciate Islam's common framework as well as its diversity and dynamics within that larger framework and over time.

**Class Format:** seminar

**Requirements/Evaluation:** two 7-page papers and one 12- to 15-page paper

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** lottery

**Expected Class Size:** 25

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB

**Attributes:** GBST African Studies Electives; HIST Group A Electives - Africa

Not offered current academic year

**ARAB 305 (S) Nationalism and Nation Building in the Middle East**

**Crosslistings:** ARAB305 / HIST305

**Secondary Crosslisting**

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie."

This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East and the challenges of statecraft. After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Iraq, Israel, Turkey, Palestine, Iran, and Egypt. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty. Finally, we will evaluate the role of foreign powers in nation building in the Middle East and consider whether the modern concept of the nation has any validity in the Middle Eastern context.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on several short papers and a "Magnus" Opus (a.k.a. final research paper)

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors and students with a background in Middle Eastern studies

**Expected Class Size:** 20-25

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB

**Attributes:** HIST Group E Electives - Middle East

Not offered current academic year

**ARAB 308 (S) The Nile (DPE) (WI)**

**Crosslistings:** ARAB308 / HIST308

**Secondary Crosslisting**

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for
human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to “water wars” in East Africa and the Middle East.

**Class Format:** seminar

**Requirements/Evaluation:** short papers and final project/paper

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

**Prerequisites:** none, though background in Middle East history is preferable

**Enrollment Limit:** 19

**Enrollment Preferences:** History and Arabic Studies majors

**Expected Class Size:** 15

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

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB. DPE: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment. WI:

**Attributes:** HIST Group E Electives - Middle East; HIST Group P Electives - Premodern;

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**ARAB 310 (S) Iraq and Iran in the Twentieth Century**

**Crosslistings:** ARAB310 / HIST310

**Secondary Crosslisting**

Despite being neighbors, the historical experience of Iran and Iraq has been drastically different. In this course we will begin by exploring the creation of Iraq in 1921 and the Pahlavi government in Iran. We will evaluate the revolutions of 1958 and 1978-9 and compare the lives and careers of Saddam Hussein and Ayatollah Khomeini. The tragic Iran-Iraq war of 1980-88 will also be discussed. Finally, the political future of these countries will be assessed.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, short essays, and a final paper

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

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB

**Attributes:** GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East

*Not offered current academic year* 

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**ARAB 322 (S) Islam in Spain**

**Crosslistings:** ARAB322 / RLSP322

**Secondary Crosslisting**

The presence of Islam—in all its diverse manifestations—is not new to Europe, least of all to Spain. In this course we will focus for the most part on the medieval and early modern periods, and study several works—primarily of literature, though we will supplement with other texts—in which Muslims and Islam have been portrayed in the Iberian Peninsula. We will cover a wide range of perspectives that include Christian and Muslim writers as well as converts on both sides. While the bulk of the course is focused on the period prior to 1700 CE, we will devote the final few weeks of class to the study of Islam in contemporary Spain using fiction, legal debates, and issues related to immigration. *Conducted in Spanish*

**Class Format:** seminar

**Requirements/Evaluation:** two short papers, oral presentations, one final project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
ARAB 330 (F) Thinking Critically: Major Debates in Modern Arab Thought (WI)

Crosslistings: ARAB330 / COMP363

Primary Crosslisting

The aim of this course is to introduce students to some of the major debates in Arab intellectual history in the 20th century and the ways in which they have shaped Arabic Studies as a discipline. We will read a range of texts from History, Religion, Politics, Anthropology, Cultural Studies, Literature, Gender, Sexualities and Women Studies, in order to gain a deeper insight into critical debates about nationhood, modernity, post-coloniality, democracy, feminism, social, political and religious movements, Orientalism and post-Orientalism, and the making of modern Arab subjectivities. In addition to a course packet with selected texts and essays, students are required to read the following books: Ibrahim Abu-Rabi', *Contemporary Arab Thought: Studies in Post-1967 Arab Intellectual History* (2004), Elizabeth Suzanne Kassab, *Contemporary Arab Thought: Cultural Critique in Comparative Perspective* (2010) & Tarik Sabry, *Arab Cultural Studies: Mapping the Field* (2012).

Class Format: seminar

Requirements/Evaluation: active class participation, three short papers (3-5 pages), and a final 7- to 10-page expansion and rewrite

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors or prospective majors in Arabic Studies and Comparative Literature

Expected Class Size: 15

Distributions: (D1) (WI)

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

Not offered current academic year

ARAB 331 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE) (WI)

Crosslistings: COMP332 / ARAB331

Primary Crosslisting

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students majoring in or considering a major in Arabic Studies

**Expected Class Size:** 19

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARAB DPE: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

**Attributes:** GBST Middle Eastern Studies Electives;

Fall 2018

SEM Section: 01  MR 1:10 pm - 2:25 pm  Amal Eqeiq

**ARAB 332 (F) Islam and Feminism**

Crosslistings: ARAB332 / WGSS334 / REL332

**Secondary Crosslisting**

This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses so such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.

**Class Format:** seminar

**Requirements/Evaluation:** weekly responses, four 2- to 3-page essays

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors

**Expected Class Size:** 10

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB

Not offered current academic year

**ARAB 346 (S) Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean**  
(DPE) (WI)

Crosslistings: COMP346 / ARAB346

**Secondary Crosslisting**

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomies, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels.
between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ARAB.

This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to address global injustices and neoliberalism.

Spring 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm    Amal Eqeiq

ARAB 368 (F) Arab Women Writers: Remapping Urban Narratives  (WI)

Crosslistings: COMP368 / ARAB368 / WGSS368

**Primary Crosslisting**

In "The Lover of Blue Writing above the Sea," (1995) a poem written to console a lover after the death of his beloved, Syrian poet, Ghada al-Samman, pens: "If you are sad and burn the edge of my book/I shall come to you/like the genie in my grandmother's Damascene stories..." As these lines imply, the fantastic grandmother's Damascene stories have the power to equally amend broken hearts and restore memories of loss. In this course, we will adopt "the grandmother's Damascene stories" as a conceptual metaphor that guides our line inquiry into the intersection of Arab women's narrative and the city. We will read novels and short stories by Arab women writers about cities and capitals in the Arab world and the diaspora. The goal of this course is not only to familiarize students with prominent Arab women novelists, such as Hoda Barakat, Radwa Ashur, Liana Badr, Raja'a Alem, Alia Mamdouh, and Ahlam Mosteghanemi, among others, but also to introduce them to the literary and visual cartography of Beirut, Granada (via Cairo), Ramallah, Mecca, Baghdad, and Constantine, respectively. We will also read short stories about other cities in the world, such as New York, Paris, London, Buenos Aires and Tokyo among other world metropolis. Questions we will address include: How does the city appear as a protagonist? How do Arab women novelists represent nationhood, modernity, memory, love, war, sexuality and religion, among other themes, in their construction of urban narratives? How do these narratives map an Arab feminist metropolis? How do Arab women writers represent cities beyond the Arab world? To answer these questions, we will also look at Arab women's blogs and watch films that focus on the city as a site for spatial articulation of national histories, popular revolutions, and feminist public spheres.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, several short response papers, three short papers (3 - 5 pages), a final performance project, and a final paper (7 - 10 pages)

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors and Comparative Literature majors

**Expected Class Size:** 15

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under WGSS.
ARAB 369 (S)  Indigenous Narratives: From the Fourth World to the Global South  (WI)
Crosslistings: GBST369 / HIST306 / ARAB369 / COMP369

Secondary Crosslisting
In the late 20th century, world literature has witnessed a “boom” in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this “indigenous boom” by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: seminar
Requirements/Evaluation: active class participation, several short response assignments (2-3 pages each), final performance project, and final paper (5-7 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under COMP or ARAB; meets Division 2 requirement if registration is under GBST or HIST
Attributes: GBST Borders, Exiles + Diaspora Studies Electives;
Not offered current academic year

ARAB 397 (F)  Independent Study: Arabic

Class Format: independent study
Distributions: (D1)

Fall 2018
IND Section: 01  TBA  Magnús T. Bernhardsson

ARAB 401 (S)  Topics in Advanced Arabic I: Contemporary Arab Cinema
Crosslistings: ARAB401 / COMP403

Primary Crosslisting
The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be
conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

Class Format: lecture
Requirements/Evaluation: essays, presentations, final paper, exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARAB 302
Enrollment Limit: none
Expected Class Size: 5
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ARAB
Attributes: FMST Core Courses
Not offered current academic year

ARAB 411 (F) Happy Holidays! A Comparative History of Commemorations and Festivals (WI)
Crosslistings: ARAB411 / HIST411 / REL321
Secondary Crosslisting
What do our holidays tell us about ourselves and our societies? This seminar in religious, political and cultural history is in two parts. In the first half, we will explore the major holidays and festivals that emerged in the Middle East among the three monotheistic religions (Judaism, Christianity, and Islam). It will examine how certain events became ritualized and then spread to different parts of the globe and were adapted to specific cultural situations. We will consider the role of myth and commemoration and how various religious holidays are celebrated in different ways around the world. The second part of the seminar focuses on secular holidays with particular attention to the Modern Middle East. Which events are commemorated and how and what are the political implications of these celebrations?
Class Format: seminar
Requirements/Evaluation: several short response papers and a 20- to 25-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: seniors, especially History and Arabic Studies majors
Expected Class Size: 12
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Attributes: HIST Group E Electives - Middle East;
Not offered current academic year

ARAB 412 Advanced Readings in Contemporary Arabic Literature
This course, taught in Arabic, aims at providing students with a deeper understanding of contemporary Arab literature. By navigating different literary moments, foci and genres, the course will offer a panoramic view of the contemporary literary map of the region. While the course will focus on some mainstream writers such as the Egyptian Naguib Mahfouz and the Sudanese Tayyib Salih, it will also feature stateless and non-canonical writers such as Alaa Al-Sarky and young poets using 'amiyya' or colloquial Arabic as their main tool of expression. We will read short stories, excerpts from novels, literary critiques, interviews with authors, examples of classical and lyrical poetry, as well as watch a number of movies based on literary adaptations. Through examining representative literary texts from various parts of the Arab region, students will not only broaden their awareness of the socio-political and cultural dynamics emanating from these works, but will also improve their linguistic and stylistic knowledge of Arabic at more sophisticated levels.
Class Format: seminar
Requirements/Evaluation: active participation in class, reading responses, presentations, blogs, quizzes, final paper
Prerequisites: ARAB 302 or permission of the instructor
ARAB 415 (S) Beyond Headlines: Surveying the Arab Landscape through Arabic Media
How does Arabic media represent the Arab landscape? This course will explore Arabic media as a window to the understanding of modern Arab thought and culture. It will discuss Arabic media as a vehicle through which issues of political, historical, social, and economic significance in the Arab world are discussed, debated, and analyzed. Some issues include political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization. The course will explore these issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources.

Class Format: lecture
Requirements/Evaluation: active participation in class, assignments, blogs, quizzes, presentation, final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARAB 302
Enrollment Limit: 12
Enrollment Preferences: Arabic majors
Expected Class Size: 8
Distributions: (D1)
Attributes: FMST Core Courses
Not offered current academic year

ARAB 416 (S) Arabic Short Stories: Societies, Cultural narratives & Literary aesthetics
In this course we will explore the literary languages of Arabic and as well as various political and socio-economic issues via a selection of short stories that hail from geographically diverse authors. Being attentive to detailed readings of the text, their context, and the environment within which the author composed the text in question, we will weave our way through these short stories, developing the four language skills in addition to cultural competency. Although the course will avoid the monolithic approach of reading these stories as a social document that is a reflection or mirror of their societies, and will be equally concerned with the aesthetics of the Arabic literary narratives, the socio-economic and political issues discussed in the stories will be of relevance to the broader realms of Middle Eastern studies writ large. Tradition vs. modernity, the individual in opposition to the state, and gender issues are just some of the themes that will be discussed. In addition to the short stories provided, the class will engage in complimentary activities and material, like links to open source online videos and articles to expand on our knowledge of specific Arabic cultural and sociological phenomena. In addition to the short stories, there will be a short list of novels from which each member in the class will choose according to their interests. Reading the novel will be a term long project and will entail one-on-one meetings every two weeks with the instructor and will be tailored according to individual needs.

Class Format: seminar
Requirements/Evaluation: preparation and active participation, response questions and vocabulary building homework, short 2-page essays, midterm video, and end of term paper (5-7 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARAB 302 or by permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: Arabic Studies students
Expected Class Size: 4
Distributions: (D1)

Spring 2019
ARAB 420 (F) Current Events from the Maghreb and the Middle East
Students in this course will engage with authentic materials from Arabic media, covering the Maghreb and the Middle East. Using original content from newspapers, magazines, websites, TV channels, podcasts, and specialized news outlets, the course will take students from intermediate high to advanced high level. Through their active engagement with the course materials, students will acquire a very diverse vocabulary, strengthen their mastery of Arabic grammar, and perform advanced linguistic skills in Modern Standard Arabic (MSA). Moreover, students in this course will be able to produce substantial narratives about complicated and abstract topics, argue for or against an idea, and discuss a variety of topics in MSA. In addition to enhancing students' listening, speaking, reading and writing skills, close, critical attention will be paid to deepening students' cultural competence. Students are expected to give three presentations through the course of the semester, write weekly response papers in Arabic, participate in a collective project, and produce a final paper about a topic of their choosing in consultation with the instructor.

Class Format: seminar
Requirements/Evaluation: active participation, three presentations, collaborative project, final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARAB 302 or permission of the Instructor
Enrollment Limit: 15
Enrollment Preferences: Arabic Studies majors and certificate students
Expected Class Size: 8
Distributions: (D1)

Fall 2018
SEM Section: 01 MR 1:10 pm - 2:25 pm Brahim El Guabli

ARAB 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)
Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480
Secondary Crosslisting
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial
Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, though some academic experience with Middle East materials is preferred
Enrollment Limit: 10
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.
ARAB 493 (F)  Senior Thesis: Arabic Studies
Senior Thesis: Arabic Studies
Class Format: Independent thesis
Distributions:  (D1)

ARAB 494 (S)  Senior Thesis: Arabic Studies
Senior Thesis: Arabic Studies
Class Format: Independent thesis
Distributions:  (D1)

ARAB 498 (S)  Independent Study: Arabic
Arabic Independent Study. Topic and methodology will be determined by instructor and student.
Class Format: independent study
Requirements/Evaluation:  depends of topic and methodology but could include a translation, a 25 page paper, or a short story
Extra Info:  may not be taken on a pass/fail basis
Department Notes:  400 level ARAB course
Distributions:  (D1)

On leave Fall/Spring: Professors: P. Low, S. Solum.
On leave Spring only: Professor C. Chavoya, Senior Lecturer H. Edwards.

The Department offers students different paths to explore the vital connection between visuality and creativity. With courses of study in the History of Art and the Practice of Studio Art (or a combination of History and Practice), the Major is designed to train students to develop the technical, conceptual, critical, and historical tools they need to engage the visual world.

ADVISING
Majors are expected to discuss their choice of courses and path through the major with their advisor or another professor in the department. Official departmental advisors for each route through the major (listed here below) are available to field general questions concerning curriculum, requirements, and planning to study away.

Art History Faculty Advisor: Elizabeth McGowan
Art Studio Faculty Advisor: Amy Podmore
History and Practice Faculty Advisor: Ben Benedict

ART HISTORY
The history of art is different from other historical disciplines in that it is founded on direct visual confrontation with objects that are both concretely present and yet documents of the past. We emphasize analysis of images, objects, and built environments as the basis for critical thought and visual literacy. In addition to formal and iconographic analysis, we use the work of other disciplines to understand visual images, such as social history, perceptual psychology, engineering, psychoanalysis, cultural studies, and archaeology. Because of its concentration on visual experience, the Art History major increases one’s ability to observe and to use those observations as analytical tools for understanding history and culture.

Major Requirements
The Art History major requires a minimum of nine courses:

Any three of the following four courses: ARTH 101, ARTH 102, ARTH 103, and ARTH 104

Any ARTS (studio) course.

Any two courses in Art History concerned with the following: one course in art history concerned with a period prior to 1600 and one course in art history concerned with post 1600.

ARTH 301 Methods of Art History

One 400-level Seminar or 500-level Graduate Seminar (in addition this course may be used to satisfy the pre-1600 or post-1600 requirement).

One additional course, at any level.

The faculty encourages students to construct a major with historical depth and cultural breadth. The numbered sequence of courses is intended to develop knowledge and skills appropriate to students’ level of experience, ultimately supporting original, independent work at the 400-level.

100-LEVEL COURSES require no experience in the subject. They are introductions to the field that develop students’ skills in visual analysis, interpretation, and written expression and argumentation.

200-LEVEL COURSES are introductions to specific fields within art history, but normally open to students with no experience in art history. Often, there is a significant lecture component to the courses.

300-LEVEL COURSES focus more closely on specific art-historical problems, or present material in a tutorial format. The goal of these courses is to build skills needed for independent research and sustained analytical writing. Generally, there is a higher expectation of student participation or
initiative, and longer and/or more frequent writing assignments. In the 300 level, students learn to work with and evaluate different types of sources, research tools, historical perspectives, and methodological approaches.

400-LEVEL COURSES are intensive discussion-oriented seminars that emphasize critical analysis and build toward student-initiated, independent work (oral presentations and sustained, analytical research papers). Advanced majors who have taken ARTH 301 are encouraged to work at the 400 or 500 level, and papers produced in these courses are normally the basis for the senior thesis.

HISTORY AND PRACTICE

This route allows students to study in depth both the history of art and the making of it. It offers considerable flexibility: students may propose courses of study that emphasize particular media, themes, or methodological issues. Students may take more courses in one wing of the department than the other, as long as the minimum requirements in each wing are satisfied. (Note that the Art History and Studio Art Practice routes are strongly recommended for any prospective Art major who is contemplating graduate study in Art History or Art Studio.)

Some students will be attracted to both wings of the department but will not have a field of study that falls between the two. In these cases, it is better for the student to choose between history and studio-taking additional courses from the other wing as desired. In short, the History and Practice route is reserved for students with a strong record of achievement who cannot be accommodated in the two wings of the department.

History and Practice students who are admitted to the Senior Tutorial will participate in the senior studio exhibition at the end of the year.

Unlike the history or studio routes, acceptance into the History and Practice route is not automatic. The student must first submit a written application for the major. The application must include a thoughtful statement of the theme of the major that both 1) shows the coherence and integrity of the plan of study and 2) explains why the students' goals cannot be met in either history or studio. The application must include both the written statement and a list of proposed courses. The application must be submitted in two copies to advisors in both wings of the department. If approved, the application and list of proposed courses must be submitted to the department secretary before registering for the major.

Major Requirements

The History and Practice major requires a minimum of nine courses:

- Any two of the following four courses: ARTH 101, 102, 103, and 104
- ARTS 100 Drawing I
- One 200-level ARTS course.
- ARTH 301 Methods OR ARTS 319 Junior Seminar
- One ARTH seminar (400-level) OR one 500-level graduate course (except 508)
- One 300-level ARTS course OR (with permission) ARTS 418 Senior Seminar
- Any two additional Art Studio or Art History courses. At least one elective must be taken in each wing of the department. At least one of the electives must be an Art History course concerned with a period of art prior to 1600.

THE DEGREE WITH HONORS IN ART

Students who wish to become candidates for the degree with honors must show prior evidence of superior performance in the major as well as research capabilities to carry out the proposed project.

Art History

To graduate with honors in art history, students are to enroll in the Senior Thesis Seminar (ARTH 494) during the Spring semester of their senior year, where they will develop an original research paper (completed in a prior course, a travel research project, or an independent study). To be admitted to the seminar, students must submit their original research paper to the Art Department’s Administrative Assistant in Lawrence no later than the end of the reading period of the Fall semester. The paper must be properly formatted and include both illustrations and bibliography. It must additionally include a thesis project proposal of 500-700 words.

Students must also secure an academic advisor for their project and complete the advising Agreement Form (available from the Art Department’s Administrative Assistant) by the end of the reading period of the Fall semester. This form serves to verify: a) your advisor’s support of your project, and b) your advisor’s approval of your plans for Winter Study. Students should plan to dedicate Winter Study to work on their thesis project and, to this end, they should enroll in ARTH 31 immediately after (but not before) notification of admission into ARTH 494. (To avoid problems should they not be admitted to ARTH 494, students should pre-register in another Winter Study course). Because faculty are not usually available during this period, it is very important for students to plan, together with their advisors, a work schedule for Winter Study with concrete goals. Admission to the Senior Thesis Seminar will be determined by the instructor of the seminar, in consultation with the Art Department faculty. The important criteria for admission are: 1) the quality, originality, and potential of the research paper on which the thesis project will be based; 2) the availability of a suitable advisor for the project, and the commitment of that advisor to supervise the work during the Spring term; 3) strong past performance in the art history route to the
Major; 4) completion of ARTH 301 by the time of the application (exceptions to this rule must be granted beforehand by the chair of the Department).

In early January, the instructor will notify students of their admission to the Thesis Seminar. Since enrollment is by invitation only, students should pre-register for four classes in the Spring semester. If invited to join the seminar, students should then drop one of those courses and add the Thesis Seminar during drop-add period. The Thesis Seminar is to be taken in addition to the nine required courses for the art history route to the Major. Once in the seminar, students will revise, refine, and expand on previous research and produce a paper of approximately 25 pages. At the end of the semester, they will present a shortened version of the paper to the faculty and public at the Williams College Museum of Art.

Students who have identified a thesis topic and secured an advisor may apply early (in the Spring semester of their junior year) in order to pursue—in relation to their thesis project—summer research opportunities and/or a faculty-sponsored independent study in the following Fall semester. The procedure and criteria for students applying early are the same as those outlined above. (That is, students applying early would likewise take the Winter Study and Spring courses). Materials for early application (the same as outlined above) would be due by 5:00 pm on the Thursday preceding Spring Break.

History and Practice

The route to honors is a combination of the art studio and art history routes to honors. At the beginning of senior year, a candidate for honors in History and Practice makes a proposal to two faculty members, one faculty advisor from each wing of the department. If both advisors agree to supervise the project, the candidate enrolls in an independent study and works through the Fall semester and Winter Study. The progress of the project is assessed by both advisors at the end of Winter Study; if the project is not well enough developed, the advisors may end it at that time. If the project is allowed to move forward, the student enrolls either in Senior Seminar (ARTS 418, for which they will need permission of the instructor), if the project is primarily a matter of making art, or in an Honors Independent Study, if it is primarily a writing project. The final project is submitted to the two advisors, who will determine whether or not it will receive honors.

STUDY ABROAD

The Art Department encourages students to travel during Winter Study, and to study abroad for a semester during the junior year. Students planning on studying abroad must: consult a departmental advisor, leave a copy of their Study Away Petition on file in the Department, and consider the required junior seminars (ARTH 301 and ARTS 319) that prepare students for the independent research and/or independent artistic production which is the focus of the senior year.

Art History

Art History majors must take ARTH 301 in their junior year unless they are planning to study abroad for a full year or unless there is only one section of 301 offered; in that case, they may take the required class in their senior year (and should consider taking the course as a second-semester sophomore). The Department does not pre-approve courses for the art history major, but will offer provisional credit for courses that appear to satisfy requirements for the major. Art history majors may satisfy no more than 3 requirements abroad (the ARTS requirement may be satisfied abroad only if the student is away for the full academic year. Student may not receive credit for 400-level work while abroad). Art history students should be aware that in many programs course selection is limited and is not known before one commits to the program. It may happen that none of the art history courses offered during the semester abroad satisfy distribution requirements for the major.

History and Practice

History and Practice majors must plan accordingly for their elected junior seminar. For art history courses taken abroad, history and practice majors can seek provisional credit for courses that appear to satisfy requirements for the major. No provisional credit is possible for studio courses; students must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 2 major requirements may be satisfied per semester while abroad (one in studio, one in history), with no more than 3 courses total. History and practice majors cannot satisfy ARTS 319 or any 400-level courses abroad.

ARTH 10 (W)  From Metal to Money: Ancient Numismatics

Crosslistings: ARTH10 / CLAS10

Secondary Crosslisting

How were coins made and circulated in the ancient world? Why did a city or individual choose to mint coins? What role did coins play in people's lived experience, as well as in Greek and Roman visual culture? In this course, we will explore the Western coinage tradition from its origins through Late Antiquity, using the college's own numismatic collection as a basis for methodological discussions and for individual research. In consultation with the professor, each student will select coins from the collection and relate it to each of the different methodological issues under investigation. These topics will include mint and die studies; analysis of coin hoards; approaches to coin finds in archaeological excavation; the use of coins as historical
"documents"; and the iconography of Greco-Roman coinage as it relates to classical art history. For most class meetings, students will present a short report on how the methodological issue under discussion relates to specific coins they have selected from the college's collection, before choosing a final research project. In addition to the hands-on experience of working with these coins, we will also survey the different historical coinages from antiquity (e.g., Classical Greek, Hellenistic Greek, Roman Republican) through a series of illustrated lectures.

**Class Format:** afternoons

**Requirements/Evaluation:** 10-page paper and a presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** preference will be given to students majoring in Classics, Art History, and History

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

Winter 2019

LEC Section: 01    TR 10:00 am - 12:50 pm    PORG 10:00 am - 12:50 pm    Nicole G. Brown

**ARTH 11 (W)  Editorial Cartooning and the Art of Propaganda**

**Crosslistings:** ARTH11 / PSCI11

**Primary Crosslisting**

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

**Class Format:** afternoons

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

**Prerequisites:** none

**Enrollment Limit:** 12

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

**Materials/Lab Fee:** $50

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    Cancelled

**ARTH 16 (W)  True and Wild Tales: Argentine Cinema after 1985**
Crosslistings: ARTH16 / LATS16

Primary Crosslisting

The Argentine film industry is one of the most developed in the Spanish-speaking world. It is rich in genres and production scales, and in the issues raised by the films themselves. This immersive course encourages dynamic engagement with these issues, as we watch films that grapple with the country’s painful legacy of dictatorial rule, coming-of-age road movies, familial dramas, and riotous comedies that feature that distinctive, biting Argentine humor. Our meetings consist of three mandatory screenings per week, two of which are followed by class discussion. In addition to learning about the Argentine context, we will learn vocabulary and tools for discussing and writing about film. No previous coursework in film, or fluency in Spanish required (the films are subtitled)--only an interest in contemporary Argentine cinema and culture.

Class Format: afternoons

Requirements/Evaluation: 2- to 3-page paper; 3 mandatory screenings each week

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference will be given to Art Studio and Art History majors, as well as students concentrating in Latino/a Studies

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01 MTR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Mari Rodríguez Binnie

ARTH 17 (W) Architectural Models

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

Class Format: mornings

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Art majors will have preference

Materials/Lab Fee: $25

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Winter 2019

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

ARTH 19 (W) 21st Century Museums--From the Inner Workings to the Future Vision of Culture Making

Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19

Secondary Crosslisting

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

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

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

ARITH 31 (W) Senior Thesis: Art History
To be taken by students registered for ArtH 494. For requirements of entry into the course, please see "The Degree with Honors in Art, Art History" in the catalogue or on the Art Department’s webpage.
Class Format: independent study
Enrollment Limit: 8
Enrollment Preferences: students need permission of the department to register for this course
Distributions: (D1)

Winter 2019
HON Section: 01  TBA  Elizabeth P. McGowan

ARITH 33 (W) Honors Independent Study: Art History
To be taken by candidates for honors by the independent study route.
Class Format: independent study
Distributions: (D1)

Winter 2019
IND Section: 01  TBA  Amy D. Podmore

ARITH 99 (W) Independent Study: Art History
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: Independent study
Distributions: (D1)

Winter 2019
IND Section: 01  TBA  Elizabeth P. McGowan

ARITH 101 (F) Art Through Time
A single-semester, team-taught introduction to European and North American art and architecture from the beginning to approximately 1600. This course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, exhibited,
bought and sold, held, touched, worn, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. To train students to look carefully at art, and to give them time with original works of art, we use the wealth of art resources in Williamstown: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, the Williams College Museum of Art, and the Chapin Rare Book Library.

Class Format: lecture with discussion section

Requirements/Evaluation: quizzes, midterm, two papers and a final exam

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 80

Distributions: (D1)

Not offered current academic year

ARTH 102 (S)  Art Through Time

A semester-long, team-taught introduction to European and North American art and architecture from approximately 1600 to today. This course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, exhibited, bought and sold, held, touched, worn, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. To train students to look carefully at art, and to give them time with original works of art, we use the wealth of art resources in Williamstown: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, the Williams College Museum of Art, and the Chapin Rare Book Library.

Class Format: lecture with discussion section

Requirements/Evaluation: quizzes, midterm, two papers and a final exam

Enrollment Limit: none

Expected Class Size: 80

Distributions: (D1)

Spring 2019

LEC Section: 01  MWF 12:00 pm - 12:50 pm  Michael J. Lewis, Catherine N. Howe

CON Section: 02  T 9:55 am - 11:10 am  Michael J. Lewis

CON Section: 03  T 11:20 am - 12:35 pm  Michael J. Lewis

CON Section: 04  T 1:10 pm - 2:25 pm  Michael J. Lewis

CON Section: 05  Cancelled

CON Section: 06  Cancelled

CON Section: 07  R 9:55 am - 11:10 am  Catherine N. Howe

CON Section: 08  R 11:20 am - 12:35 pm  Catherine N. Howe

CON Section: 09  R 1:10 pm - 2:25 pm  Catherine N. Howe

CON Section: 10  Cancelled

CON Section: 11  F 8:30 am - 9:45 am  Megan E. Baker

ARTH 103 (F)  By Land and Sea: Art, Culture and Religion Along the Trade Routes of Asia

Crosslistings: ARTH103 / ASST103

Primary Crosslisting

This undergraduate Asian art and architecture survey course will focus on artistic, religious, and cultural exchange along the two major trading networks connecting Asia: the Silk Road and the South East Asian sea routes. Following the spread of religious ideas across these routes, the survey will examine art forms including textiles, manuscripts, paintings, luxury items and sculpture, as well as architectural examples. The three major
religions and their artistic expressions that will be explored in class are Buddhism, Hinduism and Islam. An underlying theme in class will be to study the spread and evolution of artistic styles and iconography across Asia, while also highlighting the continuation of local traditions that persisted despite outside influences.

Class Format: lecture

Requirements/Evaluation: three 15-minute quizzes, two 2-5 page papers, a mid-term, a final exam and class attendance

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: none

Distributions: (D1)

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

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

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ARTh 104 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)

Crosslistings: AFR105 / ARTH104

Primary Crosslisting

This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.

Class Format: lecture

Requirements/Evaluation: three 2-page response papers, class journal on WCMA objects lab, midterm exam and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Art History and African Studies majors

Expected Class Size: 40

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: This course fulfills DPE requirements through its exploration of the differences between concepts of art in African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as ‘primitive’ or ‘exotic’ constructs

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ARTh 203 (F) Chicana/o Film and Video

Crosslistings: LATS203 / ARTH203 / AMST205 / WGSS203

Secondary Crosslisting

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on
nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood “border” and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: film screenings will be scheduled as a lab

Requirements/Evaluation: evaluation will be based on one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Distributions: (D1)

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

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; ARTH post-1600 Courses; FMST Core Courses; GBST Borders, Exiles + Diaspora Studies Electives; LATS Core Electives

Fall 2018

LEC Section: 01    WF 11:00 am - 12:15 pm M 7:00 pm - 9:40 pm   C. Ondine Chavoya

ARTH 210 (S) Intro to Latin American and Latina/o Art: Contradictions & Continuities, Postcolonial to the Present (DPE)

This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latina/o art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art “native” to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists’ shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latina/o artistic practices in the postwar U.S., tracing these artists’ own exploration of race, class, and gender dynamics. This class introduces Latin American and Latina/o artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

Class Format: lecture

Requirements/Evaluation: midterm exam and final exam, two 2- to 3-page writing assignments, attendance, and active participation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latina/o art in the canon of Western art history. The course also centers on contextualizing Latin American and Latina/o artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

Attributes: LATS Countries of Origin + Transnationalism Elect

Spring 2019

LEC Section: 01    TR 11:20 am - 12:35 pm     Mari Rodriguez Binnie
To see and be seen—it could be argued that this was the very definition of Roman culture. Much like today, spectacle and the dissemination of images lay at the heart of political and social life. The visual arts were crucial both to how the Romans rehearsed their identity and goals as a community, and to how individual Romans communicated their achievements and values. In this course, lectures on the art and architecture of ancient Rome (ca. 300 B.C.-A.D. 400) will provide the backdrop for an investigation into the role visual culture played in the lives of all Romans, including slaves and former slaves, women and children. Special topics will include the funeral and funerary portraiture; the military triumph and monuments of victory; the house as a site of memory; the use of images on coins; participation in religious celebrations; displays of war booty and prisoners of war; experience and audience at the racetrack and in the amphitheater; the spectacle of food and dining; and the Roman street as both contested space and a place for art. Readings will include a combination of primary and secondary sources. All readings are in translation.

Class Format: lecture
Requirements/Evaluation: attendance and preparation, a mid-term, a final, and a medium-length paper
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 15
Distributions: (D1)
**Expected Class Size:** 25

**Distributions:** (D1)

**Attributes:** ARTH post-1600 Courses; FMST Related Courses

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**Fall 2018**

LEC Section: 01  TR 8:30 am - 9:45 am  Catherine N. Howe

**ARTH 222 (F) Photography in/of the Middle East** (DPE)

Crosslistings: ARAB222 / ARTH222

**Primary Crosslisting**

Since its invention, photography has been globally disseminated and locally inflected, serving diverse documentary and expressive purposes around the world. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the hierarchical dynamics operative in individual communities and transcultural contexts. The course will explore photographic practices in different zones of the Middle East—e.g., the Holy Land, Egypt and the Persian sphere—by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the formative impact of visual representations in particular circumstances—what work do photographs do? Who resists and who benefits? The general goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

**Class Format:** lecture/discussion meeting twice a week

**Requirements/Evaluation:** midterm, final, GLOW Posts and term project

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors and area studies concentrators

**Distributions:** (D1) (DPE)

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

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**Fall 2018**

LEC Section: 01  TF 1:10 pm - 2:25 pm  Holly Edwards

**ARTH 223 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora**

Crosslistings: AFR323 / ARTH223 / ENGL356 / AMST323 / COMP322

**Secondary Crosslisting**

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love’s *Bayou* and Ho Che Anderson’s *King: A Comic Biography*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based upon class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life)

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

**Prerequisites:** none

**Enrollment Limit:** 19
Enrollment Preferences: none
Expected Class Size: 19
Department Notes: this course is part of the Gaudino Danger Initiative

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

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

Not offered current academic year

ARTH 228 (S) Velázquez, Goya, and Picasso (WI)

Crosslistings: RLSP228 / ARTH228

Secondary Crosslisting
This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Class Format: tutorial
Requirements/Evaluation: 3- to 5-page weekly assignment
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students and sophomores
Expected Class Size: 10

ARTH 230 (F) From Alexander to Cleopatra: Remodeling the Mediterranean World

Crosslistings: ARTH230 / CLAS230

Secondary Crosslisting
The period between Alexander the Great (323 B.C.) and Cleopatra (30 B.C.), like our own, was characterized by internationalism, migration, wide-ranging cultural values and religious practices, and ethnically diverse urban populations. Large numbers of non-Greeks came under the control of newly established Hellenistic kingdoms, while in the west Rome's emergence as a superpower offered both new opportunity and danger. The
Hellenistic world was a place of vibrant change in the spheres of art, architecture, urban planning, and public spectacle. In this course, we will consider the art and archaeology of this period in their political, social, and religious contexts, focusing on the visual language of power and royalty; developments in painting, sculpture, mosaics, and monumental architecture; interactions between Greeks and non-Greeks; and the impact of Greek culture in Rome.

Class Format: lecture
Requirements/Evaluation: class participation, quizzes, midterm, final exam, and one medium-length paper
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: students with an interest in the ancient Mediterranean world and in the history of western art and architecture
Expected Class Size: 35
Distributions: (D1)

Not offered current academic year

ARTH 232 (S) Renaissance Rome: Renovating the Eternal City

George Eliot called Rome "the city of visible history," a place with the power to bring "the past of a whole hemisphere" right before our eyes. The magnetic visual power of Rome did not just occur naturally, however; it is a product of a bold urban project first envisioned by Renaissance popes and brought into being by the artists and architects they hired. During the fifteenth and sixteenth centuries, Rome was transformed from a shrinking and neglected medieval town into a thriving center of artistic energy and invention. Beginning with the papacy's return to the city in 1417, we will focus on the historical, ideological, and artistic forces behind this period of renovation and restoration that reshaped the urban and artistic fabric of the city. We will study the particularly Roman foundations for the period known as the High Renaissance, then, approaching art historical touchstones by Michelangelo, Raphael, and Bramante as works grounded in a uniquely Roman sense of time and historical destiny. We will conclude with a selective look at Baroque works by Caravaggio, Bernini and Borromini, examining their powerful innovations and effects as a continuation of the Renaissance renovation of the eternal city.

Class Format: lecture/discussion
Requirements/Evaluation: ungraded mapping assignments and short written assignments, 7- to 10-page research paper, midterm and final examinations
Prerequisites: none; open to Art majors as well as non-majors
Enrollment Limit: 30
Distributions: (D1)
Attributes: ARTH pre-1600 Courses;

Not offered current academic year

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

Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

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

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

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Olga Shevchenko, Barry Goldstein
LAB Section: 02 F 1:00 pm - 4:00 pm Barry Goldstein, Olga Shevchenko

ARTH 238 (S) Greek Art and the Gods
Crosslistings: CLAS248 / REL216 / ARTH238

Primary Crosslisting

In the Iliad, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

Class Format: lecture and discussion
Requirements/Evaluation: short writing assignments, midterm exam, final exam, final paper
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: preference will be given to pre-registered Art-History majors needing to fulfill the pre-1400 requirement; otherwise, the course is open to any interested student
Expected Class Size: 30
Department Notes: satisfies the pre-1400 requirement; satisfies the pre-1600 elective requirement in the art-history major.
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ARTH and CLAS; meets Division 2 requirement if registration is under REL
Attributes: ARTH pre-1600 Courses;
Not offered current academic year

ARTH 240 (F) Histories, Communities, and Collections

What can the College's collections of documents, artifacts, art objects, natural history specimens, and rare books--whether housed in the Special Collections of the Library, Archives, or at the Williams College Museum of Art (WCMA)--teach us about our institutional past? How do we put that past into dialogue with our present? Planned specifically to engage with the WCMA's The Field is the World, an exhibition that investigates two invisible histories contained within collections here on campus, this course will approach the questions of histories, communities, and collections in two ways. First, in lectures we will survey the history of collecting in Europe and the United States from the eighteenth century up to critical reinterpretations by contemporary artists and consider how collecting was often tied to other endeavors like establishing national institutions, researching human variety,
representing colonial expansion, or documenting missionary efforts. Second, in interactive sessions we will meet with curators, librarians, and guest speakers to look at objects first hand and to discuss the relationship between collecting and scholarship. Over the course of the semester we will examine the historical models of knowledge production and audience engendered by collections and their display. Moreover, we will work together to formulate new models of interpretation that address overlooked histories and engage with the current interests of our campus community.

Class Format: lecture; two 75-minute meetings per week; one in lecture format, the other in discussion format

Requirements/Evaluation: participation in interactive sessions, weekly written responses, one 3- to 4-page essay, one 8- to 10-page final project (proposal for an exhibition or a recontextualization)

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: none; for interactive sessions at WCMA and the Library space will be limited

Expected Class Size: 10

Distributions: (D1)

Class Format: seminar

Requirements/Evaluation: individual research project

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 10

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS OR SCST; meets Division 1 requirement if registration is under ARTH or ENGL. DPE: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Attributes: WGSS Theory Courses

Class Format: seminar

Requirements/Evaluation: individual research project

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 10

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS OR SCST; meets Division 1 requirement if registration is under ARTH or ENGL. DPE: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Attributes: WGSS Theory Courses
The Italian Renaissance gave us our modern conception of the ideal city, whose geometrically regular form was both symbol and instrument of a perfectly ordered society. This alluring notion has preoccupied artists and theorists from Michelangelo and Thomas More to Albrecht Dürer and Christopher Wren; it achieved tangible form in such new capitals as St. Petersburg and Washington, D.C. But the West has remained characteristically ambivalent about the city, especially in the United States, an ambivalence reflected in persistent attempts to decentralize the city (Frank Lloyd Wright), to beautify it (the City Beautiful Movement), reshape it (Urban Renewal) or abandon it (suburbanization). This course looks at the roots of those movements, and the development of urban and anti-urban thought from the Renaissance to the Industrial Revolution. Topics include Renaissance fortification design, the colonial cities of the New World, the picturesquely landscaped English garden, and the separatist societies that sought to create communal utopias in the wilderness.

Class Format: lecture

Requirements/Evaluation: one paper (10-20 pages) and a simple design project, weekly study questions and a final exam (weighted respectively at 30, 20, 20, and 30% of the grade)

Enrollment Limit: 45

Enrollment Preferences: Art majors

Expected Class Size: 30

Distributions: (D1)

Attributes: ARTH post-1600 Courses;

Not offered current academic year

ARTH 246 (F) Do You See What I See?!

We are all citizens of global visual culture, subject to a daily assault of images, artifacts, information and experiences. What we see and how we make meaning from it all depends on many variables--who we are, where we are and what we choose to look at. It also depends on what tools we bring to bear. This class is an opportunity to assemble a useful tool kit for the challenging visual environments of the 21st century. Image study will be central as we wander freely in space and time, but the goal is not to master a body of canonical examples. Rather, we will consider different ways of seeing, and practice transferable skills of viewing diverse materials. The approach will be comparative and interrogative; case studies will range from coinage to painting, from advertising to monumental sculpture. Along the way, we will consider what "art" is, what a visual culture is, and how different visual cultures might overlap in the global arena. Students will look, sketch and write throughout the semester, thereby exploring the entire spectrum of visuality from production to reception.

Class Format: lecture/discussion

Requirements/Evaluation: short writing assignments and class presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D1)

Not offered current academic year

ARTH 249 (S) Introduction to Visual Cultures of Contact (DPE)

This introductory lecture course will survey the visual and material products of European contact with Asia, Oceania, Africa, and the Americas between 1500 and 1900. This period witnessed the establishment and loss of Spanish, English, and French colonies, a proliferation of exploratory voyages, and the abolition of the transatlantic slave trade. Some of our objects of study will be European in origin from well-known artists including Rubens, Velasquez, Reynolds, and Gauguin. In many cases we will be asking questions about circulation--whether we are looking at Tupi featherwork from Brazil brought to Europe, Flemish prints adapted by artists in Central and South America, or tattoos on the bodies of people traveling to and from Tahiti. Against the backdrop of these context-specific case studies, students will be asked to consider contact, colonialism, exchange, and appropriation more conceptually.

Class Format: lecture

Requirements/Evaluation: midterm exam, final exam, five 1-page assignments, research paper (7- to 9-pages)

Prerequisites: none

Enrollment Limit: 20
Enrollment Preferences:  Art majors
Expected Class Size:  10
Distributions:  (D1) (DPE)
Attributes:  ARTH post-1600 Courses;

Spring 2019
LEC Section: 01    WF 11:00 am - 12:15 pm     Kailani Polzak

ARTH 253 (F)  Art in the Age of the Revolution, 1760-1860
Crosslistings: ARTH253 / WGSS253
Primary Crosslisting
A social history beginning with art of the pre-Revolutionary period and ending with Realism. Major topics include changing definitions of Neoclassicism and Romanticism, the dramatic impact of the revolutions of 1789, 1830, and 1848, the monarchies and republics framing the Napoleonic Empire, the shift from history painting to scenes of everyday life, and landscape painting as an autonomous art form. We will also consider proscriptions and controversies in art-making and representation during this period. The course stresses French artists such as Greuze, Vigée-Lebrun, David, Ingres, Delacroix, Géricault, Corot, and Courbet, but also includes Goya, Constable, Turner, and Friedrich.
Class Format: lecture
Requirements/Evaluation: two-page position paper related to assigned readings, hour test, and final exam or research paper; a conference at the Clark Art Institute and a field trip to New York may also be required
Prerequisites: two semesters of ARTH 101-102, 103 or permission of instructor
Enrollment Limit:  30
Distributions:  (D1)
Distribution Notes:  meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Attributes:  ARTH post-1600 Courses;
Not offered current academic year

ARTH 254 (F)  Manet to Matisse
Crosslistings: WGSS254 / ARTH254
Primary Crosslisting
A social history of French painting from 1860 to 1900, beginning with the origins of modernism in the work of Courbet and Manet. Among the topics to be discussed are the rebuilding of Paris under Napoleon III; changing attitudes toward city and country in Impressionist and Symbolist art; the impact of imperialism and international trade; the gendering of public spaces, and the prominent place of women in representations of modern life. The course addresses vanguard movements such as Impressionism and Post-Impressionism and the styles of individual artists associated with them, as well as the work of academic painters.
Class Format: lecture
Requirements/Evaluation: 2-page position paper related to assigned viewing and readings, hour test and final exam or research paper; a conference at the Clark Art Institute; a field trip to New York may also be required
Enrollment Limit:  30
Distributions:  (D1)
Distribution Notes:  meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Attributes:  ARTH post-1600 Courses;

Fall 2018
LEC Section: 01    TR 9:55 am - 11:10 am     Carol Ockman

ARTH 257 (F)  Architecture 1700-1900
In the eighteenth and nineteenth centuries a new conception of architecture arose, based on archaeological discoveries, the development of new building materials, and convulsive social changes. This course looks at the major architectural movements of this period, and the theoretical ideas that shaped them. Topics include Neoclassicism, new building types, Victorian Architecture, the development of the architectural profession, and Art Nouveau. Major architects to be discussed include Piranesi, John Soane, Schinkel, Pugin, and H.H. Richardson. When possible, primary sources will be used. Students will be given experience in reading plans and writing about buildings.

Class Format: lecture
Requirements/Evaluation: one short paper and design project, midterm, final, and a field trip
Prerequisites: any 100 level ARTH course or permission of instructor
Enrollment Limit: 60
Distributions: (D1)
Attributes: ARTH post-1600 Courses; SCST Related Courses

Not offered current academic year

ARTH 259 (S)  Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World
Crosslistings: ARTH259 / AFR259 / ARAB259

Primary Crosslisting
From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.

Class Format: lecture
Requirements/Evaluation: three reading response papers (2 pages each), class journal, a mid-term exam, and a final exam
Prerequisites: none, although an introductory course in art history or Islamic studies would be useful
Enrollment Limit: 25
Enrollment Preferences: if the course is oversubscribed, preference will be given to students who have declared a major in Art History or Africana Studies
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ARAB; meets Division 2 requirement if registration is under AFR
Attributes: GBST African Studies Electives

Not offered current academic year

ARTH 262 (F)  Modern Architecture
A century ago, the Modern Movement promised the most sweeping cultural transformation since the Renaissance. Architecture was only one lobe of a comprehensive movement that embraced literature and painting, music and theater, all aspiring to the same radical emancipation from traditional form and structures of authority. What happened? How and why did modern architecture abandon its utopian vision. Students will explored the major developments in Western architecture from 1900 to the present, and become familiar with its major figures: Wright, Gropius, Mies van der Rohe, Le Corbusier, Aalto, Kahn, Venturi, Gehry, Koolhaas, and Hadid. Students will learn a variety of skills: design a 1000-square foot vacation house; present to the class an analysis of a building; and organize a small exhibition of architectural treatises in the Chapin Library.

Class Format: lecture
Requirements/Evaluation: two hour tests and a design project including drawings and a written statement
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: juniors and sophomores
Expected Class Size: 30
Distributions: (D1)
Attributes: ARTH post-1600 Courses;

ARITH 264 (S) American Art and Architecture, 1600 to Present
Crosslistings: ARTH264 / AMST264
Primary Crosslisting
American art is often looked at as a provincial version of the real thing—i.e., European art—and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.
Class Format: lecture
Requirements/Evaluation: 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam
Enrollment Limit: 60
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST
Attributes: AMST Arts in Context Electives; AMST Space and Place Electives; ARTH post-1600 Courses;
Not offered current academic year

ARITH 270 (S) Visual Arts of Japan
Crosslistings: ARTH270 / ASST270
Primary Crosslisting
This course is a survey of traditional Japanese painting, sculpture, architecture, woodblock prints, and decorative arts. Special attention will be paid to the developments in artistic style and subject matter in the contexts of contemporary cultural phenomena. Through visual analysis students learn the aesthetic, religious, and political ideals and cultural meanings conveyed in the works of art. Course highlights include the transmission of Buddhism and its art to Japan; Zen Buddhism and its art (dry gardens; temples; and tea ceremony related art forms) in the context of samurai culture; the sex industry and kabuki theater, their art, and censorship; and the Western influences on Japanese art and culture and vice versa, (Japanese woodblock prints’ impact on Impressionist and Post-Impressionist paintings, for example).
Class Format: lecture
Requirements/Evaluation: three 30- to 40-minute quizzes, two short papers, film screening, class attendance
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 35
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST
Attributes: ARTH pre-1600 Courses; GBST East Asian Studies Electives

Spring 2019
LEC Section: 01 TR 9:55 am - 11:10 am Ju-Yu Scarlett Jang
ARTH 272 (S)  Art of the Noble Path: Buddhist Material Culture Across Asia
Crosslistings: ARTH272 / REL272 / ASST272

Primary Crosslisting

Buddhism has spread throughout Asia and beyond since its emergence in India in the 5th century BCE, providing a shared philosophical and cosmological framework for diverse cultures. Artistic expression, regional politics and cultural landscapes have been shaped by its remarkable influence. With patrons ranging from powerful monarchs and monks to merchants and tradespeople, Buddhist art has historically reflected the religion’s social inclusivity. This course will survey the architecture, painting and material culture of Buddhism in Asia, tracing its influence in diverse media, from rock-cut architecture to Zen painting. A close reading of primary texts, such as architectural inscriptions in India, manuscripts from Tibet, and travelogues of Chinese pilgrims, will provide greater context for the artworks.

Class Format: lecture

Requirements/Evaluation: 3 fifteen-minute quizzes, 1 three to five-page paper, 1 eight to ten-page paper, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 25

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ASST; meets Division 2 requirement if registration is under REL

Spring 2019

LEC Section: 01    Cancelled

ARTH 273 (S)  The Arts of the Book in Asia
Crosslistings: ASST273 / ARTH273

Primary Crosslisting

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This course will survey the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the survey is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Williams College Museum of Art where students will have the opportunity to study original artworks from the collection.

Class Format: lecture

Requirements/Evaluation: 2 quizzes, 2 short response papers, a final project/paper based on museum objects, 1-hour in-class final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference will be given to Art Majors, and then to students of any major interested in art and culture of Asia

Expected Class Size: 20

Distributions: (D1)

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

Spring 2019

LEC Section: 01    MR 1:10 pm - 2:25 pm    Murad K. Mumtaz

ARTH 274 (S)  Chinese Calligraphy: Theory and Practice
Crosslistings: ASST274 / ARTH274 / ARTS274

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

Class Format: lecture/studio instruction

Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening

Prerequisites: none

Enrollment Limit: 12

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

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

Distributions: (D1)

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

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

Spring 2019
LEC Section: 01 Cancelled

ARTH 278 (F) The Golden Road to Samarqand

Crosslistings: ARAB278 / ARTH278

Primary Crosslisting

The region stretching from present day Iran to India figures prominently in contemporary global culture but it also has a rich and complex history--an amalgamation of Persian, Turkish and Islamic influences. Home to Genghis Khan and Timur (Tamerlane), Akbar the Great and Shah Jahan, it has generated some of the most renowned monuments (e.g. the Taj Mahal and the blue tiled mosques of Isfahan) and refined manuscript painting ever known. We will cover a broad swath of time--from the 10th to the 20th century--concentrating on important centers of artistic production such as Timurid Central Asia and Mughal India. Students will have the opportunity to study original works of art in the college museum collections.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, a short paper, a midterm and a final

Prerequisites: none

Enrollment Limit: 20

Distributions: (D1)

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

Attributes: GBST Middle Eastern Studies Electives

Not offered current academic year

ARTH 281 (S) The Seeds of Divinity: Exploring Precolumbian Art & Civilization in a Museum Exhibit

Crosslistings: REL280 / ANTH281 / ARTH281

Secondary Crosslisting

For all ancient civilizations, the gods were a powerful force, affecting all aspects of human lives and dominating ancient art. This course will explore concepts of divinity in five civilizations in Precolumbian Central America: Aztec, Maya, Zapotec, Teotihuacan, and Nayarit. The course examines how the broad concept of divinity is materialized in everyday life. We will query how the human body is used as the prism through which concepts about humanity, the human soul and the supernatural are perceived and depicted in the art of these civilizations. This is a project based course, and each student will study one or more art objects from these five civilizations, and consider how these objects could be presented in a museum exhibit.

Class Format: seminar
ARTH 284 (F)  The Postwar Avant-Gardes
Artistic discourse in the Western hemisphere dramatically changed course in the wake of the Second World War. The mass trauma inflicted by the war prompted artists and critics throughout the region to reassess the role and potential of art in society. But the war’s displacement of communities also displaced the centers for artistic activity, and avant-garde practices soon expanded vigorously throughout the Americas. Through comparative studies, this course will analyze the artistic avant-gardes that emerged simultaneously in the United States and Latin America after 1945. We will place these myriad practices in dialogue, to elucidate the complexity, richness, and vitality of artistic practices in the postwar era.

Class Format: lecture

Requirements/Evaluation: midterm exam, final exam, one short 2-page writing assignment, one 6- to 8-page research paper

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

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D1)

Attributes: ARTH post-1600 Courses;

Fall 2018

LEC Section: 01    MR 2:35 pm - 3:50 pm    Mari Rodriguez Binnie
**ARTh 301 (F) Methods of Art History**

This course on the methods and historiography of art history offers art-history majors an overview of the discipline since the late 18th century. The course surveys influential definitions of the discipline, the evolving tasks it has set itself, and the methods it has developed for implementing and executing them. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art as well as texts about methods for an historical study of art. Topics include: style and periodization; iconography, narratology, and phenomenology; the social functions of images and the social history of art; art and the material world; art, gender, and sexuality; and art as a global phenomenon.

**Class Format:** lecture and discussion  
**Requirements/Evaluation:** six short papers, one final paper, one short oral presentation, and class participation  
**Extra Info:** may not be taken on a pass/fail basis  
**Prerequisites:** any 100 level ARTH course or permission of instructor  
**Enrollment Limit:** 25  
**Enrollment Preferences:** enrollment restricted to Art-History majors and required of them  
**Expected Class Size:** 15-10  
**Distributions:** (D1)

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**ARTh 303 (S) Museums: History and Practice**

Crosslistings: ARTH303 / LEAD301 / ARTH501

Secondary Crosslisting

Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that result in the institutions of our time. The seminar will examine museums past, present and future looking at governance and administration practices, architecture and installation, accessioning/deaccessioning policies, and cultural property issues. It will also consider current trends in exhibition, public education and other programming in both "encyclopedic" and contemporary arts institutions. Class discussions will have a special focus on how museums strive to balance their scholarly and artistic roles with their civic and social responsibilities while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

**Class Format:** seminar  
**Requirements/Evaluation:** evaluation will be based on oral presentations as well as two research papers  
**Extra Info:** may not be taken on a pass/fail basis  
**Enrollment Limit:** 14  
**Enrollment Preferences:** Graduate Program students then to senior Art History majors  
**Department Notes:** satisfies the seminar requirement for the undergraduate Art History major  
**Distributions:** (D1)  
**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LEAD  
**Attributes:** AMST Space and Place Electives; LEAD Facets or Domains of Leadership
**Spring 2019**

**ARTH 308 (S) African Art and the Western Museum** (DPE) (WI)
Crosslistings: AFR369 / ARTH308

**Primary Crosslisting**

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

**Class Format:** tutorial

**Requirements/Evaluation:** field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

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

**Prerequisites:** ARTH 104 or special permission from the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and African Studies Majors

**Expected Class Size:** 10

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE:

Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

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**Spring 2019**

**TUT Section: T1 TBA Michelle M. Apotsos**

**ARTH 310 (S) An American Family and "Reality" Television** (WI)
Crosslistings: COMP316 / AMST333 / ARTH310 / WGSS312

**Primary Crosslisting**

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream."

Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Class Format:** seminar

**Requirements/Evaluation:** class presentations, research assignments, and final 16- to 20-page research paper

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

**Prerequisites:** none

**Enrollment Limit:** 19
**Enrollment Preferences:** junior majors, followed by senior majors

**Expected Class Size:** 14

**Distributions:** (D1) (WI)

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

**Attributes:** AMST Arts in Context Electives; ARTH post-1600 Courses; FMST Core Courses;

*Not offered current academic year*

**ARTH 327 (F)  Acquiring Art: Selecting and Purchasing Objects For WCMA**

Crosslistings: ECON227 / ARTH527 / ARTH327

**Primary Crosslisting**

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

**Class Format:** seminar

**Requirements/Evaluation:** three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy

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

**Prerequisites:** ECON 110 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

**Expected Class Size:** 20

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ECON

*Not offered current academic year*

**ARTH 330 (S) Michelangelo: Biography, Mythology, and the History of Art** (WI)

One might argue that Michelangelo's enduring fame, and his preeminence in the European art historical canon, is as much a product of his artistic persona as his artistic achievement. Indeed, the classic image of the artist as a brooding, tortured genius of unstoppable creative force finds its roots in the Italian Renaissance, and specifically in the fascinating biography--and mythology--of Michelangelo. With a life and career more fully documented than those of any western artist to precede him, Michelangelo provides the foundations for a triangulation of person-persona-artistic production that has a modern ring. But what are the limits of our knowledge, and what are the boundaries of interpretation? And how might we approach the study of an artistic self when that self is, also, a work of art? In this course, students will become well-acquainted with the life and work of Michelangelo, giving critical attention to the connection between the artist and his work. We will investigate, in particular, the practice of interpreting his work according to his philosophical outlook, political convictions, religious beliefs, sexual desire, and more. While this course will bring us deep into the life and work of a single artist, one of its goals is to generate ideas about the very act of biographically-based art historical interpretation. How can thinking carefully about Michelangelo reshape our own thinking about art historical practice?

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation will be based on the quality and improvement of written work (5 weekly papers and 5 response papers, and a final written exercise addressing major themes of the tutorial), and oral dialogue
ARTH 335 (S) Uncovering Williams
Crosslistings: AMST335 / ARTH335

Secondary Crosslisting
Sparked by current controversies around visual representations at Williams, this course—a joint effort of the Williams College Museum of Art and the American Studies Program—interrogates the history of the college and its relationship to land, people, architecture, and artifacts. Students in this course will examine the visual and material culture of Williams and the land it occupies to uncover how the long and complex history of the college reverberates in the spaces and places students, faculty, and staff traverse daily. We take seriously that objects and environments are not neutral nor are the atmospheres that they reflect and produce. Our interdisciplinary approach draws from the methods and theories of American studies, art history, material culture studies, critical race theory, gender studies, and eco-criticism. Topics of discussion may include: the foundation of the college and displacement of native populations; buildings, objects, and monuments linked to Williams' evangelical history and the role of missionaries in American imperialism; the symbolic meaning of the varied architectural styles at the college; and the visibility/invisibility of the college's relationship to slavery and Abolitionism.

Class Format: seminar

Requirements/Evaluation: participation (discussion, GLOW posts), 2-3 short papers, one 5- to 6-page midterm paper, and a 10- to 12-page final project (either a research paper or a substantial arts-type project) + bibliography

Extra Info: may not be taken on a pass/fail basis
Prerequisites: sophomore standing or permission of the instructor(s)

Enrollment Limit: 19
Expected Class Size: 19

Distributions: (D1)

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

Attributes: AMST Arts in Context Electives; AMST Space and Place Electives;

Spring 2019

SEM Section: 01   W 1:10 pm - 3:50 pm   Dorothy J. Wang, Kevin M. Murphy

ARTH 337 (S) Visual Politics (WI)
Crosslistings: ARTH337 / PSCI337

Secondary Crosslisting
Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are at best peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visuality were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual artifacts and practices (from 17th century paintings to techniques of surveillance), we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with other fields, particularly art history and visual studies but also film and media studies, psychoanalysis, affect theory, and cognitive science. Possible authors include Arendt, Bal, Barthes, Belting,
**ARTH 348 (S) Women, Men and Other Animals (DPE)**
Crosslistings: SCST348 / WGSS348 / ARTH348 / ENGL348

Secondary Crosslisting

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and non-human animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Class Format: seminar
Requirements/Evaluation: individual research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors
Expected Class Size: 15
Distributions: (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under WGSS or SCST; meets Division 1 requirement if registration is under ARTH or ENGL

Spring 2019
SEM Section: 01 M 7:00 pm - 9:40 pm Mel Y. Chen

**ARTH 358 (S) Latina/o Installation and Site-Specific Art**
Crosslistings: ARTH358 / LATS358

Secondary Crosslisting

This course will explore the various forms of installation and site-specific artworks created by Latina/o artists for both museums and public space. We will examine the ways in which Latina/o artists have used space as a material in the production of artworks and how this impacts the works' meanings and the viewer's experience. Within the context of U.S. Latina/o culture and history, we will connect notions of space with ideas about cultural
citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.

Class Format: lecture/discussion

Requirements/Evaluation: two short papers, periodic research reports, final research paper, and presentation

Prerequisites: LATS 105 or ARTH 102 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Latina/o Studies concentrators and Art majors

Expected Class Size: 12

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ARTH

Attributes: AMST Arts in Context Electives; AMST Space and Place Electives; LATS Core Electives

Not offered current academic year

ARTH 361 (F)  Writing about Bodies  (WI)

Crosslistings: ARTH361 / WGSS361 / THEA361 / INTR361

Primary Crosslisting

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies—actors, dancers, singers—and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations—art, theatre, literature, anthropology, philosophy—and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the ‘62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films and selected tapes of live performances.

Class Format: tutorial

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

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

Prerequisites: ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

Attributes: AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;

Fall 2018

TUT Section: T1  TBA  Carol Ockman

ARTH 367 (S)  Documentary Fictions

Crosslistings: ENGL367 / ARTH367

Secondary Crosslisting
Documentary Fictions investigates the history of reality-based film and video. Using readings drawn from cultural studies, film history and literary theory, we will consider films ranging from *Nanook of the North* through *Grizzly Man* and *Citizenfour*. How do contemporary technologies of representation (medical imaging, FaceTime, video surveillance) inflect our sense of the world, and of ourselves?

**Class Format:** seminar

**Requirements/Evaluation:** several written exercises; two or three media exercises; two multimedia essays

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

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** English majors; Art History majors; prospective English majors

**Expected Class Size:** 20

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C; FMST Core Courses

*Not offered current academic year*

**ARTH 376 (S) Zen Buddhist Visual Culture: The Path to Nirvana** (WI)

**Crosslistings:** ARTH376 / REL252 / ASST376

**Primary Crosslisting**

This course is about the ways in which images are produced, viewed, and used in the Zen Buddhist tradition. It explores the various ways in which visual culture is a key part of Zen Buddhist teaching in China and Japan. In this class we will look at both high art and popular expressions of Zen Buddhist visual culture. Topics of interest include: 1) Buddhist image making and icon worship; 2) Gardens; 3) tearooms, tea ceremony and tea bowls; 4) The Zen temples Ryoan-ji, Daisen-in, and Daitoku-ji; 5) The political function of Zen and its art in Japan's samurai culture; 6) The popular Zen Buddhist cult of Bodhisattva Avalokiteshvara and his gender transformation; and 7) Daruma (Bodhidharma) imagery in popular culture. This course is a CRAAS (critical reasoning and analytical skills) course. The class format also offers students opportunities to practice public speaking and writing skills.

**Class Format:** lecture/class discussion

**Requirements/Evaluation:** class discussions and participation; oral presentations, short papers; and a research paper

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, juniors and seniors

**Expected Class Size:** 8

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH or ASST; meets Division 2 requirement if registration is under REL

**Attributes:** ARTH pre-1600 Courses;

Spring 2019

LEC Section: 01 Cancelled

**ARTH 400 (F) Clark Visiting Professor Seminar: Handicraft and Contemporary Art**

**Crosslistings:** ARTH400 / ARTH500

**Secondary Crosslisting**

This seminar examines the resurgence of craft within contemporary art and theory. In a time when much art is outsourced--or fabricated by large stables of assistants--what does it mean when artists return to traditional, and traditionally laborious, methods of handiwork such as knitting, jewelry making, or woodworking? Though our emphasis will be on recent art (including the feminist reclamation ofquilts, an artist who makes pornographic embroidery, a transvestite potter, queer fiber collectives, do-it-yourself environmental interventions, and anti-war craftivism), we will also examine important historical precedents. We will read formative theoretical texts regarding questions of process, materiality, skill, bodily effort, domestic labor, and alternative economies of production. Throughout, we will think through how craft is in dialogue with questions of nation-building, gendered work,
and mass manufacturing. The seminar is centered around student-led discussion of our critical readings and culminates with final research projects.

**Class Format:** seminar  
**Requirements/Evaluation:** research paper, presentation  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** none  
**Enrollment Limit:** 16  
**Enrollment Preferences:** places for 8 undergraduates and 8 graduate students assured  
**Expected Class Size:** 12  
**Distributions:** (D1)

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**Fall 2018**  
**SEM Section:** 01  
**Time:** R 1:00 pm - 4:00 pm  
**Instructor:** Julia Bryan-Wilson

**ARTH 400 (S) Clark Visiting Professor Seminar: Ethics of Abstraction**  
**Crosslistings:** ARTH500 / ARTH400  
**Secondary Crosslisting**

The course will interrogate abstraction as a strategy in 20th and 21st century art around the globe, and its manifold implications for political projects of being, seeing, and knowing together. We will look at how various artists turn to non-representation as a means for thinking differently about issues as divergent as flatness, vision, progress, decay, identity, violence, solidarity, negation, and protest. How might we read acts of judgment performed by abstract artists, i.e., separating what is alien from that which is intrinsic, as ethically activated? How do we account for the ways abstraction has figured centrally not only in modernist art histories, but also in economic and political theories (as in the abstraction of use into exchange value)? How, too, have representation and figuration (as ostensible opposites of abstraction) been positioned as ethical tactics? We will take an object-oriented approach that foregrounds the complexity of movement between "thing" and abstract "effect," examining divergent valences from postwar abstract painting up to contemporary abstraction as it supports coded meanings, eccentricities, and alternative (feminist, queer, marginal, racialized) formations.

**Class Format:** seminar  
**Requirements/Evaluation:** research paper, class presentations  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** none  
**Enrollment Limit:** 16  
**Enrollment Preferences:** second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 8 undergraduates and 8 graduate students assured  
**Expected Class Size:** 12  
**Distributions:** (D1)

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**Spring 2019**  
**SEM Section:** 01  
**Time:** R 1:00 pm - 4:00 pm  
**Instructor:** Julia Bryan-Wilson

**ARTH 404 (F) The Enemies of Impressionism, 1870-1900**  
This class explores European and international painting and sculpture of the last quarter of the nineteenth-century, particularly the work of artists once famous in their day but whose reputations collapsed with the rise of Impressionism and Modernism. Once dismissed as trivializing, sensationalizing, politically suspect, kitsch, and simply "bad"-- much of this art has attracted new attention and enthusiasm in recent year. Focus on aesthetic theory, narrative, cinema, and -- most of all -- viewer experience. Artists include Gérôme, Bouguereau, Alma-Tadema, and many others.

**Class Format:** seminar  
**Requirements/Evaluation:** readings and research paper  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: none
Expected Class Size: 12
Distributions: (D1)

Fall 2018
SEM Section: 01    R 1:10 pm - 3:50 pm    Marc Gotlieb

ARTH 405 (F) Seminar in Architectural Criticism  (WI)
How does one judge a building? According to its structural efficiency or its aesthetic qualities? Its social responsibility--or just its pizzazz? Depending on the building, and the critic, any of these questions might be pertinent, or impertinent. This seminar explores architectural criticism, that curious genre between literature and architecture, and looks at its history, nature and function. We will read and discuss classic reviews by historical and contemporary critics as John Ruskin, Mariana van Rensselaer, Lewis Mumford, Ada Louise Huxtable and Herbert Muschamp. Insights gained from these discussions will be applied by students to writing their own reviews, which will likewise be discussed in class. Early assignments will concentrate on mechanics: how to describe a building vividly and accurately, how to balance description and interpretation judiciously, how to compare. Subsequent ones will be more synthetic, encouraging students to write bold, lively and critical essays. The ultimate goal is to develop a distinctive and effective voice, and to gain a better understanding of the nature of criticism in general.

Class Format: seminar
Requirements/Evaluation: students will write and revise six papers (5-7 pages) during the semester
Prerequisites: any 100 level ARTH course or permission of instructor

ARTH 408 (F) Modernism in Brazil  (DPE)
"Modernism" in art: when we think about it, we may not readily think of Brazil. But Brazil was in fact a vibrant battleground of ideas around what it was to be innovative, modern, and avant-garde. Between 1920 and 1945, artists, poets, and critics in the metropolises of São Paulo and Rio de Janeiro actively debated on the creation, and potential, of a uniquely Brazilian modernist aesthetic that would stand on par with the European avant-gardes. But what did "Brazilianess" mean to these intellectuals? What role did gender and race relations--indigeneity in particular--play in the construction of this aesthetic? How did the necessities and demands of the national context shape these modernist practices? This seminar will take a deep dive in this fascinatingly contradictory moment in Brazil, a chapter that would become a fundamental reference to Brazilian artists in the 1960s and even to this day. In addition to detailed analyses of artworks, we will read manifestos, novels, and criticism from this period, and the most up to date secondary interpretive texts.

Class Format: seminar
Requirements/Evaluation: participation, short presentations, four 2-page writing assignments, final 12-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: none
Expected Class Size: 8
Distributions: (D1) (DPE)
**Distribution Notes:** DPE: As a DPE course, we will tackle Modernism in Brazil as a rich, comparative case study in the field of "global modernisms," so as to productively complicate canonical histories of Western art. Moreover, this course fulfills DPE requirements through textual, visual, and historical analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Brazilian modernism in Western art history. The course also centers on contextualizing the artistic practices of Brazilian modernism and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, and revolutionary politics.

**Attributes:** ARTH post-1600 Courses;

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**Fall 2018**

SEM Section: 01  T 1:10 pm - 3:50 pm  Mari Rodriguez Binnie

**ARTH 412 (S)  The Politics of Aesthetics: Collaboration and Participation in Contemporary Art**

The social turn is a hallmark of contemporary art, as artists since the 1960s turned from the art object toward dynamic exchanges with the public, from sole author to collaborative engagement. This seminar provides a theoretical framework to historicize as well as to critically analyze the promise and pitfalls of collaborative works, of favoring active participants over passive spectators, and of the meteoric rise of what is now commonly known as "social practice" art. A wide range of case studies from around the world will also allow us to delve into the intersections and productive tensions between aesthetics and politics, or between art and life.

**Class Format:** seminar

**Requirements/Evaluation:** discussion questions, weekly presentations on either a text or an artist, three response papers, final 12- to 15-page paper

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

**Prerequisites:** must have previously taken an Art History course

**Enrollment Limit:** 10

**Enrollment Preferences:** none

**Expected Class Size:** 7

**Distributions:** (D1)

**Attributes:** ARTH post-1600 Courses;

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**Spring 2019**

SEM Section: 01  T 1:10 pm - 3:50 pm  Mari Rodriguez Binnie

**ARTH 419 (F)  Going to Ground: Considering Earth in the Arts of Africa  (WI)**

**Crosslistings:** ENVI419 / AFR419 / ARTH419

**Primary Crosslisting**

Drawing its inspiration from the landmark exhibition Earth Matters: Land as Material and Metaphor in the Arts of Africa (National Museum of African Art, 2013), this seminar explores how earth has been conceptualized and integrated into African artistic thought as material, metaphor, geography, environment, and intervention, and how this interpretive flexibility has allowed it to become a symbol of power and presence in African art-making from prehistory to the present. The seminar will also focus on the ways in which earth has been used in contemporary art towards addressing the growing problems of pollution, unsustainable development, and the widespread depletion of earth-based natural resources in Africa. Over the course of this seminar, students will develop a knowledge base of earth-related issues that have been addressed in African artistic production, and engage with various cross-disciplinary methodologies to critically analyze the conceptual and aesthetic strategies deployed in these works. Students will also have the opportunity to interact with specialists from diverse disciplines and fields towards fleshing out their knowledge base.

**Class Format:** seminar

**Requirements/Evaluation:** 2-page reading response papers, 2-page paper proposal,draft and final paper (15 pages) with presentation

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

**Prerequisites:** some coursework in ARTH and/or AFR would be useful

**Enrollment Limit:** 19

**Enrollment Preferences:** seniors and majors

**Expected Class Size:** 19
Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI; meets Division 2 requirement if registration is under AFR

Attributes: ARTH post-1600 Courses; GBST African Studies Electives;

Not offered current academic year

**ARTH 420 (S) Architecture and Sustainability in a Global World** (WI)

Crosslistings: ARTH420 / ENVI420 / EXPR420 / GBST420

**Primary Crosslisting**

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as “minimizing the negative impact of built form on the surrounding landscape,” and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

**Class Format:** seminar; with travel component

**Requirements/Evaluation:** response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation

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

**Prerequisites:** none, although a course in art/architectural history would be advantageous; registered students will also be required to submit an online application provided by the instructor before enrollment in the course is confirmed

**Enrollment Limit:** 6

**Enrollment Preferences:** Art History majors, Environmental Studies majors

**Expected Class Size:** 6

**Materials/Lab Fee:** Travel funds will be provided by a Class of 1963 Sustainability Development Grant

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST

Spring 2019

SEM Section: 01    M 1:10 pm - 3:50 pm     Michelle M. Apotsos

**ARTH 422 (S) Art, Architecture, and Poetry: Islamic Devotional Culture in South Asia**

Crosslistings: ARTH422 / COMP422 / REL422

**Primary Crosslisting**

How have scholars interpreted and classified terms such as "Islamic art" and "Muslim culture," and how have these classifications affected the interpretation of the arts in South Asia? There are different points of view regarding what constitutes as "Islamic" art and culture. Is an imperial wine cup with "God is Great" inscribed on it an "Islamic" object? How is an erotic epic narrating the romance of a Hindu prince understood as embodying the principles of Muslim devotion? This interdisciplinary seminar, focusing on South Asian Muslim devotional culture as articulated through the material culture, the arts of the book, architecture, and poetry, will navigate these questions from two perspectives. The first is to understand how Muslim devotional cultural expression in South Asia circumscribes and interprets itself. The second viewpoint is that of scholarship and the various interpretive voices that have framed the field over the last century.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, 2-page response papers on class readings, leading class discussion, final 15-20-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: preference will be given to Art Majors, and then to students of any major interested in art and culture of Islam

Expected Class Size: 12

Distributions: (D1)

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

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Murad K. Mumtaz

ARTH 430 (F)  Aesthetics and Human Variety: European Representations of Oceania

Using European representations of the inhabitants of Oceania as the primary materials of our investigation, this seminar will explore the connections to be made among theories of beauty, practices of art making, and the construction of race as a scientific concept in the second half of the eighteenth century and the beginning of the nineteenth century. In Europe, this was a period that gave rise to aesthetics as a branch of philosophy, to several theories of the origins of human difference, to debates over the abolition of slavery, and to no fewer than fifteen expeditions to the Pacific Ocean. This course will investigate the crucial role that pictures played in all of these developments. Though students will not be required to write their research papers on pictures of Oceania, they should consider the central questions of the course: What purposes do the various conceptions of race serve? What are the aesthetic assumptions made by theorists of race? How do models of making art influence European ideas about foreigners? How do the pictures of foreign peoples impact the construction of race?

Class Format: seminar

Requirements/Evaluation: class discussion, weekly reading responses, an oral presentation, and a 15- to 20-page research paper

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: none

Expected Class Size: 10

Distributions: (D1)

Attributes: ARTH post-1600 Courses;

Fall 2018

SEM Section: 01    F 1:10 pm - 3:50 pm     Kailani Polzak

ARTH 433 (S)  Michelangelo: Biography, Mythology, and the History of Art

Crosslistings: ARTH433 / ARTH533

Primary Crosslisting

One might argue that Michelangelo's enduring fame, and his preeminence in the European art historical canon, is as much a product of his artistic persona as his artistic achievement. Indeed, the classic image of the artist as a brooding, tortured genius of unstoppable creative force finds its roots in the Italian Renaissance, and specifically in the fascinating biography--and mythology--of Michelangelo. With a life and career more fully documented than those of any western artist to precede him, Michelangelo provides the foundations for a triangulation of person-persona-artistic production that has a modern . But what are the limits of our knowledge, or the boundaries of interpretation? How might we approach the study of an artistic self when that self is, also, a work of art? In this course, students will become well-acquainted with the life and work of Michelangelo, giving critical attention to the connection between the man and his work. We will investigate, in particular, the practice of interpreting his work according to his philosophical outlook, political convictions, religious beliefs, sexual desire, and more. While this course will bring us deep into the life and work of a single artist, one of its goals is to generate ideas about the very act of biographically-based art historical interpretation. How can thinking carefully about Michelangelo reshape our own thinking about art historical practice?

Class Format: seminar
**Requirements/Evaluation:** an oral presentation, a research paper, short response papers, and critical commentary on work of peers

**Prerequisites:** ARTH 301 or permission of instructor (prerequisite for 400-level)

**Enrollment Limit:** 18

**Enrollment Preferences:** equally given to senior Art majors and graduate students in the history of art

**Distributions:** (D1)

**Attributes:** ARTH pre-1600 Courses;

Not offered current academic year

**ARTH 435 (F) The Medieval Object**

Crosslistings: ARTH535 / ARTH435

**Primary Crosslisting**

After years of focusing on theory, scholars of medieval art have returned to an examination of physical objects. Distinctly strange and even monstrous, such small material things as reliquaries, liturgical vessels, game pieces, and textiles transgress the traditional categories of art, some made from precious materials and others of such base substances as bones and dirt. Even books were treated as tangible things, not only to be read as texts, but also to be looked at, paraded, and displayed with the Eucharist. Collected in church treasuries during the Middle Ages, exchanged, and reconfigured, medieval objects served simultaneously as earthly assets and spiritual investments. The seminar will focus on the making, function, and collecting of medieval objects. Each student will participate in weekly discussions stimulated by the instructor's presentations and selected readings. Students will also conduct research on an object available for study, will present an analysis of it for discussion by the class, and submit a 15- to 20-page term paper taking into account any comments and criticisms.

**Class Format:** seminar; three hours per week

**Requirements/Evaluation:** class participation, oral presentation, 15- to 20-page research paper

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

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art majors and Art History graduate students; 16 (8 undergrad, 8 graduate)

**Expected Class Size:** 14

**Distributions:** (D1)

**Attributes:** ARTH pre-1600 Courses;

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Herbert L. Kessler

**ARTH 438 (S) Ambrotypes to Instagram: Photography and the Human Portrait** (WI)

"A portrait! What could be more simple and more complex, more obvious and more profound?" exclaimed the nineteenth-century poet and critic Charles Baudelaire. With the invention of photography in the first half of the nineteenth century and with the digital revolution of the twentieth, portraiture arguably became more simple and more complex, more obvious and more profound. In this seminar, we will explore this complicated and fascinating history. Photographic portraits are fine art and vernacular culture. They serve private and public functions. They help to fashion the self and construct group identity. They disguise and disclose the truth. In the classroom, galleries, and archives, we will investigate the problems of likeness and semblance, veracity and credibility. We will delve into the conflict between representations of individuals and representations of types, and we will attend to the complicated, sometimes fraught, relationship between photographer and subject, even when they are one and the same.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, short essays, individual presentations, and a final research paper

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** art history majors
ARTH 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE) (WI)

Crosslistings: ARTH440 / LATS440

Primary Crosslisting

This seminar examines connections between Latina/o and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Class Format: seminar

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

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

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators

Expected Class Size: 12

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS. DPE: The key themes explored in the course concerning art and activism, borders and diaspora, globalism and modernism in the visual arts intersect with the critical exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Also, a number of the exhibitions studied in the class explicitly take up issues of difference, power, and equity. Through discussion, presentations, and writing assignments students will develop and refine skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice. WI: This course is a Writing Intensive seminar. This means that there will be considerable focus on writing, revision, and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus.

Attributes: ARTH post-1600 Courses; LATS Countries of Origin + Transnationalism Elect;

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm    C. Ondine Chavoya

ARTH 442 (F) Richardson, Sullivan, Wright: The Roots of American Modernism

Should a building express the facts of its program and materials--directly and without sentimentality? Or should a building be a physical manifestation of the personality and ego of its creator? These demands--one of radical objectivity, and one of radical subjectivity--seem to be mutually exclusive, yet together they form the basis for modern architecture at the start of the 20th century. The architectural lineage of Louis Sullivan, H. H. Richardson, and Frank Lloyd Wright is distinguished by the high degree of tension between the competing demands of factuality and selfhood. This seminar explores the theoretical roots of their architecture, its philosophical sources in transcendentalism, Unitarianism, German romanticism; and treating such aspects as decorative arts, architectural education and theory, and architectural autobiography.

Class Format: seminar

Requirements/Evaluation: one hour presentation, 20-page paper
Extra Info: may not be taken on a pass/fail basis

Prerequisites: any 100 level ARTH course or consent of instructor

Enrollment Limit: 11

Enrollment Preferences: senior Art majors and graduate students

Expected Class Size: 9

Distributions: (D1)

Attributes: ARTH post-1600 Courses;

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**ARTH 462 (F) Art of California: Pacific Standard Time (WI)**

Crosslistings: LATS462 / AMST462 / ARTH562 / ARTH462

Primary Crosslisting

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. In fall 2017, a new Getty PST initiative focused on Latin American and Latino art will commence and this class will consider these exhibitions as well.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester

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

Prerequisites: ARTH 102

Enrollment Limit: 15

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

Expected Class Size: 15

Distributions: (D1) (WI)

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

Attributes: AMST Arts in Context Electives; AMST Space and Place Electives; ARTH post-1600 Courses; LATS Comparative Race + Ethnic Studies Electives;

Not offered current academic year

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**ARTH 466 (S) Hellenistic Art and the Beginning of Art History**

Crosslistings: ARTH466 / CLAS466

Primary Crosslisting

In the wake of Alexander the Great's extension of the borders of the classical world all the way to the banks of the Indus River in the fourth century BCE, the small city-states of the Greek peninsula were replaced by far flung kingdoms as important centers of power and culture. Vastly increased trade and the movement of individuals between Greece, Egypt, and the Near and Middle East encouraged a new internationalism marked by a cross-cultural hybridization of religion, and innovations in philosophy, medicine, literature and art. This cosmopolitan attitude brought about a revolution in artistic ideas and forms centered on the social and ethnic diversity of human experience. Royal patrons, and wealthy private citizens including an increasing number of women, commissioned artworks for cities, sanctuaries, tombs, palaces, and estates on a scale rarely seen before. With the rise of Rome in the west, plundered artworks of earlier periods soon became the desired objects of wealthy collectors, and commissions in the Hellenistic style continued well into the Roman period. In this course we'll look closely at influential works of art in bronze, marble, fresco, and mosaic, and
consider their archaeological, social and political contexts. We'll discuss the changing status of artists as patronage shifts to include the private as well as the public realm, and research the broader philosophical, religious, literary and cultural forces that encouraged artistic innovations of the fourth century BCE through first century CE. Reading material includes ancient literature in translation, recent surveys of Hellenistic art, and recent critical essays.

Class Format: seminar

Requirements/Evaluation: students will lead discussions based on selected readings; a 5- to 7-page midterm paper and 20 minute oral report will form the basis for an 18- to 20-page research paper

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art majors, and then to students of any major interested in art and thought in the ancient Mediterranean world, with permission of instructor

Expected Class Size: 14

Department Notes: ARTH Seminar Requirement

Distributions: (D1)

Attributes: ARTH pre-1600 Courses;

Spring 2019

SEM Section: 01    T 1:10 pm - 3:50 pm     Elizabeth P. McGowan

ARTH 468 (S) Practicum in Curating: Visual Art for a Garden  (WI)

Crosslistings: WGSS468 / ARTH468

Primary Crosslisting

This course aims to develop the wide range of skills needed to realize an art exhibition in a botanical garden (specifically Marie Selby Botanical Gardens in Sarasota where the instructor is Curator at Large. The course responds to her charge to exhibit artists with 100% name recognition for the first five years of Selby's new "Living Museum" initiative which puts works of art in dialogue with botanicals. In the wake of shows devoted to Marc Chagall (2017), Andy Warhol (2018) and Paul Gauguin (forthcoming, 2019), each student will research and choose a non-male and/or non-white artist of some renown and construct an exhibition of works that might be possible to borrow. Course work includes 1) research on the artist and the concept, the focal works of art, auxiliary objects that do not require climate control (e.g. photographs and other works on paper), social history and other methodological frameworks 2) writing requests e.g., loans, rights; and 3) preparations for several of the following: press release, wall texts, wall labels, audio guide, and programming for the exhibition. The final project includes a 10-page synthetic research paper, written for a general audience, about the artist and their use of flowers as well as the projected installation of the climate-controlled gallery. Students may have the opportunity to participate in a WSP in situ in which they will experience all sectors of the museum, glass house, and gardens.

Class Format: seminar; this is a practicum so while it meets 3 hours/week as a seminar does, it is hands on in a different way (e.g., co-peer and one-on-one reviewing by me in class)

Requirements/Evaluation: in-class presentations of research (weekly or bi-weekly), a substantive annotated bibliography, several short writing assignments

Extra Info: (e.g. letters, queries, reviews), reading and critiques of others' work, in-class presentation of two drafts of the final paper and installation

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one 100-level course in ARTH

Enrollment Limit: 10

Enrollment Preferences: junior and senior art majors, especially those who have had either methods or a senior seminar and/or those with strong research, writing, and design skills

Expected Class Size: 10

Materials/Lab Fee: field trip expenses that may not be funded by the department (not to exceed $100)

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
**ARTH 470 (S) Image-making, Orientalism and Visual Culture** (DPE)

Images enjoy extraordinary power in the spaces between self and other, human and divine. They play myriad roles—witness, surrogate, instigator, supplicant—and travel freely across political, religious and cultural boundaries. This course is about three regions—United States, France and the Persian sphere—and the images that mediate and document their interactions. Along the way, we will address important issues like iconoclasm and aniconism, common types like veiled women and pious men, and asymmetrical relationships like Orientalism. The peculiar nature of portraiture will be a prominent theme.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, term project

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

**Prerequisites:** any ARTH class or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Art majors

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: This course fulfills the DPE requirement in its emphasis on comparative cultures and its effort to promote understanding of stereotypes, differences, and contextualized meanings in diverse settings. Images operate between and among individuals and communities, reflecting differences of identity, power, and perspective. This course is an opportunity to articulate how such differences are visually manifest in painting and photography across political and cultural boundaries

**Attributes:** AMST Arts in Context Electives; ARTH post-1600 Courses; Not offered current academic year

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**ARTH 472 (S) Timelines**

Art is really time-consuming to make, to view, to use, to understand. We enshrine it, exhibit it, excavate it and, particularly since the 19th century, we have concocted increasingly elaborate narratives around revered artifacts. We even think we control these many fabled things, but then they have the temerity to outlive us and outsmart us, meddling in the spaces between self and other, human and divine, now and then. The experience can be traumatizing. This course is an opportunity to explore how images are tangled up with time. We will begin in the 19th century, when commonplace notions of past and present wobbled seriously with the invention of photography and the avid pursuit of archaeology. From that pivot point, we will operate transnationally and anachronistically, with particular reference to the Middle East, the birthplace of monotheism and idol anxiety. There will be no single timeline, but rather a series of case studies, ranging from iconic paintings and sacred spaces to calendar art and photojournalism. Ultimately, we must ask, can art ever be fixed in time or will it always be an unruly presence in our lives?

**Class Format:** seminar

**Requirements/Evaluation:** regular presentations and term project

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

**Prerequisites:** ARTH 100-level course

**Enrollment Limit:** 15

**Enrollment Preferences:** majors, seniors

**Expected Class Size:** 15

**Distributions:** (D1)

**Not offered current academic year**

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**ARTH 474 (S) Brazilian Art in the 20th Century: Aesthetics, Internationalism, Utopia** (WI)

In 1924 the modernist poet Oswald de Andrade radically called for Brazilians to engage in cultural "anthropophagy"—to cannibalize from European modernist ideas and synthesize these with local aesthetic and cultural values. Toward the mid-20th century, the narrative of Brazilian art was marked
by the desire on part of artists and intellectuals to problematize its place in Latin America, and vis-à-vis the European avant-gardes. They did so with a strong utopian perspective, developing aesthetic strategies to confront and transcend Brazil's underdevelopment. Yet ideas around nationalism, internationalism, and utopia shifted dramatically when a military dictatorship came to power between 1964 and 1985. How did artists and intellectuals rethink the role of aesthetics in such critical sociopolitical conditions? How did these terms shift again after Brazil returned to democracy, and soon aggressively entered an increasingly globalized economic system? Our seminar will delve into these complex relationships for a comprehensive understanding of the development of modern and contemporary Brazilian art. This is a Writing Intensive course, and there are no prerequisites to enroll.

Class Format: seminar

Requirements/Evaluation: weekly presentations, two review exercises, four 5-page papers

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: none

Expected Class Size: 10

Distributions: (D1) (WI)

Attributes: ARTH post-1600 Courses;

Not offered current academic year

ARTH 494 (S) Thesis Seminar

To graduate with honors in art history, students are to enroll in the Senior Honors Seminar during the Spring semester of their senior year, where they will develop an original research paper based on prior research. Under the guidance of the instructor, students will present and defend their own work in both written and oral form, as well as respond to, and critique, the work of their peers. As students work toward transforming their existing paper into an honors' thesis, they will also be trained in skills necessary to analyze an argument effectively, and strategies of constructive critique.

Class Format: seminar

Requirements/Evaluation: once in the seminar, students will revise, refine and expand on previous research and produce a paper of approximately 25 pages and present a shortened version of the paper to the faculty and public at the Williams College Museum of Art

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

Prerequisites: for requirements of entry into the course, please see "The Degree with Honors in Art, Art History"

Enrollment Limit: 8

Enrollment Preferences: permission of instructor required

Expected Class Size: 6

Department Notes: does not satisfy the Art History seminar requirement

Distributions: (D1)

Spring 2019

HON Section: 01  M 7:00 pm - 9:40 pm  Carol Ockman

ARTH 497 (F) Independent Study: Art History

Art History independent study.

Class Format: independent study

Distributions: (D1)

Fall 2018

IND Section: 01  TBA  Elizabeth P. McGowan

ARTH 498 (S) Independent Study: Art History
Art History independent study.  

**Class Format:** independent study  
**Distributions:**  (D1)

Spring 2019  
IND Section: 01   TBA   Elizabeth P. McGowan

**ARTH 500 (F) Clark Visiting Professor Seminar: Handicraft and Contemporary Art**  
**Crosslistings:** ARTH400 / ARTH500  
**Primary Crosslisting**

This seminar examines the resurgence of craft within contemporary art and theory. In a time when much art is outsourced—or fabricated by large stables of assistants—what does it mean when artists return to traditional, and traditionally laborious, methods of handiwork such as knitting, jewelry making, or woodworking? Though our emphasis will be on recent art (including the feminist reclamation of quilts, an artist who makes pornographic embroidery, a transvestite potter, queer fiber collectives, do-it-yourself environmental interventions, and anti-war craftivism), we will also examine important historical precedents. We will read formative theoretical texts regarding questions of process, materiality, skill, bodily effort, domestic labor, and alternative economies of production. Throughout, we will think through how craft is in dialogue with questions of nation-building, gendered work, and mass manufacturing. The seminar is centered around student-led discussion of our critical readings and culminates with final research projects.

**Class Format:** seminar  
**Requirements/Evaluation:** research paper, presentation  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** none  
**Enrollment Limit:** 16  
**Enrollment Preferences:** places for 8 undergraduates and 8 graduate students assured  
**Expected Class Size:** 12  
**Distributions:**  (D1)

Fall 2018  
SEM Section: 01   R 1:00 pm - 4:00 pm   Julia Bryan-Wilson

**ARTH 500 (S) Clark Visiting Professor Seminar: Ethics of Abstraction**  
**Crosslistings:** ARTH500 / ARTH400  
**Primary Crosslisting**

The course will interrogate abstraction as a strategy in 20th and 21st century art around the globe, and its manifold implications for political projects of being, seeing, and knowing together. We will look at how various artists turn to non-representation as a means for thinking differently about issues as divergent as flatness, vision, progress, decay, identity, violence, solidarity, negation, and protest. How might we read acts of judgment performed by abstract artists, i.e., separating what is alien from that which is intrinsic, as ethically activated? How do we account for the ways abstraction has figured centrally not only in modernist art histories, but also in economic and political theories (as in the abstraction of use into exchange value)? How, too, have representation and figuration (as ostensible opposites of abstraction) been positioned as ethical tactics? We will take an object-oriented approach that foregrounds the complexity of movement between "thing" and abstract "effect," examining divergent valences from postwar abstract painting up to contemporary abstraction as it supports coded meanings, eccentricities, and alternative (feminist, queer, marginal, racialized) formations.

**Class Format:** seminar  
**Requirements/Evaluation:** research paper, class presentations  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** none  
**Enrollment Limit:** 16
Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 8 undergraduates and 8 graduate students assured

Expected Class Size: 12

Distributions: (D1)

Spring 2019

SEM Section: 01    R 1:00 pm - 4:00 pm    Julia  Bryan-Wilson

ARTH 501 (S)  Museums: History and Practice
Crosslistings: ARTH303 / LEAD301 / ARTH501

Primary Crosslisting

Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that result in the institutions of our time. The seminar will examine museums past, present and future looking at governance and administration practices, architecture and installation, accessioning/deaccessioning policies, and cultural property issues. It will also consider current trends in exhibition, public education and other programming in both "encyclopedic" and contemporary arts institutions. Class discussions will have a special focus on how museums strive to balance their scholarly and artistic roles with their civic and social responsibilities while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on oral presentations as well as two research papers

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

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students then to senior Art History majors

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

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LEAD

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

Spring 2019

SEM Section: 01    T 1:00 pm - 4:00 pm    Michael  Conforti

ARTH 502 (S)  History, Theory, and Techniques of Printmaking

This course will consider the history of prints in Europe and America from the fifteenth century through the 1920s. Focusing primarily on the holdings of the Clark, classes will be held in the new Manton Study Center for Works on Paper where students will view original works of art. Equal emphasis will be placed on primary literature, theoretical texts, and a careful understanding of printmaking processes. Media to be investigated include, among others, 15th-century woodcuts by Albrecht Dürer, drypoints by Rembrandt van Rijn, engravings by Philibert-Louis Debucourt, aquatints by Francesco Goya, lithographs by Édouard Manet, etchings by James McNeill Whistler, photo-mechanical processes like photogravure by artist Alfred Stieglitz, and color woodcuts by the German Expressionists. The rise and fall of various processes and practitioners will be explored from a socio-historical perspective, considering market, taste, and changing exhibition strategies. Additionally, consideration will be given to the status of the printmaker over the centuries as their roles shifted from professional to amateur and back again.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on involved class participation, several short presentations, one short paper, and a final paper of approx. 20 pages

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

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students and then to Art History majors

Expected Class Size: 14
ARTH 504 (F)  Methods of Art History and Criticism

This seminar concentrates on critical approaches to art, culture, and history. Our focus will be on various writings that have engaged theories of representation, vision, objecthood and materiality for more than five centuries.

Class Format: seminar

Requirements/Evaluation: each student will write one short midterm paper and a longer concluding essay, as well as present a couple of the readings to the class

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Distributions: (D1)

Fall 2018

SEM Section: 01    T 1:00 pm - 4:00 pm     Marc Gotlieb

ARTH 505 (F)  Shadows of Plato's Cave: Image, Screen, and Spectacle

Crosslistings: COMP374 / ARTH505 / PSCI374

Secondary Crosslisting

In Book VII of the Republic, Socrates famously asks his interlocutors to picture people living in a cave, bound in chains and able to see only shadows on the wall. Thus begins the presentation of perhaps the most influential metaphor in the history of philosophy. One might even claim that when Plato deployed the metaphor in an extended allegory, he constituted the fields of both philosophy and political theory. In repeatedly examining the allegory over the centuries, later thinkers have elaborated their approaches not only to Plato but also to the nature of politics and the tasks of thinking. This class begins with the Republic's cave and other key Platonic discussions of appearances, visual representation, and (literal and metaphoric) seeing, asking how Plato's approaches to image, politics, and theory/philosophy shape each other. Building on those inquiries, we next take up important twentieth and twenty-first century returns to the cave, engaging such figures as Heidegger, Strauss, Arendt, Derrida, Irigaray, Rancière, and Badiou. Finally, we examine recent theories of screen and spectacle--read both for their resonances with and departures from debates over the Platonic legacy--and case studies in the politics of both military and racial spectacles in the U.S. The question of what is an image and what images do will run from the beginning of course to the end. Beyond the authors mentioned, readings may include such authors as Allen, Bruno, Clark, Debord, Friedberg, Goldsby, Joselit, Mitchell, Nightingale, Rodowick, Rogen, Silverman, and Virilio. Insofar as it fits student interest, we will also explore the cave's considerable presence in visual culture, ranging from Renaissance painting through such recent and contemporary artists as Kelley, Demand, Hirschhorn, Kapoor, Sugimoto, and Walker, to films such as The Matrix.

Class Format: seminar

Requirements/Evaluation: regular glow posts and three 7- to 8-page essays or one 20-page final paper

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

Prerequisites: one prior course in political theory, art history, cultural/literary theory, or philosophy or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: majors in political science, comparative literature, and art history, as well as students (up to 4) in the graduate program in art history

Expected Class Size: 12

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under COMP or ARTH

Attributes: PSCI Political Theory Courses

Not offered current academic year
ARTh 506 (s)  An Expository Writing Workshop

A common and depressing consequence of too much education is how our writing tends to devolve, as the task of saying what we mean is complicated by new anxieties: trying to impress our potential employers, intimidate our competition, claim our place in an intellectual community, and generally avoid looking like fools. In many professions, bad prose tends to proliferate like some disgusting disease, as scholars, trying above all to avoid mistakes, become tentative, obscurantist, addicted to jargon, and desperate to imitate other bad writers. In this course we will try to relearn the basic skills of effective communication and adapt them to new and complicated purposes. In class we will go over weekly or bi-weekly writing assignments, but we will also look at the essays you are writing for your other courses, to give them an outward form that will best display their inner braininess. Among other things, I am a fiction writer, and part of my intention is to borrow the techniques of storytelling to dramatize your ideas successfully.

Class Format: seminar

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

Enrollment Limit:  14

Enrollment Preferences:  limited to and required of first-year students in the Graduate Program in the History of Art

Distributions:  (D1)

Spring 2019

SEM Section: 01    M 1:00 pm - 4:00 pm     Paul C. Park

ARTh 507 (F)  Object Workshop

Meeting for six sessions over the semester, this workshop is designed to introduce first-year graduate students to technical, material, and connoisseurial perspectives relevant to the study and analysis of art objects. We will draw on local collections and expertise for our case studies.

Class Format: seminar

Requirements/Evaluation:  participation

Prerequisites:  none

Enrollment Preferences:  limited to and required of first-year students in the Graduate Program in the History of Art

Distributions:  (D1)

Fall 2018

SEM Section: 01   Cancelled

Spring 2019

SEM Section: 01   TBA    Marc Gotlieb

ARTh 508 (S)  Art and Conservation: An Inquiry into History, Methods, and Materials

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

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

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

Enrollment Limit:  14

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

Distributions:  (D1)

Attributes:  EXPE Experiential Education Courses
**ARTH 509 (S) Graduate Symposium**

This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the annual Graduate Symposium. Working closely with a student and faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

**Class Format:** symposium

**Requirements/Evaluation:** each student will present three practice runs and a final oral presentation at the symposium

**Prerequisites:** successful completion and acceptance of the Qualifying Paper

**Department Notes:** limited to and required of second-year students in the Graduate Program in the History of Art

**Distributions:** (D1)

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**ARTH 510 (F) Approaches to Drawing from Connoisseurship to Conceptualism**

This course will consider the art of drawing as a pedagogical tool and cultural practice from the sixteenth to the twentieth century. Creative and commercial forces over four centuries have fostered different types of and reasons for production: presentation drawings in sixteenth century Italy, an increased market for drawings in seventeenth century Holland, a fashion for powdery pastels in eighteenth century France, and the critical promotion of drawing as a form of autographic thinking in the nineteenth century. Drawing has enjoyed a resurgence in the last fifty years as Minimalism and Conceptualism have the pushed the medium's boundaries. Equal consideration will be given to the history of collecting and to materials from the invention of the Conté crayon to the deteriorating effects of acidic paper. The seminar will coincide with a major loan exhibition at the Clark of over one hundred drawings from the Renaissance through contemporary: Drawing in Depth: Master Drawings from the Thaw Collection. The class will be held in the Manton Study Center for Works on Paper and the Clark galleries with visits to the Williams College Museum of Art.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on involved class participation, several short presentations, one short paper, and a final paper approx. 20 pages

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** preference given to Graduate Program students and then to senior Art History majors

**Expected Class Size:** 8

**Distributions:** (D1)

**Not offered current academic year**

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**ARTH 515 (F) Creating Whiteness: Racial Taxonomies in ‘American’ Art, 1650-1900**

Crosslistings: AMST355 / ARTH515

**Primary Crosslisting**

“What is race?” “How is a race created?” “What are the racial histories and subsequent political implications of ‘American’ art?” These are the central questions of our exploration. Drawing on two centuries of making in the Americas—from 17th century casta paintings of New Spain to the pictorialist photographs of Fred Holland Day—this object-based seminar for graduate students (and undergraduates with instructor’s approval) draws upon area collections (including WCMA and The Clark Art Institute) to make the argument that racial ideologies have always been sutured to definitions of an American canon. Our approach is the case study: devoting one or two class meetings to the exploration of eight specific moments/artists in order to engage with the intersectional ideologies of personal and collective identity, e.g., self and the Divine; portraiture and the nation, armed conflict, and the constructed mutabilities of gender and sexuality. Additional artists and topics include: the Stuart family’s images of George Washington and Thomas
Jefferson; advances in photographic technology vis-a-vis the amputated bodies of Civil War veterans; gender fluidity in John Singer Sargent; and the equation of homoeroticism and black bodies in pictorialism. Designed to provide breadth and specific moments of depth, we will be covering processes of making across multiple mediums and time periods. An elementary reading knowledge of French, Latin, Portuguese, and/or Spanish will not go amiss.

**Class Format:** seminar

**Requirements/Evaluation:** research paper, presentations

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

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** second-year graduate students, then first-year graduate students, then advanced undergraduate students

**Expected Class Size:** 12

**Distributions:** (D1)

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

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Fall 2018

**SEM Section: 01** W 10:00 am - 1:00 pm  Horace Ballard

**ARTH 524 (F) The Watchful Object**

What is implied by an object that "watches"? Is it sentient? Animate? Through what apparatus does it gain the power to perceive and in turn generate some type of action? Watchful objects—sometimes known problematically as ‘fetishes,’ ‘idols,’ and ‘totems’—have existed in numerous material cultures in Africa over time and have often been saddled with titles and labels that largely reflect colonial-era notions of primitivism linked with non-Western objects, spaces, and peoples. Even today, many of these objects are still inappropriately connected to systems of the occult rather than being recognized as crucial cogs in the socio-political, cultural, and spiritual mechanics of lived experience on the continent both past and in some cases present. The purpose of this seminar, thus, is to unpack the multiple identities that these objects have experienced as a way of understanding 1.) the circumstances and situations that catalyzed their production; and 2.) how their various material and metaphorical components function as power-producing elements that enable these forms to become 'watchful' presences in society that operate in accordance with their 'observations' of the human condition. This course will also address how the psychological agency of many of these material traditions has prompted their inclusion and absorption within contemporary artistic practices as well, often in the form of productions and performances that provoke unsettling and often transformative experiences in viewers.

**Class Format:** seminar

**Requirements/Evaluation:** in-class presentations, class discussion, and a final research project

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

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** second-year graduate students, then first-year graduate students, then advanced undergraduate students

**Expected Class Size:** 12

**Distributions:** (D1)

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**ATH 527 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA**

Crosslistings: ECON227 / ARTH527 / ARTH327

**Secondary Crosslisting**

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at
auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Class Format: seminar
Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 110 or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors
Expected Class Size: 20
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ECON
Not offered current academic year

ARTH 530 (S)  Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern
Crosslistings: ARTH530 / CLAS236
Primary Crosslisting
Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of the environment, and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides and Lucretius. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry;" Nietzsche, Birth of Tragedy, Mallermé, "L'Apres midi d'une faun,"Aby Warburg, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

Class Format: seminar
Requirements/Evaluation: attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: first year graduate students, then second year graduate students, then advanced undergraduates
Expected Class Size: 12
Department Notes: pre-1600 undergraduate requirement
Distributions: (D1)
Attributes: ARTH pre-1600 Courses;
One might argue that Michelangelo's enduring fame, and his preeminence in the European art historical canon, is as much a product of his artistic persona as his artistic achievement. Indeed, the classic image of the artist as a brooding, tortured genius of unstoppable creative force finds its roots in the Italian Renaissance, and specifically in the fascinating biography--and mythology--of Michelangelo. With a life and career more fully documented than those of any western artist to precede him, Michelangelo provides the foundations for a triangulation of person-persona-artistic production that has a modern . But what are the limits of our knowledge, or the boundaries of interpretation? How might we approach the study of an artistic self when that self is, also, a work of art? In this course, students will become well-acquainted with the life and work of Michelangelo, giving critical attention to the connection between the man and his work. We will investigate, in particular, the practice of interpreting his work according to his philosophical outlook, political convictions, religious beliefs, sexual desire, and more. While this course will bring us deep into the life and work of a single artist, one of its goals is to generate ideas about the very act of biographically-based art historical interpretation. How can thinking carefully about Michelangelo reshape our own thinking about art historical practice?

Class Format: seminar
Requirements/Evaluation: an oral presentation, a research paper, short response papers, and critical commentary on work of peers
Prerequisites: ARTH 301 or permission of instructor (prerequisite for 400-level)
Enrollment Limit: 18
Enrollment Preferences: equally given to senior Art majors and graduate students in the history of art
Distributions: (D1)
Attributes: ARTH pre-1600 Courses;
Not offered current academic year

"Once upon a time," noted the historian Randolph Starn, "the Renaissance set its clocks and calendars to keep modern time." We think of the changing perception of time during the fifteenth and sixteenth centuries—a mounting awareness of the place of the present moment in the larger arc of history—as a defining feature of the Renaissance. Yet, while this new temporal self-consciousness underpins our own understanding of the Renaissance as the emergence of modernity, this is only a thread of the larger and more complex fabric of Renaissance time. In this course we will explore the multifaceted dynamism of the Renaissance relationship to time. We will study the broad shifts in beliefs about time during the Renaissance, then, but we will also move beyond this in order to examine the ways in which concepts of temporality were theorized and functioned in Renaissance visual representation. We will pay close attention to the temporal as a site of innovation in Renaissance art, while focusing a historiographic lens onto the varied art historical interpretations of temporality and the imagery of time. Finally, we will consider our own temporal position as it relates to our experience of images from the past. Authors studied will include Leonard Barkan, Simona Cohen, Georges Didi-Huberman, Anthony Grafton, Michael Ann Holly, George Kubler, Keith Moxey, Alexander Nagel, Erwin Panofsky, Marvin Trachtenberg, Aby Warburg, and Chris Wood.

Class Format: seminar
Requirements/Evaluation: collaborative class discussion and focused peer critique, short ungraded response essays, oral seminar report, 15- to 20-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Art History graduate students, undergraduate Art majors
Department Notes: Western Art 1400-1780 (for graduate students); ARTH pre-1600 Courses (for undergraduate students)
Distributions: (D1)
Attributes: ARTH pre-1600 Courses;
Not offered current academic year

**ARTH 535 (F) The Medieval Object**
Crosslistings: ARTH535 / ARTH435

**Secondary Crosslisting**

After years of focusing on theory, scholars of medieval art have returned to an examination of physical objects. Distinctly strange and even monstrous, such small material things as reliquaries, liturgical vessels, game pieces, and textiles transgress the traditional categories of art, some made from precious materials and others of such base substances as bones and dirt. Even books were treated as tangible things, not only to be read as texts, but also to be looked at, paraded, and displayed with the Eucharist. Collected in church treasuries during the Middle Ages, exchanged, and reconfigured, medieval objects served simultaneously as earthly assets and spiritual investments. The seminar will focus on the making, function, and collecting of medieval objects. Each student will participate in weekly discussions stimulated by the instructor's presentations and selected readings. Students will also conduct research on an object available for study, will present an analysis of it for discussion by the class, and submit a 15- to 20-page term paper taking into account any comments and criticisms.

**Class Format:** seminar; three hours per week

**Requirements/Evaluation:** class participation, oral presentation, 15- to 20-page research paper

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

**Prerequisites:** none

**Enrollment Limit:** 16

**Expected Class Size:** 14

**Distributions:** (D1)

**Attributes:** ARTH pre-1600 Courses;

Fall 2018

SEM Section: 01 W 1:10 pm - 3:50 pm Herbert L. Kessler

**ARTH 537 (F) Renaissance Matter**

The imagined cleave between "scientific" and "theoretica" art history has never seemed plausible to even the most extreme of art historians. In late medieval and Renaissance North Europe, artworks incorporated materials from all over the human and natural world -- azurite, gold, paper, blood, ivory, ash, bone. This "stuff" -- rather than any forms it might be fashioned into -- held its own auratic charge. How are we to think about these various species of matter, about their various processes of transformation? How did changing philosophies and concepts of matter alter the concept of the artwork, particularly in globally-connected North Europe? What role (if any) was played by rediscovered antique texts about matter (Lucretius, etc.?)

This seminar pivots on two questions: first, how did Renaissance artists and audiences understand the material constituents of their craft? And second, can we imagine an art-history of material today outside a rubric of blunt materialism? Material art history shouldn't mean shucking hermeneutics or criticality. After all, going back to Heraclitus, what could be more "philosophical" than matter itself? At the same time, the "scientific" scrutiny of artworks -- using X-rays, infrared scanning, radiographic photography, chemical analyses, and dendrochronology -- has long been a particular fetish of the study of Northern Renaissance art. The insights onto the artistic process these methods offer are indisputable. Yet aside from verifying (or undermining) claims to age, authorship, or condition of old artworks, it remains extremely unclear to many scholars what motives scientific examination -- in many respects a solution without a clear problem -- are addressing. Worse, such investigations often seem like advocacy for inferences of artistic intention -- a concept viewed with skepticism by many historians today. Theory's "return to the object" turn in art history (a maneuver, since the 1980s, often rooted in Northern artworks) has showed possibilities, but also limitations. Durability -- the reigning dictate of many early objects -- poses specific challenges to narratives privileging stories of rupture. Topics include: alchemy, the studio, early atomistic theories, restoration, animation, authenticity, faktura, and "science."

**Class Format:** seminar

**Requirements/Evaluation:** active participation, short presentations; final paper

**Enrollment Limit:** 14

**Expected Class Size:** 14

**Distributions:** (D1)
ATH 540 (F)  In Vinculus Invictus: Portraits in Prison
Among all the portraits that European art has produced during the modern period, some have been painted or more recently photographed in prison. Artists themselves have made self-portraits during their own imprisonments, or sometimes a portrait of one of their fellow prisoners. More often it was the prisoners or their relatives who commissioned an artistic record of their detention. The idea of commemorating such a moment, or to evoke it as a claim to fame, seems surprising at best, at worst outrageous and provocative. But there is, indeed, an enduring tradition of portraiture in prison with its masterpieces and its pantheon, a tradition that fits into the wider pictorial attention to the prison itself. With the French Revolution, the nature of prison changed. It became a tragic symbol of the political "debates." Prison became the arena for a new martyr, one that endures for ideas or simply to be born. The portrait in prison was a way to commemorate not a disgrace or an infamy, but a glory and a moment of virtue. Within a few years, a terrifying series of portraits appeared. They would nurture Western political thought and visual culture until now. Portraits in prison are at a crossroad of politics, law, art and identity; they offer a great opportunity to think about art and society. This course will explore the topic throughout the modern period until the contemporary period.
Class Format: seminar
Requirements/Evaluation: oral and written assignments
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: graduate students, then upper level undergraduate Art History majors
Expected Class Size: 12
Distributions: (D1)
Not offered current academic year

ATH 541 (F)  Aesthetics After Evolutionary Biology: Darwin, Nietzsche, Freud
This interdisciplinary seminar examines the rise of evolutionary biology, a new explanatory paradigm that solidified in Europe in the middle of the nineteenth century, and its ramifications in art and aesthetic theory in the late nineteenth and early twentieth centuries. We will consider how natural histories of creation, and corresponding reclassifications of the human as a species category, went hand in hand with a reconceptualization of the aesthetic faculties, and the processes of art's production and reception. A core component of this seminar will be the close study of key texts by Charles Darwin, and two thinkers who were among the most radical in extending his key insights into the domain of aesthetic theory—the psychoanalyst Sigmund Freud, and the philosopher Friedrich Nietzsche. These primary texts will provide points of departure for studying the work of a number of innovative practitioners working across a range of media, among them the composer Richard Wagner, the Neo-Impressionist painter Georges Seurat, the architect Adolf Loos, the choreographer Vaslav Nijinsky, and the art historian Aby Warburg. Methodologically a major aim of this seminar is to think together critically about the nature of art's relations to other domains of cultural production such as science or philosophy, and to interrogate what it means, both practically and epistemologically, to pursue "interdisciplinarity" as a strategy for art history.
Class Format: seminar
Requirements/Evaluation: seminar presentations, research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: graduate students, then advanced undergraduate students
Expected Class Size: 12
Distributions: (D1)
Attributes: PHIL Related Courses
Not offered current academic year

ATH 542 (F)  Insubordinate Bodies: The Body in Conceptual Art in Latin America, 1960-1980
The use of the body—be it the artist's or those of willing and unwilling participants—is among art's most significant developments internationally since the 1960s. In Latin America between the 1960s and 1980s, activating the body not only was a strong conceptual strategy to escape object-based practices; it was also a potent way for artists to disobey and confront forms of violence and control exerted by repressive regimes. But the body too was a forceful medium by which artists could subvert heteronormative frameworks, through the visualization and performance of feminist critiques and queer identities. This seminar will explore the role of the body in Latin American conceptual art through localized case studies, elucidating the body's particular strength as a vehicle for political and institutional critique, as well as its potential to unlock alternate narratives of conceptual practices in the region.

Class Format: seminar
Requirements/Evaluation: active participation and weekly assignments, leading class discussion, three short responses, and final research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: none
Expected Class Size: 10
Distributions: (D1)
Not offered current academic year

ARTH 543 (S) Global Conceptualism, 1962-Now

Since its emergence in the early 1960s, conceptual art has come to circumscribe a vital, ubiquitous, and widely adaptable category within contemporary art discourse, defining myriad artistic and curatorial practices as well as shaping art-historical inquiry. Naming one's practice as 'conceptual,' (if you are an artist), or doing the work of 'conceptualizing' art's place in the world (if you are a writer/curator/historian) became common parlance more than four decades ago, and is arguably still the most pervasive single term in use today across the many arms of the global contemporary art world. Conceptual art also encompasses an enormous diversity of materials and practices, spanning traditional media, time-based media, installation, performance, and hybrid combinations thereof. What is conceptual art? Is it art that appropriates of the tools and systems of the administration of capital, or of kitsch and mass culture? Does it involve the aestheticization of labor? The dematerialization of the art object? Collaborative practice? Must it look a certain way to be conceptual art? Is needing to look a certain way precisely what conceptual art is not? As the category gains popularity and absorbs more and more possibilities into its ranks, the question quickly becomes, not what is conceptual art, but what isn't it? This graduate seminar will study the means, methods, and assumptions of art historical inquiry toward the development and sustainability of the category 'conceptual art,' from 1962 (the agreed-upon birthdate of the movement, by the estimation of many critics) onward. We will explore global and transnational sites, histories, traditions, and geographic networks beyond the Euro-American canon of conceptualism in order to approach global contemporary art and politics with an expanded set of terms and references. Ultimately, we will seek to understand the challenges and possibilities of re- and de-narrating the histories of modern and contemporary culture from the perspective of "the concept," or "the idea," as opposed to the material, formal, and geographic categories that currently construct and demarcate the field.

Class Format: seminar
Requirements/Evaluation: oral presentations, research papers, short writing assignments
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: Art history grads, then senior art history majors
Expected Class Size: 16
Distributions: (D1)
Not offered current academic year

ARTH 544 (S) Women Artists in Paris, 1850-1900 (WI)

In this seminar, we will examine the historically undervalued contributions of women in the art of the later nineteenth century. During this period, leading artists from around the world, including many women, were drawn to the academies, museums, salons, and studios of Paris. While women were largely excluded from formal training, many nonetheless navigated the complex systems of artistic production. We will focus on this multinational group of talented women (including Marie Bashkirtseff, Rosa Bonheur, Anna Ancher, Mary Cassatt), and we will assess their work against
contemporary sociopolitical thought and aesthetic theories. Readings will draw upon early critical reviews of public exhibitions, biographical materials, studies of pedagogical and institutional practices, and social histories of art. In and through these materials, we will explore the marginalizing narrative that was created for women artists in Paris, and, most importantly, we will reconstruct an alternative history through our discussions and class presentations.

**Class Format:** seminar

**Requirements/Evaluation:** seminar presentations and research paper

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

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** preference given to graduate students and then to senior Art History majors

**Expected Class Size:** 14

**Distributions:** (D1) (WI)

Not offered current academic year

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**ARTH 547 (S) The Studio, The Bedroom, & the Tomb: Artists and Artistic Biographies in the 19th Century&Beyond**

How was the vocation of the artist thematized in the European cultural imagination in the Romantic age and its aftermath? Even more, how did artists themselves articulate, experience, and reproduce that sense of vocation?--What were its mythologies and poetics, at once as they were circulated in visual culture, but also as they were lived, experienced, and reproduced by artists themselves? We will explore such question across three historically, psychologically, and tropologically configured "sites": the artist's studio, the artist's desire, and the artist's death. Readings by Freud, Balzac, Kris and Kurtz, along with scholarship largely centered on the visual arts of the 18th and 19th centuries. With instructor permission, students may undertake research projects in any field of the history of art.

**Class Format:** seminar

**Requirements/Evaluation:** presentations, research paper

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

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** graduate students, then advanced Art History major undergrads

**Expected Class Size:** 12

**Distributions:** (D1)

Spring 2019

SEM Section: 01 W 1:30 pm - 4:00 pm Marc Gotlieb

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**ARTH 549 (S) Early Modern Transmissions**

Through analyses of networked objects and people in what has come to be seen as an increasingly globalized early modern world, we have become more cognizant of the ways in which compositions and subject matter of paintings circulated through the medium of reproductive print; manuals meant to be followed to the letter were adapted for foreign audiences; and ideas were disseminated in book form, either through the open market or in banned publications. But is it enough to track the movement of people, ideas, and objects? And what did it mean to transmit information--whether it be visual, material, or theoretical--across media, languages, continents, or religions in the early modern period? Our goal will not be to map the physical movements of (art) objects or individuals, but rather to query what is gained, lost, or altered beyond recognition when things are transmitted over time and space. The scope of this seminar will span roughly the sixteenth to eighteenth centuries--from the systematization of academic and artistic training and the Scientific Revolution, to the Enlightenment and, consequently, accelerated imperial expansion. Our discussions will center on readings and case studies drawn from the visual arts (such as the reproduction of Albrecht Dürer's woodblock prints on Italian maiolica); mechanical arts (the European mechanization of ancient Chinese timekeeping technology); natural philosophy (the continental reception of Isaac Newton's Opticks); and intellectual history more generally (for instance, the project of translating and adapting William Chambers' Cyclopaedia for a French audience) and the terrain covered will include European encounters with the Americas, the Ottoman Empire, and Asia.

**Class Format:** seminar
ARTh 551 (S) Winslow Homer

In this seminar we will explore the life and art of Winslow Homer (1836-1910). Paintings, prints, watercolors, and photographs in the collection of the Clark and the Williams College Museum of Art will focus our discussions and provide the basis for understanding Homer's art-making and his place within the art-culture of his day. A consideration of his subjects will necessarily intersect with many of the nation's most pressing issues during his era: the Civil War and Reconstruction; the rise of middleclass leisure; the relation of man to the environment.

Class Format: seminar

Requirements/Evaluation: class discussion, weekly précis of the readings, two short papers, an oral presentation (and response to someone else's), and a final research paper (20-25 pages)

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

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students and then to senior Art History majors

Expected Class Size: 8-12

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

Distributions: (D1)

Not offered current academic year

ARTh 554 (S) The Matrix and the Market: Printmaking and Photography in the Nineteenth Century

During the last half of the 19th century, technical, commercial, and aesthetic approaches to printmaking and photography experienced dramatic paradigm shifts. Etching, for example, simultaneously functioned as a reproductive medium and one that carried experimental, vanguard associations. Practitioners of lithography strove to distance themselves from denigrating commercialism and raise the medium's status to a respected art form. Photography, in turn, negotiated the boundaries between "documentary" and "artistic." This seminar will address the complex issues that swirled around printmaking and photographic matrices, critical responses to the various processes, artist-driven initiatives, and the formative role of the art market and book trade in shaping popular opinion. We will consider these topics across political and geographic borders from Europe to the United States, reading both primary and secondary sources. The class will be held in the new Manton Study Center for Works on paper with visits to Chapin library and the Williams College Museum of Art likely.

Class Format: seminar

Requirements/Evaluation: students will be responsible for readings and involved class discussion; several short and one long presentation; and a final paper (20-25 pages)

Enrollment Limit: 12

Enrollment Preferences: Graduate Program students and then to senior Art History majors

Distributions: (D1)

Not offered current academic year

ARTh 562 (F) Art of California: Pacific Standard Time (WI)

Crosslistings: LATS462 / AMST462 / ARTH562 / ARTH462
In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. In fall 2017, a new Getty PST initiative focused on Latin American and Latino art will commence and this class will consider these exhibitions as well.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester

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

**Prerequisites:** ARTH 102

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 15

**Distributions:** (D1) (WI)

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

**Attributes:** AMST Arts in Context Electives; AMST Space and Place Electives; ARTH post-1600 Courses; LATS Comparative Race + Ethnic Studies Electives;

Not offered current academic year

**ARTH 563 (F) Contemporary Curatorial Workshop**

Bi-weekly workshop for graduate students working on contemporary art and curatorial projects. Under the direction of the chair, students will present on-going curatorial projects, undertake studio and site visits, host local and visiting curators for presentations, and explore key topics in modern and contemporary art and curatorial practice.

**Class Format:** workshop, meets all year; graded on a pass/fail basis

**Prerequisites:** graduate art students

**Enrollment Limit:** 25

**Enrollment Preferences:** only open to graduate students

**Distributions:** (D1)

Fall 2018

SEM Section: 01  TBA  Victoria Brooks

Spring 2019

SEM Section: 01  TBA  Victoria Brooks

**ARTH 567 (F) What is Art Criticism? Current Debates, Past Precedents**

Taking as its point of departure recent debates concerning a purported "crisis" of art-criticism, this seminar considers traditions of writing about the work of living artists in modernity. We will begin with current literature and then pivot back to the eighteenth century, tracing a sequence of episodes in art criticism's evolution as a genre by looking at key works of art as mediated by their first critics. Emphasis will be placed on close readings of primary historical texts as prompts for thinking through the following broad questions, among others: What is critique, and what is art criticism? Is the art critic a judge, a historian, a partisan, a participant, or an artist in her own right? How do forms of distribution impact the content of art criticism, and how does art criticism impact the form and content of art? What is the relationship, if any, between taste, assessment of value, and interpretation of meaning?

Artists considered include, among others, Boucher, Friedrich, Whistler, Seurat, Pollock, Piper.

**Class Format:** seminar
ARTH 573 (S) Modern and Contemporary Art from the Middle East and North Africa

This is an exciting time for art from the Middle East and North Africa. Contemporary artists are exhibiting in international shows and biennales, and the global art market has responded to collector interest and crowned its favorites. The visibility and celebration of these artists, however, does not take into account the larger historical arena of cultural production and artistic practice from which they emerge. In terms of the discipline of art history, the field of modern painting and contemporary visual practice in the region is in its first generation of formation and definition. Drawing on very recent scholarship in art history and visual anthropology, we will explore the "history" of modern and contemporary art in the Middle East and North Africa (from the 1920s-the present). We will pay particular attention to how key terms and categories such as: modern, contemporary, Islamic, and Arab, have been constructed, deployed and debated by artists, institutions and scholars in the field. We will explore the role of museums, art schools, archives and biennales in the region, the creation of art publics and communities, and how the international market has responded to contemporary production. And perhaps most importantly, we will study work by artists that identify with the region and engage and complicate constructions of race, gender, religion, environment, autonomy and community.

Class Format: seminar

Requirements/Evaluation: short response essays and a culminating research paper

Enrollment Preferences: graduate program students and then senior Art History and Arabic Studies majors

Distributions: (D1)

Not offered current academic year

ARTH 575 (F) Regression as Modern Fantasy: Archaism, Primitivism, Prehistory

This course analyzes the implications of European modernity’s engagement with cultural artifacts it wanted to classify beneath the prefix “pre.” We take as our object an aesthetic strategy employed with increasing frequency by modern artists in Europe after 1800: the self-conscious mobilization of visual forms thought to telegraph priority to later advancements, whether historically or developmentally. Our inquiry, beginning with the German Nazarenes and extending into the early twentieth century around the moment of WW1, foregrounds such strategies as key to grasping new notions of temporality and geography that emerged in European modernity. We will inquire into the historical and intellectual contexts that sustained chronological and cultural primitivisms, including the history of colonialism, discoveries of Paleolithic cave art, and the emergence of the modern disciplines of archeology, anthropology, ethnography, child psychology, and psychoanalysis. Alongside close visual scrutiny of some of modernism’s most canonical and problematic objects, including key works by Picasso and Gauguin, we will examine the literature that proliferated in this period devoted to the art of peoples deemed “primitive,” including the Greeks in the pre-classical period, non-Western peoples, and children.

Class Format: seminar

Requirements/Evaluation: seminar presentations, research paper

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

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then advanced undergraduate students

Expected Class Size: 12

Distributions: (D1)

Fall 2018

SEM Section: 01 T 10:00 am - 1:00 pm Emmelyn Butterfield-Rosen

ARTH 586 (F) Japanese Popular Visual Culture

Crosslistings: COMP186 / ARTH586 / ARTH286 / ASST186

Secondary Crosslisting
The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (ukiyo, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Okazaki), and animation (Oshii, Miyazaki, Kon). We will focus on developing visual reading skills to come up with original interpretations of these works, and on comparing different media to make them shed light on one another.

**Class Format:** lecture/discussion  
**Requirements/Evaluation:** attendance, participation, two 5-page papers, final exam  
**Extra Info:** may not be taken on a pass/fail basis  
**Prerequisites:** none  
**Enrollment Limit:** 35  
**Enrollment Preferences:** students majoring or considering a major in a related discipline  
**Expected Class Size:** 15  
**Distributions:** (D1)  
**Distribution Notes:** meets Division 1 requirement if registration is under ASST

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**ARTH 587 (S) Crash! The Car Accident as Myth and Metaphor in American Art and Visual Culture**  
A year after MoMA elevated machinery to high art in 1934, Grant Wood painted Death on The Ridge Road (Williams College Museum of Art), a depiction of the deadly side of the streamlined modern machines that Alfred Barr might have presented at MoMA. A generation later, Andy Warhol's Death and Disasters series multiplied gruesome images of crushed cars and bodies to numbing effect. During the ensuing years, both Jackson Pollock and David Smith (among others) became traffic fatalities. Roughly bookended by the Great Depression and the 1960s, but also considering works of art and visual materials before and after those parameters, this seminar will explore the stakes of car crash imagery for American artists and culture. Readings may include topics in trauma studies, automotive technology, physics, posthumanism, law, and object oriented ontology as well as grounding participants in American art and history of the middle third of the twentieth century. Participants in the course will also have the opportunity to help shape the content, themes, and narrative of an exhibition on car accidents in American art being organized by WCMA.

**Class Format:** seminar  
**Requirements/Evaluation:** oral presentations and written assignments  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** none  
**Enrollment Limit:** 16  
**Enrollment Preferences:** grad students, then advanced undergrad art history majors  
**Expected Class Size:** 12  
**Distributions:** (D1)  

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**ARTH 595 (F) Private Tutorial**  
Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

**Class Format:** tutorial  
**Distributions:** (D1)
ARTH 596 (S) Private Tutorial
Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

**Class Format:** tutorial

**Distributions:** (D1)

Spring 2019
IND Section: 01  TBA  Marc Gotlieb

ARTH 597 (F) Undergraduate Lecture Course Taken for Graduate Credit

Undergraduate Lecture Course Taken for Graduate Credit

**Class Format:** independent study

**Distributions:** (D1)

Fall 2018
IND Section: 01  TBA  Marc Gotlieb
IND Section: 06  Cancelled

ARTH 598 (S) Undergraduate Lecture Course Taken for Graduate Credit

Undergraduate Lecture Course Taken for Graduate Credit

**Class Format:** independent study

**Distributions:** (D1)

*Not offered current academic year*
ART (Div I)
STUDIO ART
Co-Chairs: Professors Elizabeth McGowan and Amy Podmore


On leave Fall/Spring: Professors: P. Low, S. Solum.
On leave Spring only: Professor C. Chavoya.

The Department offers students different paths to explore the vital connection between visuality and creativity. With courses of study in the History of Art and the Practice of Studio Art (or a combination of History and Practice), the Major is designed to train students to develop the technical, conceptual, critical, and historical tools they need to engage the visual world.

ADVISING
Majors are expected to discuss their choice of courses and path through the major with their advisor or another professor in the department. Official departmental advisors for each route through the major (listed here below) are available to field general questions concerning curriculum, requirements, and planning to study away.

- Art History Faculty Advisor: Elizabeth McGowan
- Art Studio Faculty Advisor: Amy Podmore
- History and Practice Faculty Advisor: Ben Benedict

ART STUDIO
The Studio division of the art major has been structured to develop students’ perceptions and imaginations as they investigate a variety of visual media and to foster the development of a critical understanding of making art to support creative interests.

Major Requirements
The Studio Art major requires a minimum of nine courses:

- ARTS 100 Drawing I
- One art history course (preferably taken by the end of the junior year)
- A combination of at least three 100 and 200-level courses in three different media (ARTS 100 and tutorials do not satisfy this requirement)
- ARTS 319 Junior Seminar
- One 300-level ARTS course
- One elected ARTS course
- ARTS 418 Senior Seminar

The numbered sequence of courses in the Studio Art major is intended to develop knowledge and skills appropriate to students’ levels of experience, ultimately supporting original, independent work at the 400-level. ARTS 100 is an introduction to the principles of drawing and design, which are the foundation of visual expression. An art history course not only increases visual knowledge of other periods and cultures, but also provides exposure to the methods of visual analysis. 100 and 200-level ARTS courses introduce the relation between form and content and serve as introductions to a variety of media including architecture, painting, performance, photography, printmaking, sculpture, and video. 300-level courses place greater emphasis on the application of visual skills to thematic concerns, and to the development of the student’s individual vision. The capstone to the major, ARTS 418, provides a comprehensive, professional exhibition experience. Students not only define, research, and create an original body of work, but are also engaged in all aspects of producing an exhibition at the Williams College Museum of Art.

The faculty encourages students to begin exploring studio art in the first year so that they can fully explore a variety of media in preparation for independent work in the junior and senior year. A successful route through the major might look like this:
First year: two classes at the 100 and/or 200 level in different media and an art history class. We encourage students to explore media with which they are unfamiliar, as doing so provides a good base and allows for more flexibility later on. While there is only one art history class required for the major, we encourage students to take advantage of the rich art history offerings throughout their four years of study.

Second year: at least two 100 and/or 200 level courses.

Third year: Junior seminar, a 200- or 300-level course and a second art history class.

Fourth year: one 300-level course, ARTS 418, and other courses chosen to support your individual interests.

**HISTORY AND PRACTICE**

This route allows students to study in depth both the history of art and the making of it. It offers considerable flexibility: students may propose courses of study that emphasize particular media, themes, or methodological issues. Students may take more courses in one wing of the department than the other, as long as the minimum requirements in each wing are satisfied. (Note that the Art History and Studio Art Practice routes are strongly recommended for any prospective Art major who is contemplating graduate study in Art History or Art Studio.)

Some students will be attracted to both wings of the department but will not have a field of study that falls between the two. In these cases, it is better for the student to choose between history and studio-taking additional courses from the other wing as desired. In short, the History and Practice route is reserved for students with a strong record of achievement who cannot be accommodated in the two wings of the department.

History and Practice students who are admitted to the Senior Tutorial will participate in the senior studio exhibition at the end of the year.

Unlike the history or studio routes, acceptance into the History and Practice route is not automatic. The student must first submit a written application for the major. The application must include a thoughtful statement of the theme of the major that both 1) shows the coherence and integrity of the plan of study and 2) explains why the students’ goals cannot be met in either history or studio. The application must include both the written statement and a list of proposed courses. The application must be submitted in two copies to advisors in both wings of the department. If approved, the application and list of proposed courses must be submitted to the department secretary before registering for the major.

**Major Requirements**

The History and Practice major requires a minimum of nine courses:

- Any two of the following four courses: ARTH 101, 102, 103, and 104
- ARTS 100 Drawing I
- One 200-level ARTS course
- ARTH 301 Methods OR ARTS 319 Junior Seminar
- One ARTH seminar (400-level) OR one 500-level graduate course (except 508)
- One 300-level ARTS course OR (with permission) ARTS 418 Senior Seminar
- Any two additional Art Studio or Art History courses. At least one elective must be taken in each wing of the department. At least one of the electives must be an Art History course concerned with a period of art prior to 1600.

**THE DEGREE WITH HONORS IN ART**

Students who wish to become candidates for the degree with honors must show prior evidence of superior performance in the major as well as research capabilities to carry out the proposed project.

**Art Studio**

Studio art concentrators who wish to be candidates for honors are required to take an extra studio course, of their choosing, for a total of ten courses. One of the ten courses must be the 400-level Senior Seminar (ARTS 418). Students must also take the Honors Independent Study course (ARTS 31) during Winter Study of their senior year. Studio faculty will provide feedback on the progress of the honors project at the beginning of the Spring semester.

Honors candidates enrolled in the Senior Seminar must demonstrate prior experience in the media chosen for the honors work. This proof may consist of one or more 200-level courses in the medium, course work at the 300 level, and/or a portfolio demonstrating the student’s proficiency in the media chosen for the honors project. This work must be presented to the instructor of the Senior Tutorial at the start of the Spring semester. At the end of the Spring semester of senior year, honors candidates will orally defend their work in the senior exhibition at WCMA. The entire studio faculty will attend each defense. Based on the work and the oral defense, the studio faculty (as a whole) will designate honors, high honors or no honors.

**History and Practice**

The route to honors is a combination of the art studio and art history routes to honors. At the beginning of senior year, a candidate for honors in History and Practice makes a proposal to two faculty members, one faculty advisor from each wing of the department. If both advisors agree to
supervise the project, the candidate enrolls in an independent study and works through the Fall semester and Winter Study. The progress of the project is assessed by both advisors at the end of Winter Study; if the project is not well enough developed, the advisors may end it at that time. If the project is allowed to move forward, the student enrolls either in Senior Seminar (ARTS 418, for which they will need permission of the instructor), if the project is primarily a matter of making art, or in an Honors Independent Study, if it is primarily a writing project. The final project is submitted to the two advisors, who will determine whether or not it will receive honors.

STUDY ABROAD

The Art Department encourages students to travel during Winter Study, and to study abroad for a semester during the junior year. Students planning on studying abroad must: consult a departmental advisor, leave a copy of their Study Away Petition on file in the Department, and consider the required junior seminars (ARTH 301 and ARTS 319) that prepare students for the independent research and/or independent artistic production which is the focus of the senior year.

Art Studio

Studio Art Majors must take the required Junior Seminar (ARTS 319) in the fall semester of their junior year, unless they are planning to study abroad for a full year, or unless they have permission of the chair of the department (in these cases, they may take the required class in their sophomore or senior year). The Department does not grant pre-approval or provisional credit for study abroad courses; studio majors must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 1 requirement for the major can be taken per semester abroad (2 if one of the courses is in art history). Courses must be in fine arts fields to qualify for major credit. ARTS 319 and ARTS 418 cannot be fulfilled abroad.

History and Practice

History and Practice majors must plan accordingly for their elected junior seminar. For art history courses taken abroad, history and practice majors can seek provisional credit for courses that appear to satisfy requirements for the major. No provisional credit is possible for studio courses; students must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 2 major requirements may be satisfied per semester while abroad (one in studio, one in history), with no more than 3 courses total. History and practice majors cannot satisfy ARTS 319 or any 400-level courses abroad.

ARTS 12 (W) Portrait Painting: from Fayum mummies to the Obamas

This course will be a hybrid of studio practice and a visual survey of the painted portrait, tracing various approaches to portraiture and mark-making, from the Fayum mummies to the recently unveiled portraits of Barack and Michelle Obama, in order to inform the ways by which we will, throughout the course, paint portraits (of oneself or another). The course will culminate in a final exhibition of each participant's painting, which will be worked on throughout the duration of the winter study, in- and outside of class. We will begin the course by looking to a range approaches to portraiture and engaging in various drawing and painting exercises, before spending the bulk of the remaining time working towards a single, polished painting, in oil or acrylic on canvas or panel. We will analyze many of the touchstone examples of portraiture over the centuries to survey a range of styles and how their respective techniques and painted marks reflected the zeitgeist, or collective psychology of a time and place, in order to inform our own painted works. The course will meet three times per week to engage in dedicated studio work, and group analysis of historic examples of painted portraits. Outside of class, students will be expected to continue their studio work, as well as additional drawing or painting exercises, readings, and possible film screening(s). The final project, a single portrait painting, will be displayed in a group exhibition in the Spencer Art Building at the culmination of the Winter Study period, at which time each artist will present their finished work. No experience necessary, but some background in painting and drawing is a plus. Adjunct Instructor Bio: William Binnie (born Dallas, TX, 1985) is a visual artist living and working in Williamstown, MA and Brooklyn, NY. His work has been exhibited nationally and internationally and is held in a number of public and private collections across the United States, Europe, and Asia. Binnie's work is currently on view at MassMoCA's "The Lure of the Dark: Contemporary Painters Conjure the Night," through 2019. For more information and images of work, please visit: www.william-binnie.com.

Class Format: afternoons

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

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

Enrollment Limit: 15

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

Materials/Lab Fee: $125
ARTS 13 (W) Creative Portraiture in the Darkroom

Crosslistings: ARTS13 / RLFR13

Secondary Crosslisting

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

Class Format: mornings

Requirements/Evaluation: 2- to 3-page paper; formal public exhibit

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

Enrollment Limit: 10

Enrollment Preferences: Art major and minors then random

Materials/Lab Fee: $120

Attributes: EXPE Experiential Education Courses

ARTS 14 (W) Results May Vary

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

Requirements/Evaluation: final formal public exhibit

Prerequisites: active engagement in the creation of art, photography, film and video, poetry and prose, dance, theater and music

Enrollment Limit: 15
Enrollment Preferences: submitting portfolio, resume or proposal
Attributes: EXPE Experiential Education Courses

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

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

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

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

Winter 2019
LEC Section: 01   Cancelled

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

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

Class Format: 9:00 a.m. to noon, M-F
Requirements/Evaluation: evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email to Professor Thoman
Materials/Lab Fee: $75
Distributions: (D3)
ARTS 19 (W) 21st Century Museums--From the Inner Workings to the Future Vision of Culture Making

Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19

Primary Crosslisting

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

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

ARTS 20 (W) Performing Self-Portraiture in the Age of Instagram

Crosslistings: THEA20 / WGSS20 / ARTS20

Secondary Crosslisting

What does it mean to represent your own body? How do we craft compelling performances of self in a social media marketplace that treats our bodies as currency? In this studio course, we look at the lineage of the self-portrait and the role it plays in the creation of our personal mythologies. We will consider the work of Frida Kahlo, Cindy Sherman, Carrie Mae Weems, Jacoby Satterwhite, Kim Kardashian West and others. How have artists, now and in the past, turned the camera on themselves? Is it possible to subvert the gendered and racialized gaze? Students will create their own kinetic self-portraits, exploring forms such as looping video, gifs, stop-motion, and animation. Adjunct Instructor Bio: Kameron Neal is a queer Black video artist and performance-maker based in NYC. His work has been seen and developed at Ars Nova, BAM, La MaMa, New York Theatre Workshop, Soho Rep., Digital Graffiti Festival, Vox Populi and Yale's Center for Contemporary Arts and Media. Kameron has also designed campaigns for The Public Theater, Joe's Pub, Under the Radar Festival, and Shakespeare in the Park, with the creative direction of Pentagram partner, Paula Scher.

Class Format: afternoons
Requirements/Evaluation: final performance
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: if overenrolled, students will be selected by submitting a brief statement of interest
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses
ARTS 31 (W)  Senior Studio: Independent Project Art Studio
Independent project to be taken by candidates for honors in Art Studio.

Class Format: Independent project
Distributions: (D1)

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

Class Format: independent study
Distributions: (D1)

ARTS 100 (F)  Drawing I
In childhood everyone draws. Like language drawing is a basic human tool to observe and interpret the world as well as to make comment and find agency within it. As an introduction to art making, this course will provide basic design and conceptual skills to engage feeling, develop content and communicate with others. Divided into sections on line, composition, proportion, value and space, the course is designed for those with no previous experience in drawing, but it is flexible enough to challenge experienced students. New concepts are introduced each week in slide talks and developed in workshops and through homework assignments.

Class Format: studio
Requirements/Evaluation: evaluation is based on the following: successful application of new skills, development of concept, participation in class, effort, timeliness and attendance
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 18
Expected Class Size: 18
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributions: (D1)

ARTS 100 (S)  Drawing I
This course will heighten your awareness of the visual world, teach basic drawing skills, and demonstrate how drawing operates as a form of visual exchange. Each class session introduces you to a specific drawing technique, concept or media. The homework assignments involve practicing the
skills presented in class while encouraging personal expression by incorporating your own ideas into the artwork. This course also promotes the understanding of artists and their work. It requires that you attend at least one Visiting Artist presentation to gain a deeper knowledge of artist's aspirations and practices. To allow for more practice with working directly from life, you are also required to attend at least two evening life drawing sessions.

**Class Format:** studio

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

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

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students

**Expected Class Size:** 18

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

**Distributions:** (D1)

Not offered current academic year

**ARTS 100 (S) Drawing I**

This course is designed to introduce the fundamentals of drawing. A significant portion of class time will be devoted to learning some of the basics of drawing, such as line, gesture, composition, and value. Acquiring technical skill is an important goal of this class, and intensive weekly assignments are a significant part of that process.

**Class Format:** studio

**Requirements/Evaluation:** evaluation will be based on the quality of work produced as well as successful completion of all assignments and attendance

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

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** none

**Expected Class Size:** 18

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

**Distributions:** (D1)

Spring 2019

STU Section: 01  T 9:00 am - 11:40 am  Laylah Ali

**ARTS 100 (F) Drawing I**

This course is designed to introduce students to perceptual, experiential and analytical moments associated with the language of drawing, and to do so in ways that offer the opportunity to see the world with greater clarity, and with a broader understanding of art and the visual language. This course provides technical skills associated with observational drawing, experiential moments with a variety of materials, and the opportunity for self expression and the communication of ideas. Each studio class blends drawing practices and exercises designed to further one's understanding of the language of drawing, and more broadly, offers a foundation for further study in the visual arts.

**Class Format:** studio

**Requirements/Evaluation:** evaluation is based on individual critiques, a mid-term critique, a final portfolio submission, attendance, effort and participation.

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

**Prerequisites:** none
Enrollment Limit: 18
Enrollment Preferences: Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students
Expected Class Size: 18
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributions: (D1)

Fall 2018
STU Section: 01 M 7:00 pm - 9:40 pm Frank Jackson

ARTS 102 (F) In the Room Together: An Introduction to Dance, Theatre, and Live Performance
Crosslistings: ARTS102 / THEA102 / DANC102
Secondary Crosslisting
This course offers an introduction to the time-based art of performance, focusing on the embodied and social act of collaboration. Students will explore through a rotating studio and seminar-based format methods for creating and approaching art across a range of time-based media (dance, theatre, performance art, social media, spoken-word poetry), providing a foundation for the expression of ideas through performance. Over the term, students will develop, workshop and perform site-specific pieces, culminating in a final public presentation to the community. Through independent research projects, writing and class discussion, students will study makers whose work unsettles the boundaries of dance, theatre, and performance, such as: Anne Bogart, Bill T. Jones, Pina Bausch, Meredith Monk, Lin Manuel-Miranda, E. Patrick Johnson, Young Jean Lee, and Beyoncé. Evaluation will be based on an assessment of the student's work, participation, commitment, practice, curiosity, creativity, and collaboration with peers. Students will be required to attend '62 Center Series programming as may be required to attend other performance events as well. This course is open to students at all levels of experience and is a gateway and requirement to the major in Theatre.

Class Format: combined studio/seminar
Requirements/Evaluation: assignments will include writing reflections, showings of works in progress, oral presentations, a final performance, and a 5- to 7-page curatorial paper
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: students considering the major or already majoring in Theatre
Expected Class Size: 18
Department Notes: this course serves as the gateway to the major in Theatre and is a prerequisite for several courses in the Theatre major
Distributions: (D1)
Not offered current academic year

ARTS 107 (S) Creating Games (QFR)
Crosslistings: CSCI107 / ARTS107
Secondary Crosslisting
The game is unique as the only broadly-successful interactive art form. Games communicate the experience of embodying a role by manipulating the player's own decisions, abstraction, and discrete planning. Those three elements are the essence of computation, which makes computer science theory integral to game design. Video games also co-opt programming and computer graphics as new tools for the modern artist. As a result, games are collaborative interdisciplinary constructs that use computation as a medium for creative expression. Students analyze and extend contemporary video and board games using the methodology of science and the language of the arts. They explore how computational concepts like recursion, state, and complexity apply to interactive experiences. They then synthesize new game elements using mathematics, programming and both digital and traditional art tools. Emphasis is on the theory of design in modern European board games. Topics covered include experiment design, gameplay balance, minimax, color theory, pathfinding, game theory, composition, and computability.

Class Format: lecture and studio
Requirements/Evaluation: evaluation will be based on participation, studio work, and quizzes
Extra Info: may not be taken on a pass/fail basis
ARTS 114 (F) Art into Activism
This introductory studio art class will examine how art has been and can be engaged with activist and political causes. Can art be created from social or political ideas? Is all political art merely propaganda? What makes a work “political”? What does artistic work that is topical, informed, and critical look like? In addition to looking at various works by contemporary artists and used in political movements, we will be working on weekly assignments that will introduce students to 2-D image making, video, and performance. This class is a hands-on studio class which will require hours outside the class working on projects.
Class Format: studio
Requirements/Evaluation: evaluation based on projects, assignments, class participation, attendance
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: first-years and sophomores
Expected Class Size: 14
Distributions: (D1)
Not offered current academic year

ARTS 116 (F) Monotypes
Spontaneous and delightfully unpredictable, the monotype is a style of printmaking that creates exactly one image by applying ink onto a flat surface, and transferring it to paper using pressure - by hand or a through a printing press. It is neither drawing nor painting, it is both! In this class students will use the monotype to heighten their sensitivity to line, colour, tone, texture, transparency, pressure, ink viscosity, and overall composition. They will also explore techniques like tracing, stencilling, chine-collé, reductive + additive mark making, and hand rubbing, while acquainting themselves with the history of the medium – its practitioners, and its scope. No prior experience in drawing or painting required, though it is quite welcome.
Class Format: studio
Requirements/Evaluation: evaluation is based on quality of work, investment towards studio time, active presence in discussions and critique, attendance
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Arts majors
Expected Class Size: 15
Distributions: (D1)
ARTS 120 (F) Introduction to Performance Art

Historically, artists have turned to performance art during times of collective trauma to observe, analyze, and deconstruct established systems of power. This course will explore the legacy, theory, and practice of this radical and subversive genre. Equal parts studio and seminar students will engage in open dialogue based on assigned readings, screenings, and museum/gallery visits. Starting with the emergence of Dadaism during World War I, and exploration of works by artists that will include: Adrian Piper, David Hammons, Lynda Montano, Chris Burden, Clifford Owens, and Anna Mendieta, students will gain an understanding of the mechanisms of performance: The body as object, The Gaze (the dynamics of viewing/being viewed), active and inactive participants, and breaking the fourth wall. This class is open to all students that are willing to embrace the awkwardness of their humanity and the vulnerabilities of our collective bodies.

Class Format: combined studio/seminar

Requirements/Evaluation: completion of 4 assigned projects, assigned readings, active class participation, creation of an independent final project, attend scheduled lectures, museum/gallery trips

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art Studio majors, first-years, sophomores

Expected Class Size: 15

Materials/Lab Fee: lab fee of $100 will be charged to term bill

Distributions: (D1)

Fall 2018

SEM Section: 01    R 1:10 pm - 3:50 pm     Allana M. Clarke

ARTS 124 (F) Introductory Video

In this course we explore how the proliferation of video has transformed the way we relate our own image, and that of others. Video has become a platform for hypervisibility. In an era of selfies, live-streaming, state sanctioned violence (and its digital record), how might we use video as a tool of empathy and accountability? We will pursue answers to these questions through the act of making. In this introductory level course students will gain facility in Adobe Premiere and other post-production tools in the Adobe Creative Suite. Students will explore camera technique, lighting, and how to work with appropriated footage. We will look at early and contemporary video works in order to situate the work being made in class. Video Art will also be contextualized within vernacular applications of video. Through regular technical exercises, readings, and group critiques, students will learn how to use video as critical tool in their practice.

Class Format: studio

Requirements/Evaluation: discussion, participation, and the technical and conceptual strength of the projects, with consideration given to individual development

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: current and prospective Art majors

Expected Class Size: 12

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

ARTS 126 (F) Introduction to Digital Photography

This course is an introduction to the technical and conceptual elements of digital photography. Students will learn the mechanics of the camera, digital workflow, image editing and inkjet printing, all in the service of making art. A foundation in the technical aspects of digital photography will be paired with art-historical slideshows and group critiques that provide a grounding in the visual language and vocabulary of fine art photography. Throughout the course we will engage with the work of many photographers. This list includes but is not limited to: Herni Cartier-Bresson, Lisette Model, Robert
Frank, Helen Levitt, Diane Arbus, Graciela Iturbide, Garry Winogrand, Carrie Mae Weems, Mark Steinmetz and LaToya Ruby Frazier. The course will culminate with each student conceiving and creating a portfolio of photographs that wields technical skill to realize personal vision.

**Class Format:** studio

**Requirements/Evaluation:** three assigned projects and a self-directed final

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** in the case of over-enrollment, admission to the class will be determined by application

**Expected Class Size:** 12

**Materials/Lab Fee:** $250 (subject to change) charged to term bill

**Distributions:** (D1)

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**ARTS 128 (F) Introductory Video**

In this course we explore how the proliferation of video has transformed the way we relate our own image, and that of others. Video has become a platform for hypervisibility. In an era of selfies, live-streaming, state sanctioned violence (and its digital record), how might we use video as a tool of empathy and accountability? We will pursue answers to these questions through the act of making. In this introductory level course students will gain facility in Adobe Premiere and other post-production tools in the Adobe Creative Suite. Students will explore camera technique, lighting, and how to work with appropriated footage. We will look at early and contemporary video works in order to situate the work being made in class. Video Art will also be contextualized within vernacular applications of video. Through regular technical exercises, readings, and group critiques, students will learn how to use video as critical tool in their practice.

**Class Format:** studio

**Requirements/Evaluation:** evaluation will be based on discussion participation and the technical and conceptual strength of the projects, with consideration given to individual development

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** students majoring in Studio Arts

**Expected Class Size:** 15

**Distributions:** (D1)

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**ARTS 129 (S) Institutional Critique** (DPE)

This introductory course will investigate the performance potential of the radical art making methodology known as Institutional Critique. Influenced by Situationism, and the Fluxus movement, Institutional Critique emerged as a way for artists to respond to the art worlds elitism, monopoly on culture, and dependency on Capitalism. Through collaborative performance based projects and readings students will explore the possibility of art to critically...
Intervene in the hegemonic order and insight change within power relationships. We will also explore related movements such as Socially Engaged Practice, a term that describes art that is participatory and focuses as people as the medium. Artists covered will include: Thomas Hirshhorn, Tim Rollins, and Andrea Fraser. You do not need any prior experience just a willingness to use the power of voice and body.

**Class Format:** studio

**Requirements/Evaluation:** 3 collaborative projects, final independent project, readings, active participation, museum gallery visits, quality of work

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

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Materials/Lab Fee:** lab fee of $125

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: Through a diverse selection of essays, visual art, and contact with prominent voices operating at the intersection of theory and practice students will examine how the concentration of power in the United States and Europe has contributed to inequities within educational, legislative and artistic institutions. Students will then transfer what they've learned to a research based visual practice that priorities social discourse.

Spring 2019

**STU Section:** 01    W 1:10 pm - 3:50 pm     Allana M. Clarke

**ARTS 130 (S) Material Issues**

What kind of maker should one be, after reading the latest climate report? The tendency to build, design, love, and collect objects - in our shelves and in our museums and in our landfills - is central to the human story. We have (serious) material issues! This class looks at individuals that hold ecology and what the environment asks of us close to their heart and their making, moving beyond ‘green’ as metaphor. We will study creative practices that work in partnership with land, with forests, agriculture, radically sustainable materials, food and food cultures. Through the semester, we will alter how we consume and what we consume, we will learn to repair, learn to divest, and learn how to make our own: Food! Clothes! Quilts! Containers!

Pigments! _________! Our projects will be cross cultural, interdisciplinary, slow, working at the pace of seasons, working with what is already present in our homes, in our neighbourhoods. Through guided assignments and discussions, students will draft a personal and collective manifesto detailing their relationship to material and climate change, and develop a final project, in any format, that engages with it. We will work with our hands often, and well.

**Class Format:** seminar

**Requirements/Evaluation:** active and thoughtful participation in class, sensitive and dedicated approach towards assignments

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** art majors

**Expected Class Size:** 15

**Distributions:** (D1)

Spring 2019

**SEM Section:** 01    M 7:00 pm - 9:40 pm     Pallavi Sen

**ARTS 200 (F) Costume Design**

Crosslistings: ARTS200 / THEA305

**Secondary Crosslisting**

This course is both an introductory and an intensive study of the art of costume design. The course focuses on the designer's process: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills and presentation of designs.
Class Format: studio
Requirements/Evaluation: evaluation will be based on multiple design assignments including a detailed final design project, costume labs, image and research files, costume sketchbook, short papers, committed participation, and attendance
Extra Info: students are required to attend two to three theatre department or approved performances during the semester; students will also be expected to partake in intelligent critiques of fellow classmates’ design work
Prerequisites: successful completion of any 200-level course in any of the fine or performing arts or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Theater and Art Studio, sophomores and juniors
Expected Class Size: 8
Department Notes: does not satisfy any requirements for the Art major
Materials/Lab Fee: lab fee of $100 will be added to the student’s term bill
Distributions: (D1)
Not offered current academic year

ARTS 201 (S) Worldbuilding: Staging and Design For The Theater
Crosslistings: ARTS201 / THEA201

Secondary Crosslisting
This course examines the designer's and director's creative processes as they work together to imagine the fictional worlds of theatrical productions. Over a series of practical projects in staging, mise-en-scene, and various design disciplines, we will develop techniques for eliciting an initial creative response to a text, developing that response into a point-of-view, and solving the practical needs of the production. Particular emphasis is placed on how design elements synthesize with one another, and with the work of the actors and director, to form the larger intellectual, emotional, and physical context of the work as a whole. Students will adopt various creative roles throughout a series of assigned projects, giving a broad exposure to the work of designers and directors. Basic presentation skills and technique, as well as methodologies for critical feedback, will be taught as crucial elements of staging and design development.

Class Format: studio
Requirements/Evaluation: evaluation will be based upon committed participation in class discussion and feedback; and the thoughtful, timely completion of 4 design/staging projects plus a month-long final project taken through multiple iterations
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Theatre majors and prospective Theatre majors
Expected Class Size: 12
Department Notes: this course is required for the Theatre major; this course does not count toward the Art major
Materials/Lab Fee: materials and copying $125 to be added to the student's term bill
Distributions: (D1)

Spring 2019
STU Section: 01    MW 11:00 am - 12:50 pm    David Gürçay-Morris
LAB Section: 02    W 1:10 pm - 3:50 pm    David Gürçay-Morris

ARTS 215 (F) Sustainabuilding (verb)
Sustainability considerations figure prominently (and always have) in good building design. This architectural design studio will include instruction, research, and reading about current design and energy strategies. These lessons will be applied in two or more design problems. Drawings and models will be critiqued in class reviews with outside critics.

Class Format: studio
Requirements/Evaluation: based on quality of design and presentation
Prerequisites: none but ARTS 220 and/or ENVI 108 are recommended; permission of instructor is required; preregistration does not guarantee admission to the course

Enrollment Limit: 15

Expected Class Size: 15

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

Distributions: (D1)

Fall 2018

STU Section: 01    F 1:10 pm - 3:50 pm    Ben Benedict

ARTS 220 (S) Architectural Design I

Instruction in design with an introduction to architectural theory. Five simple design problems will explore form and meaning in architecture. Each problem will require drawings/model and will be critiqued in a class review with outside critics.

Class Format: studio

Requirements/Evaluation: evaluation will be based on quality of design, with improvement taken into account

Prerequisites: ARTS 100; ARTH 101-102 strongly suggested; permission of instructor is required; registration does not guarantee admission to the course

Enrollment Limit: 15

Expected Class Size: 15

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

Distributions: (D1)

Spring 2019

STU Section: 01    F 1:10 pm - 3:50 pm    Ben Benedict

ARTS 224 (F) Interdisciplinary Approaches to Performance Art

Crosslistings: THEA224 / ARTS224

Primary Crosslisting

Mud, meat, lard, time, Instagram, and language. These are the materials of performance art. Students will develop distinct and focused voices as performers/artists by gaining an understanding of the methods and theories that inform the performance art genre. Assigned projects will examine the relationship between performance, video, photography, sculpture and digital platforms. Seminars will focus on the catalogs of contemporary artists whose interdisciplinary practices heavily incorporate performance methodologies. Artists covered will include: Tania Bruguera, Santiago Sierra, Kalip Linzy, and Tameka Norris.

Class Format: studio

Requirements/Evaluation: completion of 3 guided projects, assigned readings, active class engagement, independent final project, attending lectures, museum/gallery trips

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

Prerequisites: students who have previously taken a studio class with performance elements, a dance or theater class, or by permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Art Studio majors

Expected Class Size: 12

Materials/Lab Fee: lab fee of $150 will be added to the student's term bill

Distributions: (D1)
ARTS 227 (S) Moving Photography

In this intermediate photography course, students will explore the rich interplay between photography and movies. Many still photographers invoke the aesthetics of cinema, critique its conventions, and investigate the way films create desire. For example, An-My Lê photographing slightly behind the scenes on the set of “The Free State of Jones” and Gregory Crewdson asking the viewer to linger within cinematic still images unmoored from narrative logic. Students will learn to wield cinematic convention and style within their own photographs. We will discuss narrative sequencing and how visual form (such as the angular light and oblique framing of film noir) can itself be thematic. We will also engage with the recent emergence of slightly-moving photographs by artists such as Dru Donovan and Owen Kydd. In a series of projects and a self-directed final, students will create their own still and moving photographs informed by the relationship between movies and photography.

Class Format: studio

Requirements/Evaluation: students will complete three projects and self-directed final

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

Prerequisites: a photography course, experience with DSLR, or instructor permission

Enrollment Limit: 15

Enrollment Preferences: Art majors

Expected Class Size: 15

Distributions: (D1)

Spring 2019

STU Section: 01   W 1:10 pm - 3:50 pm    Zak Arctander

ARTS 228 (F) The Art of Almost Nothing

In this studio tutorial class, students will create studio art projects by using materials that are mainly not bought but found, repurposed, and/or overlooked and ubiquitous. In this time of extreme material production and consumption, with a great deal being thrown out and unrecoverable, how can we make intentional, creative meaning from what is around us? This class is concerned with impacts on the environment but also with how consumer culture has wielded profound influence in the current production of studio art. How can we engage with our major concerns--aesthetic, topical, critical--and use what is around us mindfully and creatively with desired impact? Some of the artists we will look at: William Pope L., Ana Mendieta, David Hammons, Tania Bruguera, and the Yes Men. This class is a hands-on studio class with weekly assignments.

Class Format: studio tutorial; studio class, 3 hours per week

Requirements/Evaluation: projects, assignments, class participation, attendance

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

Prerequisites: one previous studio art class at Williams

Enrollment Limit: 14

Enrollment Preferences: first and second-year students

Expected Class Size: 14

Materials/Lab Fee: TBD

Distributions: (D1)

Not offered current academic year

ARTS 230 (S) Drawing II

This intermediate drawing course focuses on technique, style and content. Class sessions will focus on representing the human figure in representational and abstract styles, including cubism and abstract expressionism. Homework projects will focus on developing individual concepts and personal expression. Exercises will include traditional materials on paper as well as non-traditional methods and exercises. The course culminates with an independent project of work in series.

Class Format: studio
ARTS 236 (F) LINOCUT!
A subset of relief printmaking, linocuts are images made by carving the surface of soft linoleum blocks. Relying almost completely on our hands, we will learn to work with a variety of cutting tools, controlling their speed and pressure to create bold, clear imagery. The course will include introductions to various methods in lino printing including stencilling, collaging, reduction printing, while also familiarising students with the fundamentals of printmaking inks and papers - how to use them, choose them, modify them. We will also look at the history of the block print, its application in the textile industry, and its present day interdisciplinary potential. Students will work towards creating a diverse portfolio that demonstrates fluency across various techniques, using them individually or in combination.

Class Format: studio

Requirements/Evaluation: evaluation is based on quality of work, investment towards studio time, active presence in discussions and critique, attendance

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

Prerequisites: Drawing 100

Enrollment Limit: 12

Enrollment Preferences: Arts Majors

Expected Class Size: 12

Distributions: (D1)

Fall 2018

STU Section: 01  F 8:30 am - 10:50 am   Pallavi Sen

ARTS 241 (F) Painting
The variables of oil painting are so numerous that the permutations are endless. As an introduction to basic variables like color, brushwork, surface, form and light, this course is the beginning of what may be a life long, creative adventure through the medium of paint. Most assignments are done from direct observation of the human figure, the landscape and objects. Museum visits and slide presentations are an important part of the class.

Class Format: workshop

Requirements/Evaluation: weekly assignments

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

Prerequisites: ARTS 100

Enrollment Limit: 15

Enrollment Preferences: majors, sophomores, juniors, seniors

Expected Class Size: 15

Materials/Lab Fee: a lab fee of approximately $375 to be added to the student's term bill

Distributions: (D1)

Fall 2018
ARTS 241 (F)  Acrylic Painting

In this course, we will explore the options that painting with acrylic can offer. The class will focus on developing necessary technical skills, such as the manipulation of color, value, surface, and texture. We will also consider issues of content in a diverse range of approaches, including painting from observation (still life and portraits), abstraction, and cross-media experimentations (for example, combinations in installations, sculpture, photography). The particular characteristics and benefits of acrylic paint will be explored in contemporary approaches. There will be visits to museums (WCMA, the Clark Art Institute and MASS MoCA), critiques, and slide presentations.

Class Format: studio

Requirements/Evaluation: evaluation will be based on the quality of work, investment of time, participation in critiques, and attendance

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

Prerequisites: ARTS 100

Enrollment Limit: 14

Enrollment Preferences: Art majors

Expected Class Size: 14

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

Distributions: (D1)

Fall 2018

STU Section: 01  Cancelled

ARTS 241 (S)  Introduction to Oil Painting

This course is designed to introduce the fundamentals of oil painting. A significant portion of class time will be devoted to learning some of the basics of painting, such as the manipulation of color, value, surface, and texture. We will learn how to prepare paper, canvas, and board supports as well as exploring the properties of several mediums (what the paint is mixed with to allow for application and drying). This course is focused on giving students access to a range of introductory techniques that they can explore during the semester. We will also spend time looking at each other's work and giving feedback and suggestions as well as studying the work of established artists. Evaluation will be based on evidence of each student's progress, as shown by the weekly assignments; attendance and participation in class discussions.

Class Format: studio

Requirements/Evaluation: based on evidence of each student's progress, as shown by the weekly assignments; attendance and participation in class discussions

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

Prerequisites: ARTS 100

Enrollment Limit: 14

Enrollment Preferences: Art majors, sophomores

Expected Class Size: 14

Materials/Lab Fee: yes

Distributions: (D1)

Spring 2019

STU Section: 01  M 1:10 pm - 3:50 pm  Laylah Ali
This studio course offers students hands-on experience in devising new performance work as an ensemble. Looking to the work of practitioners and collectives like Jerzy Grotowski, El Teatro Campesino, Tectonic Theater Project, Pina Bausch, Belarus Free Theatre, Nrityagram, and SITI Company, we will challenge ourselves to really probe what live performance is capable of. How might we think of performance as a research methodology? As a lifestyle? As a form of political action? This class will function as a laboratory, forming its own unique structure for developing and realizing a live performance. The course provides an opportunity to navigate the complex dynamics present in collaborative creation. Guest classes with practitioners will offer a fuller range of skills for the student ensemble to utilize during the devising process. Work-in-progress presentations spaced regularly throughout the semester will allow the ensemble to receive feedback from small, invited audiences, as well as the opportunity to apply that critique to an ongoing creative process. At the end of the semester the accumulated work will have a public presentation in a workshop format.

Class Format: studio
Requirements/Evaluation: participation, individ. presentations, contribution to group work, self-evaluation
Extra Info: students will contribute to the creation and presentation, by the group as a whole, of a newly devised performance piece
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Theatre majors and Art majors
Expected Class Size: 10
Distributions: (D1)
Not offered current academic year

ARTS 260 (S) Objects in Video, Video as Object
In a world where the screen is often taken for granted, how might we begin to dissect the ways video has transformed visual perception? This course will focus on video installation and how video is transformed by its physical context. We will examine how videos shift our relationship to objects in space. Students will experiment with lighting and set building, paying particular attention to how surfaces are transformed by the lens. We will also explore projection mapping, built installation, and the peculiarities of the screen. We will look at works by artists who have emphasized the physicality or immateriality of video through installation and web-based art. We will read a variety of texts, charting the shifting role video has played in contemporary society. Through weekly assignments and regular critiques, we will begin to unpack how the videos we make contact with daily can shift our relationship with our own bodies and our surrounding environment.

Class Format: studio
Requirements/Evaluation: discussion, participation, and the technical and conceptual strength of the projects, with consideration given to individual development
Prerequisites: 100 level video course
Enrollment Limit: 12
Enrollment Preferences: current and prospective Art majors
Expected Class Size: 12
Materials/Lab Fee: $125
Distributions: (D1)
Attributes: FMST Core Courses

Spring 2019
STU Section: 01  R 1:10 pm - 3:50 pm  Ilana Y. Harris-Babou

ARTS 273 (F) Sound Art, Public Music
Crosslistings: ARTS273 / MUS175
Secondary Crosslisting
Western music performance traditionally occurs within contained spaces in which "performer" and "audience" adhere to designated locations and follow tacit scripts: seats/stage; applause/bows, etc. In recent years, traditional boundaries and scripts of performance and reception have moved into public spaces—from sound art installations to ambient music, from interactive sound sculpture to radio art to social media driven flash mobs. This course studies the work of pioneers in public music and sound art including Alvin Lucier, Bill Fontana, John Cage, Hildegard Westerkamp, Brian Eno
and John Luther Adams, among others. The course will alternate between study and analysis of particular artistic strategies and the creation of site-specific works on and around the Williams campus.

Class Format: seminar
Requirements/Evaluation: class participation, three short (2-4 page) essays, a response journal and the creation of four public music works
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: juniors and seniors
Expected Class Size: 10
Department Notes: ARTS elective
Distributions: (D1)

Not offered current academic year

ARTS 274 (S) Chinese Calligraphy: Theory and Practice
Crosslistings: ASST274 / ARTH274 / ARTS274

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

Class Format: lecture/studio instruction
Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening
Prerequisites: none
Enrollment Limit: 12
Department Notes: this course can count toward the Art History or Studio major
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST
Attributes: ARTH pre-1600 Courses; EXPE Experiential Education Courses; GBST East Asian Studies Electives

Spring 2019
LEC Section: 01 Cancelled

ARTS 275 (F) Introduction to Sculpture
This course is an introduction to the media and processes of sculpture. The focus will be on the development of technical and analytical skills as they relate to the interplay of form, content, and materials. This section will introduce students to a variety of techniques and processes associated with the making of sculpture, including, but not limited to, woodworking and welding. Sculpture encompasses a broad scope of approaches and materials, therefore a wide variety of media exploration is encouraged and expected. This course is structured on a series of sculpture projects, which investigate formal and conceptual practices, with the ultimate goal being visual fluency and successful expression of ideas. A substantial amount of time outside of class is expected to complete these projects.

Class Format: studio
Requirements/Evaluation: evaluation will be based on the quality of work produced, depth and quality of the investigative process, participation in critiques, and attendance
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any ARTS 100 class, or permission of instructor

Enrollment Limit: 12

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

Distributions: (D1)

Fall 2018
STU Section: 01   R 1:10 pm - 3:50 pm   Amy D. Podmore

ARTS 302 (S)  Landscape and Language
Crosslistings: ENGL302 / ARTS302

Secondary Crosslisting

Colloquially, the word “landscape” refers to pictures or scenes of the land, from farms to forest to wilderness. But more broadly, landscape evokes the complex, dynamic, and ever-shifting relationship between “nature” and our experience of it. Landscape and Language is a seminar that considers the tools we use to represent and narrate our relationship to the natural world. Together, we will investigate how such cultural conventions as travel, perspective, nature, and ecology influence the ways we see and understand place. Drawing from discourses of literature, architecture, art history, contemporary art, and ecocriticism, our goal is to develop a deeper critical understanding of and engagement with landscape (as a collective of readers and as individual investigators). Texts for this course will include an art historical exploration of the relationship between landscape, power, and imperialism by W.J.T. Mitchell, an ethnographic investigation of nearly obsolete place names by Robert MacFarlane, poems by historical and contemporary poets like Jean Toomer, Terrance Hayes, and Lucille Clifton, and contemporary visual art by Helen Mirra and Xaviera Simmons, among others.

Class Format: seminar

Requirements/Evaluation: weekly discussion in an online forum; two short response papers, and a final research paper or creative project (10-12 pages or equivalent) investigating a specific landscape

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

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 20

Distributions: (D1)

Not offered current academic year

ARTS 319 (F)  Junior Seminar

The Junior Seminar is an intensive studio based class designed to provide art majors the opportunity to strengthen their ability to communicate clearly through the visual language by offering an overview of current themes and issues within the art world and beyond. The class is structured around regular studio projects that are designed to help further each student's skill set and broaden their knowledge of contemporary art and it's role in society, and, to offer critical and analytic experiences that deepen the students understanding of the role of art in the world.

Class Format: seminar and studio workshop

Requirements/Evaluation: evaluation will be based on the quality of work produced, participation in class discussions and critiques, successful completion of all assignments and attendance

Prerequisites: three studio courses required for the major, or permission of instructor

Enrollment Preferences: enrollment is limited to studio art majors (or permission of instructor)

Department Notes: Studio Art and Art History and Practice majors are required to take this course in the junior year unless studying abroad during the fall semester

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

Distributions: (D1)
ARTS 322 (F) The Empowered Object

The development of "found object" in the language of art has played a significant role in constructing meaning in the consciousness of the twenty-first century. This tutorial will have students explore that tradition further through their own creative endeavors. They will be asked to add to the lineage of art that uses "found objects" in a creative and meaningful way. They will have the freedom to choose which medium will convey their ideas most effectively. They include, but are not limited to: sculpture, painting, drawing, photography, printmaking and video. For example, within the investigation of the "found object", projects could include: still life painting with a focus on the objects, 2-dimensional work depicting or incorporating real objects, collage, assemblage, etc. The "found object" in art will be examined through: art practice, readings and presentations. As a tutorial, the course is designed to meet individual needs and to stress student participation and responsibility for learning. Students will meet weekly with a peer and the professor to review work.

Class Format: tutorial
Requirements/Evaluation: evaluation is based on the conceptual and technical quality of the work, as well as the level of participation in the tutorial meetings
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any 200-level art course in the area that you are planning to work that is housed solely in the studio wing of the art department
Enrollment Limit: 10
Expected Class Size: 10
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributions: (D1)

Not offered current academic year

ARTS 329 (F) Architectural Design II

A continuation and expansion of ideas and skills learned in Architectural Design I. There will be four to six design projects requiring drawings and models, each of which will emphasize particular aspects of architectural theory and design. One project will be built full-scale by the students in the class.

Class Format: design studio, site visits, lectures, readings
Requirements/Evaluation: evaluation will be based on quality of designs during the term
Prerequisites: ARTS 220 or ARTS 215
Enrollment Limit: 15
Expected Class Size: 15
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributions: (D1)
Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ARTS 333 (S) Narrative Strategies

Crosslistings: COMP333 / ARTS333
Primary Crosslisting

In this tutorial, we will examine the use of narrative in a range of fine art practices, which could include painting, drawing, video, sculpture, installation, public art, and sound art. Students who are interested in telling or referencing stories in their work in some way will be given the opportunity to develop their ideas and skills in a challenging studio class. In addition to intensive projects, we will look at and discuss the work of artists such as Huma Bhabha, Lorna Simpson, Joe Sacco, Lydia Davis, Raymond Pettibon, Todd Solondz, Sophie Calle, Jenny Holzer, and Omer Fast among others. One of the aims of this course is to challenge traditional notions and expectations of narrative. For instance, what could minimally constitute a narrative piece? How do different mediums allow for time to unfold in unexpected ways? How does omission play a powerful role in a narrative? How might the role of the narrator (often so powerful and present in novels and short stories) change in a visual arts context? This is a studio tutorial with an
emphasis on demanding, weekly projects. Students will work both in mediums of their choice and be asked to experiment with new, unfamiliar formats. Readings and screenings will be required in addition to tutorial hours.

Class Format: studio tutorial with an emphasis on demanding, weekly projects; students will work both in mediums of their choice and be asked to experiment with new, unfamiliar formats; readings and screenings will be required in addition to tutorial hours

Requirements/Evaluation: evaluation based on assignments, studio performance, class participation, and attendance

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

Prerequisites: students are required to have taken at least two ARTS 200-level classes in any medium, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Art Studio majors

Expected Class Size: 10

Distributions: (D1)

Not offered current academic year

ARTS 335 (F) Music Videos
This studio-centered seminar will focus on the relationship between music videos, popular culture, and contemporary art. Our discussion will begin with the inception of the music video and trace how the genre has transformed over time. We will look at the work of influential video directors and contemporary artists who have created music videos or been inspired by them. Readings will include work by Krista Thompson, Marshall McLuhan, Ann Kaplan, and others. How does the pairing of music with image change our relationship to narrative? How do music videos play with notions of spectacle, violence, aspiration, or joy? How has the music video transformed in the digital age? Students will respond to these questions by creating 3 new works: 2 assignment based projects, and one independent final. Assignments may be completed in a variety of media, including but not limited to: sculpture, painting, photography, performance, and the moving image. Weekly meetings will include discussions, screenings, and group critique. Students need not create their own music videos, but must incorporate the content of our discussions into their own artistic practice. This class is ideal for students who have previously taken studio art courses and display confidence and proficiency in their media of choice.

Class Format: studio

Requirements/Evaluation: evaluation will be based on discussion participation and the technical and conceptual strength of the projects, with consideration given to individual development

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

Prerequisites: students must have previously taken a studio art course

Enrollment Limit: 10

Enrollment Preferences: students majoring in Studio Arts

Expected Class Size: 10

Distributions: (D1)

Fall 2018

STU Section: 01 W 8:30 am - 10:50 am Ilana Y. Harris-Babou

ARTS 337 (S) This Is An Experiment!
Keeping printmaking as our source and primary method, this class will use the possibilities within the discipline to create layered, expansive, and highly experimental surfaces. Students will work with a variety of printmaking techniques, and build on their existing knowledge of etching, relief, lithography, and screen printing. They will take risks with inks and their viscosity, the scale of their printing blocks, the temperamental nature of their material, the variety of methods on a single print, and consider outcomes that go beyond images on paper. Prior printmaking experience is strongly recommended. Students will be evaluated on their progress towards building a print based body of work.

Class Format: studio

Requirements/Evaluation: active and thoughtful participation, time and thought dedicated to their studio practice/project, completion of assignments

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

Prerequisites: any printmaking class

Enrollment Limit: 12
Enrollment Preferences: Art majors
Expected Class Size: 12
Distributions: (D1)

Spring 2019

STU Section: 01    MW 8:30 am - 10:50 am    Pallavi Sen

ARTS 338 (S) Persona (DPE)
Crosslistings: THEA338 / ARTS338
Primary Crosslisting

Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson's The art of Cruelty and Cherise Smith's Enacting Others. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.

Class Format: studio
Requirements/Evaluation: completion of 3 assigned projects, independent project, participation, quality of work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: some experience with studio art courses, art history courses, performance experience or consent of the instructor
Enrollment Limit: 14
Enrollment Preferences: majors, seniors, juniors, sophomores
Expected Class Size: 12
Materials/Lab Fee: $150 charged to term bill
Distributions: (D1) (DPE)
Distribution Notes: DPE: Through a critical investigation of the closed systems of signification that relate to the body: race, class, gender, and sexual orientation students will employ interdisciplinary methods of making to consider how these signifiers dictate the bodies that become Othered, concepts of hyper-visibility/invisibility, inclusion/exclusion, authorship, and ideas of authenticity

Spring 2019

STU Section: 01    TR 11:20 am - 12:35 pm    Allana M. Clarke

ARTS 340 (F) Infinite Scroll

In this studio art course students will seek inspiration in the ways that still images, video, and audio commingling on electronic devices. Some of the ideas we will explore include (but are not limited to): the formal possibilities of screen-space, the visual styles of specific platforms (Instagram, YouTube, Snapchat etc.), and the interplay of attention and distraction common to using devices. We will look at and discuss works by a range of artists working in a variety of media (Pipilotti Rist, Leslie Hewitt, Joseph Cornell, Hito Steyerl) as well as vernacular digital media that isn't necessarily considered art (try not to cry challenges, slime-making tutorials, camera test videos). Students will make their own artworks (in any media) that address the complications and dynamism experienced through screens. Technical proficiency in medium of choice is required.

Class Format: studio
Requirements/Evaluation: 3 assignment projects and a self-directed final
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: some experience with studio art courses
Enrollment Limit: 12
Enrollment Preferences: art majors
Expected Class Size: 12
ARTS 376 (S)  Sculpture Expanded

This course is designed to expand the definitions of sculpture by adding interdisciplinary solutions to the artistic ideas at hand. The class will be using a wide array of artistic practices towards developing three-dimensional spaces and emphasizing environmental or performative outcomes. Media such as video, drawing, painting, photography, architecture, as well as other artistic practices may be incorporated to create visual solutions to the projects. This is an upper level course focusing on developing one's artistic voice while simultaneously strengthening technical and analytical skills. A substantial amount of time outside of class is expected to complete these projects.

Class Format: studio

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

Prerequisites: ARTS 275 or any 200 level course in the media that will be incorporated or permission of instructor

Enrollment Limit: 10

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

Distributions: (D1)

Not offered current academic year

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

Crosslistings: THEA385 / ARTS385

Primary Crosslisting

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

Class Format: studio

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

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

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

Enrollment Limit: 14

Enrollment Preferences: Art and Theater majors

Expected Class Size: 12

Materials/Lab Fee: $125

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

ARTS 418 (S)  Senior Seminar

In this capstone class for studio art majors, students define, research, create and present an original body of work which will be exhibited in the
Williams College Museum of art. We will focus on strengthening ideas, developing formal skills and practicing critical analysis. Students may work in any medium in which they have developed a high degree of proficiency. The class will meet in large and small groups throughout the semester for critique and discussion and also have assigned readings, films, and/or lectures.

**Class Format:** intensive studio art class

**Requirements/Evaluation:** attendance, class participation, completion of all assignments, the quality of the portfolio at midterm and of the final portfolio, successful presentation of the project in the museum context

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

**Prerequisites:** you must be a senior Art Studio major with all requirements fulfilled by the end of this term

**Enrollment Limit:** none

**Enrollment Preferences:** Studio Art major; permission of instructor is required for History and Practice majors

**Expected Class Size:** 15

**Materials/Lab Fee:** no lab fee, students are responsible for purchasing supplies

**Distributions:** (D1)

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Spring 2019

STU Section: 01    T 1:10 pm - 3:50 pm     Laylah Ali

**ARTS 497 (F) Independent Study: Art Studio**

With current staffing limitations, it is difficult for studio faculty to supervise more than a very few independent studies projects. We feel our curriculum includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.

**Class Format:** independent study

**Prerequisites:** no student will be accepted into an independent study project unless they have completed two 200-level ARTS courses and one 300-level ARTS tutorial; permission of instructor is required

**Distributions:** (D1)

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Fall 2018

IND Section: 01    TBA     Amy D. Podmore

**ARTS 498 (S) Independent Study: Art Studio**

With current staffing limitations, it is difficult for studio faculty to supervise more than a very few independent studies projects. We feel our curriculum includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.

**Class Format:** independent study

**Prerequisites:** no student will be accepted into an independent study project unless they have completed two 200-level ARTS courses and one 300-level ARTS tutorial; permission of instructor is required

**Distributions:** (D1)

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Spring 2019

IND Section: 01    TBA     Amy D. Podmore
ART (Div I)

GRAD ART

Co-Chairs: Professors Elizabeth McGowan and Amy Podmore


On leave Fall/Spring: Professors: P. Low, S. Solum.

On leave Spring only: Professor C. Chavoya, Senior Lecturer H. Edwards.

MASTER OF ARTS IN ART HISTORY

Requirements

To qualify for the Master of Arts degree in art history, candidates complete a minimum of twelve courses for graduate credit plus two winter study periods, the latter comprising an international Study Trip in the first year (normally in January) (ARTH 51) and preparation of a Draft Qualifying Paper in the second (ARTH 52). Students must also demonstrate reading proficiency in two foreign languages, one of them German (for more specific information on the language requirements, see below, after the listing for ARTH 597/598). At the end of the second year, all students present a shortened version of the Qualifying Paper in the annual Graduate Symposium.

At least eight of the twelve courses must be graduate seminars. Included among them are four required of all students: ARTH 504, “Methods of Art History,” to be taken during the first semester; ARTH 506, “Graduate Art History Writing Workshop” and ARTH 507, “Object Workshop,” to be taken in the second; and ARTH 509, “Graduate Student Symposium,” to be taken in the fourth.

Students must also fulfill a distribution requirement by undertaking coursework in three of six areas:

- East Asian, Indian, Islamic art
- Ancient Near Eastern, Egyptian, Greek, and Roman art
- Early Christian, Byzantine, and Western Medieval art to 1400
- Western art, 1400 to 1780
- Western art, 1780 to present
- Arts of Africa, Oceania, and the Americas (Pre-Hispanic or Native American cultures)

Students may petition the Director to apply a thematic or non-period specific course toward the distribution requirement by demonstrating substantial work in an appropriate area.

Undergraduate Courses and Private Tutorials

With permission from the Director and the individual instructors, students may take up to four undergraduate courses for graduate credit, with the understanding that research papers submitted in such courses meet a standard commensurate with those prepared for graduate seminars.

In addition to regularly offered seminars and classes, students may arrange up to two private tutorials (ARTH 595/596) by submitting petitions to the Director describing the substance of their projects, including bibliography, and the nature of the work they will submit for evaluation. The petitions must be co-signed in advance by both the students and their faculty supervisors.

Of the minimum requirement of twelve courses, the combined number of private tutorials and undergraduate courses applied to the degree may not exceed four.

The Qualifying Paper

The Qualifying Paper is normally a revision of a seminar or private tutorial paper produced in one of the previous three semesters, expanded and refined over the second Winter Study term and a portion of the fourth semester. Students submit the topic of the Qualifying Paper in writing to the Director by the final day of exams of their third semester. Before this, students must obtain their original faculty supervisor’s agreement to be engaged in the Qualifying Paper process.

On the first Friday of their fourth semester, students submit drafts of their Qualifying Paper, including illustrations, to three faculty readers.
(generally the original faculty supervisor, the Director, and the Post-Doctoral Teaching Fellow). Although a draft, this version of the paper should be brought to a high level of completion.

Early in the fourth semester, students and their readers meet together to discuss the drafts. Within six weeks of these discussions (at a date determined by the Director), students submit their Qualifying Papers. Qualifying Papers should not exceed 8,000 words, including footnotes and bibliography.

The Graduate Symposium
All second-year students speak in the Symposium, presenting 20-minute talks developed from their Qualifying Papers. Each student has an ad hoc committee to give advice in preparing these presentations (ad hoc committees comprise, but are not limited to, the Director, one additional faculty mentor, one first-year graduate student, and one second-year graduate student). Preparations include at least three practice sessions for each student. Speakers present the first and third of these run-throughs to the ad hoc committee, the second to the other second-year students in a workshop scheduled by the Director.

Grades and Academic Standing
The Program uses the following grading system:

- A+ = truly exceptional (4.33)
- A = outstanding (4.00)
- A- = excellent (3.67)
- B+ = good (3.33)
- B = satisfactory (3.00)
- B- = barely adequate (2.67)
- C = inadequate (0)
- E = failing (0)

Courses in which students receive a grade below B- do not receive graduate credit.

Letter grades are used in all seminars except ARTH 507, 509, and 563. These and the Winter Study courses (ARTH 51 and 52) are Pass/Fail. Grades in language courses are converted to Pass/Fail on the Williams transcript and are not calculated in the GPA. The Director reviews students’ records at the end of the first year; those with GPAs of 3.00 or lower may be asked to resign from the Program.

Course instructors set the deadlines for coursework. If students seek and receive extensions that result in semester grades of Incomplete, they must hand in their work by the instructor’s revised deadline, which will be no later than the second Monday of the next semester’s classes. Extensions beyond this date will be solely at the discretion of the Director (in consultation with the instructor).

Students who resign from the Program may, after a period of at least one year, petition to the Director for re-admission. Such a petition must include evidence that deficiencies have been remedied and that the student is capable of completing the course of study without further interruption.

The M.A. requirements are designed for completion in two consecutive academic years in residence. There is no credit for coursework done prior to matriculation in the Program. The Program is full-time, requires students to live in Williamstown or its vicinity, and does not normally admit students on a part-time basis.

Language Courses
The Graduate Program’s degree requirements include reading competence in two languages (other than English) of scholarly and academic relevance to the history of art. One of the two languages must be German. Many students select French as the second although, with permission of the Director, other languages may serve. The Program offers dedicated courses in reading French and German for art history. Other language classes at Williams are listed in the course catalog, although the coordination of undergraduate and graduate schedules can be challenging.

Incoming students’ language preparation is assessed through exams administered at the outset of the semester. In French and German, scores attained on SAT II reading examinations determine placement within the two-semester language course sequence.

French: If students attain a minimum score of 700 on the French placement exam, they are exempted from further coursework in that language. With a score between 500 and 700, they are placed into the graduate course of readings in art history, French 512. With a score below 500, they enroll in the introductory course, French 511. In the case of a second language other than French, arrangements will be made on an individual basis.

German: With a score below 450, students enroll in the introductory course, German 515. Students who score between 450 and 500 are placed into German 516. With scores between 500 and 700, students enroll in the advanced reading course, German 513. Students attaining a minimum score of 700 on the German placement exam are exempted from further coursework in that language.
ARTH 500 (F) Clark Visiting Professor Seminar: Handicraft and Contemporary Art
Crosslistings: ARTH400 / ARTH500

**Primary Crosslisting**

This seminar examines the resurgence of craft within contemporary art and theory. In a time when much art is outsourced—or fabricated by large stables of assistants—what does it mean when artists return to traditional, and traditionally laborious, methods of handiwork such as knitting, jewelry making, or woodworking? Though our emphasis will be on recent art (including the feminist reclamation of quilts, an artist who makes pornographic embroidery, a transvestite potter, queer fiber collectives, do-it-yourself environmental interventions, and anti-war craftivism), we will also examine important historical precedents. We will read formative theoretical texts regarding questions of process, materiality, skill, bodily effort, domestic labor, and alternative economies of production. Throughout, we will think through how craft is in dialogue with questions of nation-building, gendered work, and mass manufacturing. The seminar is centered around student-led discussion of our critical readings and culminates with final research projects.

**Class Format:** seminar

**Requirements/Evaluation:** research paper, presentation

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

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** places for 8 undergraduates and 8 graduate students assured

**Expected Class Size:** 12

**Distributions:** (D1)

Fall 2018

SEM Section: 01  R 1:00 pm - 4:00 pm  Julia Bryan-Wilson

ARTH 500 (S) Clark Visiting Professor Seminar: Ethics of Abstraction
Crosslistings: ARTH500 / ARTH400

**Primary Crosslisting**

The course will interrogate abstraction as a strategy in 20th and 21st century art around the globe, and its manifold implications for political projects of being, seeing, and knowing together. We will look at how various artists turn to non-representation as a means for thinking differently about issues as divergent as flatness, vision, progress, decay, identity, violence, solidarity, negation, and protest. How might we read acts of judgment performed by abstract artists, i.e., separating what is alien from that which is intrinsic, as ethically activated? How do we account for the ways abstraction has figured centrally not only in modernist art histories, but also in economic and political theories (as in the abstraction of use into exchange value)? How, too, have representation and figuration (as ostensible opposites of abstraction) been positioned as ethical tactics? We will take an object-oriented approach that foregrounds the complexity of movement between “thing” and abstract “effect,” examining divergent valences from postwar abstract painting up to contemporary abstraction as it supports coded meanings, eccentricities, and alternative (feminist, queer, marginal, racialized) formations.

**Class Format:** seminar

**Requirements/Evaluation:** research paper, class presentations

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

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 8 undergraduates and 8 graduate students assured

**Expected Class Size:** 12

**Distributions:** (D1)

Spring 2019
ARTH 501 (S)  Museums: History and Practice

Crosslistings: ARTH303 / LEAD301 / ARTH501

Primary Crosslisting

Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that result in the institutions of our time. The seminar will examine museums past, present and future looking at governance and administration practices, architecture and installation, accessioning/deaccessioning policies, and cultural property issues. It will also consider current trends in exhibition, public education and other programming in both "encyclopedic" and contemporary arts institutions. Class discussions will have a special focus on how museums strive to balance their scholarly and artistic roles with their civic and social responsibilities while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on oral presentations as well as two research papers

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

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students then to senior Art History majors

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

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LEAD

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

Spring 2019

SEM Section: 01    T 1:00 pm - 4:00 pm     Michael  Conforti

ARTH 502 (S)  History, Theory, and Techniques of Printmaking

This course will consider the history of prints in Europe and America from the fifteenth century through the 1920s. Focusing primarily on the holdings of the Clark, classes will be held in the new Manton Study Center for Works on Paper where students will view original works of art. Equal emphasis will be placed on primary literature, theoretical texts, and a careful understanding of printmaking processes. Media to be investigated include, among others, 15th-century woodcuts by Albrecht Dürer, drypoints by Rembrandt van Rijn, engravings by Philibert-Louis Debucourt, aquatints by Francesco Goya, lithographs by Édouard Manet, etchings by James McNeill Whistler, photo-mechanical processes like photogravure by artist Alfred Stieglitz, and color woodcuts by the German Expressionists. The rise and fall of various processes and practitioners will be explored from a socio-historical perspective, considering market, taste, and changing exhibition strategies. Additionally, consideration will be given to the status of the printmaker over the centuries as their roles shifted from professional to amateur and back again.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on involved class participation, several short presentations, one short paper, and a final paper of approx. 20 pages

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

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students and then to Art History majors

Expected Class Size: 14

Distributions: (D1)

Not offered current academic year

ARTH 504 (F)  Methods of Art History and Criticism

This seminar concentrates on critical approaches to art, culture, and history. Our focus will be on various writings that have engaged theories of representation, vision, objecthood and materiality for more than five centuries.
Class Format: seminar

Requirements/Evaluation: each student will write one short midterm paper and a longer concluding essay, as well as present a couple of the readings to the class.

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Distributions: (D1)

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**ARTH 505 (F) Shadows of Plato's Cave: Image, Screen, and Spectacle**

Crosslistings: COMP374 / ARTH505 / PSCI374

Secondary Crosslisting

In Book VII of the *Republic*, Socrates famously asks his interlocutors to picture people living in a cave, bound in chains and able to see only shadows on the wall. Thus begins the presentation of perhaps the most influential metaphor in the history of philosophy. One might even claim that when Plato deployed the metaphor in an extended allegory, he constituted the fields of both philosophy and political theory. In repeatedly examining the allegory over the centuries, later thinkers have elaborated their approaches not only to Plato but also to the nature of politics and the tasks of thinking. This class begins with the *Republic’s* cave and other key Platonic discussions of appearances, visual representation, and (literal and metaphoric) seeing, asking how Plato’s approaches to image, politics, and theory/philosophy shape each other. Building on those inquiries, we next take up important twentieth and twenty-first century returns to the cave, engaging such figures as Heidegger, Strauss, Arendt, Derrida, Irigaray, Rancière, and Badiou. Finally, we examine recent theories of screen and spectacle—read both for their resonances with and departures from debates over the Platonic legacy—and case studies in the politics of both military and racial spectacles in the U.S. The question of what is an image and what images do will run from the beginning of course to the end. Beyond the authors mentioned, readings may include such authors as Allen, Bruno, Clark, Debord, Friedberg, Goldsby, Joselit, Mitchell, Nightingale, Rodowick, Rogin, Silverman, and Virilio. Insofar as it fits student interest, we will also explore the cave’s considerable presence in visual culture, ranging from Renaissance painting through such recent and contemporary artists as Kelley, Demand, Hirschhorn, Kapoor, Sugimoto, and Walker, to films such as *The Matrix*.

Class Format: seminar

Requirements/Evaluation: regular blog posts and three 7- to 8-page essays or one 20-page final paper

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

Prerequisites: one prior course in political theory, art history, cultural/literary theory, or philosophy or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: majors in political science, comparative literature, and art history, as well as students (up to 4) in the graduate program in art history

Expected Class Size: 12

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under COMP or ARTH

Attributes: PSCI Political Theory Courses

Not offered current academic year

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**ARTH 506 (S) An Expository Writing Workshop**

A common and depressing consequence of too much education is how our writing tends to devolve, as the task of saying what we mean is complicated by new anxieties: trying to impress our potential employers, intimidate our competition, claim our place in an intellectual community, and generally avoid looking like fools. In many professions, bad prose tends to proliferate like some disgusting disease, as scholars, trying above all to avoid mistakes, become tentative, obscuringist, addicted to jargon, and desperate to imitate other bad writers. In this course we will try to relearn the basic skills of effective communication and adapt them to new and complicated purposes. In class we will go over weekly or bi-weekly writing
assignments, but we will also look at the essays you are writing for your other courses, to give them an outward form that will best display their inner braininess. Among other things, I am a fiction writer, and part of my intention is to borrow the techniques of storytelling to dramatize your ideas successfully.

**Class Format:** seminar

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

**Enrollment Limit:** 14

**Enrollment Preferences:** limited to and required of first-year students in the Graduate Program in the History of Art

**Distributions:** (D1)

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**Spring 2019**

**SEM Section:** 01  M 1:00 pm - 4:00 pm  Paul C. Park

**ARTH 507 (F) Object Workshop**

Meeting for six sessions over the semester, this workshop is designed to introduce first-year graduate students to technical, material, and connoisseurial perspectives relevant to the study and analysis of art objects. We will draw on local collections and expertise for our case studies.

**Class Format:** seminar

**Requirements/Evaluation:** participation

**Prerequisites:** none

**Enrollment Preferences:** limited to and required of first-year students in the Graduate Program in the History of Art

**Distributions:** (D1)

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**Fall 2018**

**SEM Section:** 01  Cancelled

**Spring 2019**

**SEM Section:** 01  TBA  Marc Gotlieb

**ARTH 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials**

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

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

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

**Enrollment Limit:** 14

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

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

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**Spring 2019**

**SEM Section:** 01  MR 6:30 pm - 8:30 pm  Thomas J. Branchick

**ARTH 509 (S) Graduate Symposium**
This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the annual Graduate Symposium. Working closely with a student and faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

**Class Format:** symposium

**Requirements/Evaluation:** each student will present three practice runs and a final oral presentation at the symposium

**Prerequisites:** successful completion and acceptance of the Qualifying Paper

**Department Notes:** limited to and required of second-year students in the Graduate Program in the History of Art

**Distributions:** (D1)

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Spring 2019

**SEM Section:** 01  TBA  Marc Gotlieb

**ARTH 510 (F) Approaches to Drawing from Connoisseurship to Conceptualism**

This course will consider the art of drawing as a pedagogical tool and cultural practice from the sixteenth to the twentieth century. Creative and commercial forces over four centuries have fostered different types of and reasons for production: presentation drawings in sixteenth century Italy, an increased market for drawings in seventeenth century Holland, a fashion for powdery pastels in eighteenth century France, and the critical promotion of drawing as a form of autographic thinking in the nineteenth century. Drawing has enjoyed a resurgence in the last fifty years as Minimalism and Conceptualism have pushed the medium's boundaries. Equal consideration will be given to the history of collecting and to materials from the invention of the Conté crayon to the deteriorating effects of acidic paper. The seminar will coincide with a major loan exhibition at the Clark of over one hundred drawings from the Renaissance through contemporary: Drawing in Depth: Master Drawings from the Thaw Collection. The class will be held in the Manton Study Center for Works on Paper and the Clark galleries with visits to the Williams College Museum of Art.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on involved class participation, several short presentations, one short paper, and a final paper approx. 20 pages

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** preference given to Graduate Program students and then to senior Art History majors

**Expected Class Size:** 8

**Distributions:** (D1)

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**ARTH 515 (F) Creating Whiteness: Racial Taxonomies in 'American' Art, 1650-1900**

Crosslistings: AMST355 / ARTH515

**Primary Crosslisting**

"What is race?" "How is a race created?" "What are the racial histories and subsequent political implications of 'American' art?" These are the central questions of our exploration. Drawing on two centuries of making in the Americas--from 17th century casta paintings of New Spain to the pictorialist photographs of Fred Holland Day--this object-based seminar for graduate students (and undergraduates with instructor's approval) draws upon area collections (including WCMA and The Clark Art Institute) to make the argument that racial ideologies have always been sutured to definitions of an American canon. Our approach is the case study: devoting one or two class meetings to the exploration of eight specific moments/artists in order to engage with the intersectional ideologies of personal and collective identity, e.g., self and the Divine; portraiture and the nation, armed conflict, and the constructed mutabilities of gender and sexuality. Additional artists and topics include: the Stuart family's images of George Washington and Thomas Jefferson; advances in photographic technology vis-a-vis the amputated bodies of Civil War veterans; gender fluidity in John Singer Sargent; and the equation of homoeroticism and black bodies in pictorialism. Designed to provide breadth and specific moments of depth, we will be covering processes of making across multiple mediums and time periods. An elementary reading knowledge of French, Latin, Portuguese, and/or Spanish will not go amiss.

**Class Format:** seminar

**Requirements/Evaluation:** research paper, presentations
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  

**Prerequisites:** none  

**Enrollment Limit:** 16  

**Enrollment Preferences:** second-year graduate students, then first-year graduate students, then advanced undergraduate students  

**Expected Class Size:** 12  

**Distributions:** (D1)  

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

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**ARTH 524 (F) The Watchful Object**  

What is implied by an object that "watches"? Is it sentient? Animate? Through what apparatus does it gain the power to perceive and in turn generate some type of action? Watchful objects--sometimes known problematically as 'fetishes,' 'idols,' and 'totems'--have existed in numerous material cultures in Africa over time and have often been saddled with titles and labels that largely reflect colonial-era notions of primitivism linked with non-Western objects, spaces, and peoples. Even today, many of these objects are still inappropriately connected to systems of the occult rather than being recognized as crucial cogs in the socio-political, cultural, and spiritual mechanics of lived experience on the continent both past and in some cases present. The purpose of this seminar, thus, is to unpack the multiple identities that these objects have experienced as a way of understanding 1.) the circumstances and situations that catalyzed their production; and 2.) how their various material and metaphorical components function as power-producing elements that enable these forms to become 'watchful' presences in society that operate in accordance with their 'observations' of the human condition. This course will also address how the psychological agency of many of these material traditions has prompted their inclusion and absorption within contemporary artistic practices as well, often in the form of productions and performances that provoke unsettling and often transformative experiences in viewers.  

**Class Format:** seminar  

**Requirements/Evaluation:** in-class presentations, class discussion, and a final research project  

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**ARTH 527 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA**  

Crosslistings: ECON227 / ARTH527 / ARTH327  

**Secondary Crosslisting**  

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA
permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Class Format: seminar

Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy

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

Prerequisites: ECON 110 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ECON

Not offered current academic year

ARTH 530 (S)  Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern
Crosslistings: ARTH530 / CLAS236

Primary Crosslisting

Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of the environment, and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides and Lucretius. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallermé, "L'Apres midi d'une faun,"Aby Warburg, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

Class Format: seminar

Requirements/Evaluation: attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper

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

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: first year graduate students, then second year graduate students, then advanced undergraduates

Expected Class Size: 12

Department Notes: pre-1600 undergraduate requirement

Distributions: (D1)

Attributes: ARTH pre-1600 Courses;

Spring 2019
SEM Section: 01  R 10:00 am - 1:00 pm  Guy M. Hedreen

ARTH 533 (S)  Michelangelo: Biography, Mythology, and the History of Art
Crosslistings: ARTH433 / ARTH533
One might argue that Michelangelo's enduring fame, and his preeminence in the European art historical canon, is as much a product of his artistic persona as his artistic achievement. Indeed, the classic image of the artist as a brooding, tortured genius of unstoppable creative force finds its roots in the Italian Renaissance, and specifically in the fascinating biography--and mythology--of Michelangelo. With a life and career more fully documented than those of any western artist to precede him, Michelangelo provides the foundations for a triangulation of person-persona-artistic production that has a modern. But what are the limits of our knowledge, or the boundaries of interpretation? How might we approach the study of an artistic self when that self is, also, a work of art? In this course, students will become well-acquainted with the life and work of Michelangelo, giving critical attention to the connection between the man and his work. We will investigate, in particular, the practice of interpreting his work according to his philosophical outlook, political convictions, religious beliefs, sexual desire, and more. While this course will bring us deep into the life and work of a single artist, one of its goals is to generate ideas about the very act of biographically-based art historical interpretation. How can thinking carefully about Michelangelo reshape our own thinking about art historical practice?

Class Format: seminar
Requirements/Evaluation: an oral presentation, a research paper, short response papers, and critical commentary on work of peers
Prerequisites: ARTH 301 or permission of instructor (prerequisite for 400-level)
Enrollment Limit: 18
Enrollment Preferences: equally given to senior Art majors and graduate students in the history of art
Distributions: (D1)
Attributes: ARTH pre-1600 Courses;
Not offered current academic year

ARTH 534 (S) Renaissance Time
"Once upon a time," noted the historian Randolph Starn, "the Renaissance set its clocks and calendars to keep modern time." We think of the changing perception of time during the fifteenth and sixteenth centuries—a mounting awareness of the place of the present moment in the larger arc of history—as a defining feature of the Renaissance. Yet, while this new temporal self-consciousness underpins our own understanding of the Renaissance as the emergence of modernity, this is only a thread of the larger and more complex fabric of Renaissance time. In this course we will explore the multifaceted dynamism of the Renaissance relationship to time. We will study the broad shifts in beliefs about time during the Renaissance, then, but we will also move beyond this in order to examine the ways in which concepts of temporality were theorized and functioned in Renaissance visual representation. We will pay close attention to the temporal as a site of innovation in Renaissance art, while focusing a historiographic lens onto the varied art historical interpretations of temporality and the imagery of time. Finally, we will consider our own temporal position as it relates to our experience of images from the past. Authors studied will include Leonard Barkan, Simona Cohen, Georges Didi-Huberman, Anthony Grafton, Michael Ann Holly, George Kubler, Keith Moxey, Alexander Nagel, Erwin Panofsky, Marvin Trachtenberg, Aby Warburg, and Chris Wood.

Class Format: seminar
Requirements/Evaluation: collaborative class discussion and focused peer critique, short ungraded response essays, oral seminar report, 15- to 20-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Art History graduate students, undergraduate Art majors
Department Notes: Western Art 1400-1780 (for graduate students); ARTH pre-1600 Courses (for undergraduate students)
Distributions: (D1)
Attributes: ARTH pre-1600 Courses;
Not offered current academic year

ARTH 535 (F) The Medieval Object
Crosslistings: ARTH535 / ARTH435
Secondary Crosslisting
After years of focusing on theory, scholars of medieval art have returned to an examination of physical objects. Distinctly strange and even monstrous, such small material things as reliquaries, liturgical vessels, game pieces, and textiles transgress the traditional categories of art, some made from precious materials and others of such base substances as bones and dirt. Even books were treated as tangible things, not only to be read as texts, but also to be looked at, paraded, and displayed with the Eucharist. Collected in church treasuries during the Middle Ages, exchanged, and reconfigured, medieval objects served simultaneously as earthly assets and spiritual investments. The seminar will focus on the making, function, and collecting of medieval objects. Each student will participate in weekly discussions stimulated by the instructor's presentations and selected readings. Students will also conduct research on an object available for study, will present an analysis of it for discussion by the class, and submit a 15- to 20-page term paper taking into account any comments and criticisms.

Class Format: seminar; three hours per week
Requirements/Evaluation: class participation, oral presentation, 15- to 20-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: Art majors and Art History graduate students; 16 (8 undergrad, 8 graduate)
Expected Class Size: 14
Distributions: (D1)
Attributes: ARTH pre-1600 Courses;

Fall 2018
SEM Section: 01 W 1:10 pm - 3:50 pm Herbert L. Kessler

ARTH 537 (F) Renaissance Matter
The imagined cleave between "scientific" and "theoretica" art history has never seemed plausible to even the most extreme of art historians. In late medieval and Renaissance North Europe, artworks incorporated materials from all over the human and natural world -- azurite, gold, paper, blood, ivory, ash, bone. This "stuff" -- rather than any forms it might be fashioned into -- held its own auratic charge. How are we to think about these various species of matter, about their various processes of transformation? How did changing philosophies and concepts of matter alter the concept of the artwork, particularly in globally-connected North Europe? What role (if any) was played by rediscovered antique texts about matter (Lucretius, etc.?)

This seminar pivots on two questions: first, how did Renaissance artists and audiences understand the material constituents of their craft? And second, can we imagine an art-history of material today outside a rubric of blunt materialism? Material art history shouldn't mean shucking hermeneutics or criticality. After all, going back to Heraclitus, what could be more "philosophical" than matter itself? At the same time, the "scientific" scrutiny of artworks -- using X-rays, infrared scanning, radiographic photography, chemical analyses, and dendrochronology -- has long been a particular fetish of the study of Northern Renaissance art. The insights onto the artistic process these methods offer are indisputable. Yet aside from verifying (or undermining) claims to age, authorship, or condition of old artworks, it remains extremely unclear to many scholars what motives scientific examination -- in many respects a solution without a clear problem -- are addressing. Worse, such investigations often seem like advocacy for inferences of artistic intention -- a concept viewed with skepticism by many historians today. Theory's "return to the object" turn in art history (a maneuver, since the 1980s, often rooted in Northern artworks) has showed possibilities, but also limitations. Durability -- the reigning dictate of many early objects -- poses specific challenges to narratives privileging stories of rupture. Topics include: alchemy, the studio, early atomistic theories, restoration, animation, authenticity, faktura, and "science."

Class Format: seminar
Requirements/Evaluation: active participation, short presentations; final paper
Enrollment Limit: 14
Expected Class Size: 14
Distributions: (D1)
Not offered current academic year

ARTH 540 (F) In Vinculus Invictus: Portraits in Prison
Among all the portraits that European art has produced during the modern period, some have been painted or more recently photographed in prison. Artists themselves have made self-portraits during their own imprisonments, or sometimes a portrait of one of their fellow prisoners. More often it was
the prisoners or their relatives who commissioned an artistic record of their detention. The idea of commemorating such a moment, or to evoke it as a claim to fame, seems surprising at best, at worst outrageous and provocative. But there is, indeed, an enduring tradition of portraiture in prison with its masterpieces and its pantheon, a tradition that fits into the wider pictorial attention to the prison itself. With the French Revolution, the nature of prison changed. It became a tragic symbol of the political "debates." Prison became the arena for a new martyr, one that endures for ideas or simply to be born. The portrait in prison was a way to commemorate not a disgrace or an infamy, but a glory and a moment of virtue. Within a few years, a terrifying series of portraits appeared. They would nurture Western political thought and visual culture until now. Portraits in prison are at a crossroad of politics, law, art and identity; they offer a great opportunity to think about art and society. This course will explore the topic throughout the modern period until the contemporary period.

**Class Format:** seminar

**Requirements/Evaluation:** oral and written assignments

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

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** graduate students, then upper level undergraduate Art History majors

**Expected Class Size:** 12

**Distributions:** (D1)

**Not offered current academic year**

**ARTH 541 (F) Aesthetics After Evolutionary Biology: Darwin, Nietzsche, Freud**

This interdisciplinary seminar examines the rise of evolutionary biology, a new explanatory paradigm that solidified in Europe in the middle of the nineteenth century, and its ramifications in art and aesthetic theory in the late nineteenth and early twentieth centuries. We will consider how natural histories of creation, and corresponding reclassifications of the human as a species category, went hand in hand with a reconceptualization of the aesthetic faculties, and the processes of art's production and reception. A core component of this seminar will be the close study of key texts by Charles Darwin, and two thinkers who were among the most radical in extending his key insights into the domain of aesthetic theory—the psychoanalyst Sigmund Freud, and the philosopher Friedrich Nietzsche. These primary texts will provide points of departure for studying the work of a number of innovative practitioners working across a range of media, among them the composer Richard Wagner, the Neo-Impressionist painter Georges Seurat, the architect Adolf Loos, the choreographer Vaslav Nijinsky, and the art historian Aby Warburg. Methodologically a major aim of this seminar is to think together critically about the nature of art's relations to other domains of cultural production such as science or philosophy, and to interrogate what it means, both practically and epistemologically, to pursue "interdisciplinarity" as a strategy for art history.

**Class Format:** seminar

**Requirements/Evaluation:** seminar presentations, research paper

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

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** graduate students, then advanced undergraduate students

**Expected Class Size:** 12

**Distributions:** (D1)

**Attributes:** PHIL Related Courses

**Not offered current academic year**

**ARTH 542 (F) Insubordinate Bodies: The Body in Conceptual Art in Latin America, 1960-1980**

The use of the body—be it the artist's or those of willing and unwilling participants—is among art's most significant developments internationally since the 1960s. In Latin America between the 1960s and 1980s, activating the body not only was a strong conceptual strategy to escape object-based practices; it was also a potent way for artists to disobey and confront forms of violence and control exerted by repressive regimes. But the body too was a forceful medium by which artists could subvert heteronormative frameworks, through the visualization and performance of feminist critiques and queer identities. This seminar will explore the role of the body in Latin American conceptual art through localized case studies, elucidating the body's particular strength as a vehicle for political and institutional critique, as well as its potential to unlock alternate narratives of conceptual practices in the region.
ARTh 543 (S) Global Conceptualism, 1962-Now

Since its emergence in the early 1960s, conceptual art has come to circumscribe a vital, ubiquitous, and widely adaptable category within contemporary art discourse, defining myriad artistic and curatorial practices as well as shaping art-historical inquiry. Naming one's practice as 'conceptual,' (if you are an artist), or doing the work of 'conceptualizing' art's place in the world (if you are a writer/curator/historian) became common parlance more than four decades ago, and is arguably still the most pervasive single term in use today across the many arms of the global contemporary art world. Conceptual art also encompasses an enormous diversity of materials and practices, spanning traditional media, time-based media, installation, performance, and hybrid combinations thereof. What is conceptual art? Is it art that appropriates of the tools and systems of the administration of capital, or of kitsch and mass culture? Does it involve the aestheticization of labor? The dematerialization of the art object? Collaborative practice? Must it look a certain way to be conceptual art? Does it involve the aestheticization of labor? The dematerialization of the art object? Collaborative practice? Must it look a certain way to be conceptual art? Is it art that appropriates of the tools and systems of the administration of capital, or of kitsch and mass culture? Does it involve the aestheticization of labor? The dematerialization of the art object? Collaborative practice? Must it look a certain way to be conceptual art? As the category gains popularity and absorbs more and more possibilities into its ranks, the question quickly becomes, not what is conceptual art, but what isn't it? This graduate seminar will study the means, methods, and assumptions of art historical inquiry toward the development and sustainability of the category 'conceptual art,' from 1962 (the agreed-upon birthdate of the movement, by the estimation of many critics) onward. We will explore global and transnational sites, histories, traditions, and geographic networks beyond the Euro-American canon of conceptualism in order to approach global contemporary art and politics with an expanded set of terms and references. Ultimately, we will seek to understand the challenges and possibilities of re- and de-narrating the histories of modern and contemporary culture from the perspective of "the concept," or "the idea," as opposed to the material, formal, and geographic categories that currently construct and demarcate the field.

Class Format: seminar
Requirements/Evaluation: oral presentations, research papers, short writing assignments
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: Art history grads, then senior art history majors
Expected Class Size: 16
Distributions: (D1)
Not offered current academic year

ARTh 544 (S) Women Artists in Paris, 1850-1900 (WI)

In this seminar, we will examine the historically undervalued contributions of women in the art of the later nineteenth century. During this period, leading artists from around the world, including many women, were drawn to the academies, museums, salons, and studios of Paris. While women were largely excluded from formal training, many nonetheless navigated the complex systems of artistic production. We will focus on this multinational group of talented women (including Marie Bashkirtseff, Rosa Bonheur, Anna Ancher, Mary Cassatt), and we will assess their work against contemporary sociopolitical thought and aesthetic theories. Readings will draw upon early critical reviews of public exhibitions, biographical materials, studies of pedagogical and institutional practices, and social histories of art. In and through these materials, we will explore the marginalizing narrative that was created for women artists in Paris, and, most importantly, we will reconstruct an alternative history through our discussions and class presentations.

Class Format: seminar
Requirements/Evaluation: seminar presentations and research paper
ARTH 547 (S)  The Studio, The Bedroom, & the Tomb: Artists and Artistic Biographies in the 19th Century&Beyond

How was the vocation of the artist thematized in the European cultural imagination in the Romantic age and its aftermath? Even more, how did artists themselves articulate, experience, and reproduce that sense of vocation?--What were its mythologies and poetics, at once as they were circulated in visual culture, but also as they were lived, experienced, and reproduced by artists themselves? We will explore such question across three historically, psychologically, and tropologically configured "sites": the artist's studio, the artist's desire, and the artist's death. Readings by Freud, Balzac, Kris and Kurtz, along with scholarship largely centered on the visual arts of the 18th and 19th centuries. With instructor permission, students may undertake research projects in any field of the history of art.

Class Format: seminar
Requirements/Evaluation: presentations, research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: preference given to graduate students and then to senior Art History majors
Expected Class Size: 14
Distributions: (D1) (WI)

Not offered current academic year

Spring 2019
SEM Section: 01    W 1:30 pm - 4:00 pm     Marc Gotlieb

ARTH 549 (S)  Early Modern Transmissions

Through analyses of networked objects and people in what has come to be seen as an increasingly globalized early modern world, we have become more cognizant of the ways in which compositions and subject matter of paintings circulated through the medium of reproductive print; manuals meant to be followed to the letter were adapted for foreign audiences; and ideas were disseminated in book form, either through the open market or in banned publications. But is it enough to track the movement of people, ideas, and objects? And what did it mean to transmit information--whether it be visual, material, or theoretical--across media, languages, continents, or religions in the early modern period? Our goal will not be to map the physical movements of (art) objects or individuals, but rather to query what is gained, lost, or altered beyond recognition when things are transmitted over time and space. The scope of this seminar will span roughly the sixteenth to eighteenth centuries--from the systematization of academic and artistic training and the Scientific Revolution, to the Enlightenment and, consequently, accelerated imperial expansion. Our discussions will center on readings and case studies drawn from the visual arts (such as the reproduction of Albrecht Dürer's woodblock prints on Italian maiolica); mechanical arts (the European mechanization of ancient Chinese timekeeping technology); natural philosophy (the continental reception of Isaac Newton's Opticks); and intellectual history more generally (for instance, the project of translating and adapting William Chambers' Cyclopaedia for a French audience) and the terrain covered will include European encounters with the Americas, the Ottoman Empire, and Asia.

Class Format: seminar
Requirements/Evaluation: class presentations, research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: graduate students, then advanced Art History major undergrads
Expected Class Size: 12
Distributions: (D1)
ARTH 551 (S) Winslow Homer
In this seminar we will explore the life and art of Winslow Homer (1836-1910). Paintings, prints, watercolors, and photographs in the collection of the Clark and the Williams College Museum of Art will focus our discussions and provide the basis for understanding Homer's art-making and his place within the art-culture of his day. A consideration of his subjects will necessarily intersect with many of the nation's most pressing issues during his era: the Civil War and Reconstruction; the rise of middleclass leisure; the relation of man to the environment.

Class Format: seminar
Requirements/Evaluation: class discussion, weekly précis of the readings, two short papers, an oral presentation (and response to someone else's), and a final research paper (20-25 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Limit: 14
Enrollment Preferences: Graduate Program students and then to senior Art History majors
Expected Class Size: 8-12
Department Notes: satisfies the seminar requirement for the undergraduate Art History major
Distributions: (D1)
Not offered current academic year

ARTH 554 (S) The Matrix and the Market: Printmaking and Photography in the Nineteenth Century
During the last half of the 19th century, technical, commercial, and aesthetic approaches to printmaking and photography experienced dramatic paradigm shifts. Etching, for example, simultaneously functioned as a reproductive medium and one that carried experimental, vanguard associations. Practitioners of lithography strove to distance themselves from denigrating commercialism and raise the medium's status to a respected art form. Photography, in turn, negotiated the boundaries between "documentary" and "artistic." This seminar will address the complex issues that swirled around printmaking and photographic matrices, critical responses to the various processes, artist-driven initiatives, and the formative role of the art market and book trade in shaping popular opinion. We will consider these topics across political and geographic borders from Europe to the United States, reading both primary and secondary sources. The class will be held in the new Manton Study Center for Works on paper with visits to Chapin library and the Williams College Museum of Art likely.

Class Format: seminar
Requirements/Evaluation: students will be responsible for readings and involved class discussion; several short and one long presentation; and a final paper (20-25 pages)
Enrollment Limit: 12
Enrollment Preferences: Graduate Program students and then to senior Art History majors
Distributions: (D1)
Not offered current academic year

ARTH 562 (F) Art of California: Pacific Standard Time (WI)
Crosslistings: LATS462 / AMST462 / ARTH562 / ARTH462
Secondary Crosslisting
In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial
practice in contemporary art history. In fall 2017, a new Getty PST initiative focused on Latin American and Latino art will commence and this class will consider these exhibitions as well.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester

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

**Prerequisites:** ARTH 102

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 15

**Distributions:** (D1) (WI)

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

**Attributes:** AMST Arts in Context Electives; AMST Space and Place Electives; ARTH post-1600 Courses; LATS Comparative Race + Ethnic Studies Electives;

*Not offered current academic year*

**ARTH 563 (F) Contemporary Curatorial Workshop**

Bi-weekly workshop for graduate students working on contemporary art and curatorial projects. Under the direction of the chair, students will present on-going curatorial projects, undertake studio and site visits, host local and visiting curators for presentations, and explore key topics in modern and contemporary art and curatorial practice.

**Class Format:** workshop, meets all year; graded on a pass/fail basis

**Prerequisites:** graduate art students

**Enrollment Limit:** 25

**Enrollment Preferences:** only open to graduate students

**Distributions:** (D1)

**SEM Section:**

- **Fall 2018**
  - SEM Section: 01  TBA  Victoria Brooks

- **Spring 2019**
  - SEM Section: 01  TBA  Victoria Brooks

**ARTH 567 (F) What is Art Criticism? Current Debates, Past Precedents**

Taking as its point of departure recent debates concerning a purported "crisis" of art-criticism, this seminar considers traditions of writing about the work of living artists in modernity. We will begin with current literature and then pivot back to the eighteenth century, tracing a sequence of episodes in art criticism's evolution as a genre by looking at key works of art as mediated by their first critics. Emphasis will be placed on close readings of primary historical texts as prompts for thinking through the following broad questions, among others: What is critique, and what is art criticism? Is the art critic a judge, a historian, a partisan, a participant, or an artist in her own right? How do forms of distribution impact the content of art criticism, and how does art criticism impact the form and content of art? What is the relationship, if any, between taste, assessment of value, and interpretation of meaning?

Artists considered include, among others, Boucher, Friedrich, Whistler, Seurat, Pollock, Piper.

**Class Format:** seminar

**Requirements/Evaluation:** two short writing assignments, twenty page final paper

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

**Distributions:** (D1)

*Not offered current academic year*

**ARTH 573 (S) Modern and Contemporary Art from the Middle East and North Africa**
This is an exciting time for art from the Middle East and North Africa. Contemporary artists are exhibiting in international shows and biennales, and the global art market has responded to collector interest and crowned its favorites. The visibility and celebration of these artists, however, does not take into account the larger historical arena of cultural production and artistic practice from which they emerge. In terms of the discipline of art history, the field of modern painting and contemporary visual practice in the region is in its first generation of formation and definition. Drawing on very recent scholarship in art history and visual anthropology, we will explore the "history" of modern and contemporary art in the Middle East and North Africa (from the 1920s-the present). We will pay particular attention to how key terms and categories such as: modern, contemporary, Islamic, and Arab, have been constructed, deployed and debated by artists, institutions and scholars in the field. We will explore the role of museums, art schools, archives and biennales in the region, the creation of art publics and communities, and how the international market has responded to contemporary production. And perhaps most importantly, we will study work by artists that identify with the region and engage and complicate constructions of race, gender, religion, environment, autonomy and community.

Class Format: seminar

Requirements/Evaluation: short response essays and a culminating research paper

Enrollment Preferences: graduate program students and then senior Art History and Arabic Studies majors

Distributions: (D1)

Not offered current academic year

ARTH 575 (F) Regression as Modern Fantasy: Archaism, Primitivism, Prehistory

This course analyzes the implications of European modernity’s engagement with cultural artifacts it wanted to classify beneath the prefix “pre.” We take as our object an aesthetic strategy employed with increasing frequency by modern artists in Europe after 1800: the self-conscious mobilization of visual forms thought to telegraph priority to later advancements, whether historically or developmentally. Our inquiry, beginning with the German Nazarenes and extending into the early twenty century around the moment of WW1, foregrounds such strategies as key to grasping new notions of temporality and geography that emerged in European modernity. We will inquire into the historical and intellectual contexts that sustained chronological and cultural primitivisms, including the history of colonialism, discoveries of Paleolithic cave art, and the emergence of the modern disciplines of archeology, anthropology, ethnography, child psychology, and psychoanalysis. Alongside close visual scrutiny of some of modernism’s most canonical and problematic objects, including key works by Picasso and Gauguin, we will examine the literature that proliferated in this period devoted to the art of peoples deemed “primitive,” including the Greeks in the pre-classical period, non-Western peoples, and children.

Class Format: seminar

Requirements/Evaluation: seminar presentations, research paper

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

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then advanced undergraduate students

Expected Class Size: 12

Distributions: (D1)

Fall 2018

SEM Section: 01   T 10:00 am - 1:00 pm   Emmelyn Butterfield-Rosen

ARTH 586 (F) Japanese Popular Visual Culture

Crosslistings: COMP186 / ARTH586 / ARTH286 / ASST186

Secondary Crosslisting

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (ukiyo, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Okazaki), and animation (Oshii, Miyazaki, Kan). We will focus on developing visual reading skills to come up with original interpretations of these works, and on comparing different media to make them shed light on one another.

Class Format: lecture/discussion

Requirements/Evaluation: attendance, participation, two 5-page papers, final exam
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: none  
Enrollment Limit: 35  
Enrollment Preferences: students majoring or considering a major in a related discipline  
Expected Class Size: 15  
Distributions: (D1)  
Distribution Notes: meets Division 1 requirement if registration is under ASST

Fall 2018
LEC Section: 01    TF 2:35 pm - 3:50 pm     Christopher A. Bolton

ARTH 587 (S)  Crash! The Car Accident as Myth and Metaphor in American Art and Visual Culture
A year after MoMA elevated machinery to high art in 1934, Grant Wood painted Death on The Ridge Road (Williams College Museum of Art), a depiction of the deadly side of the streamlined modern machines that Alfred Barr might have presented at MoMA. A generation later, Andy Warhol's Death and Disasters series multiplied gruesome images of crushed cars and bodies to numbing effect. During the ensuing years, both Jackson Pollock and David Smith (among others) became traffic fatalities. Roughly bookended by the Great Depression and the 1960s, but also considering works of art and visual materials before and after those parameters, this seminar will explore the stakes of car crash imagery for American artists and culture. Readings may include topics in trauma studies, automotive technology, physics, posthumanism, law, and object oriented ontology as well as grounding participants in American art and history of the middle third of the twentieth century. Participants in the course will also have the opportunity to help shape the content, themes, and narrative of an exhibition on car accidents in American art being organized by WCMA.

Class Format: seminar  
Requirements/Evaluation: oral presentations and written assignments  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Limit: 16  
Enrollment Preferences: grad students, then advanced undergrad art history majors  
Expected Class Size: 12  
Distributions: (D1)

Spring 2019
SEM Section: 01    T 10:00 am - 12:50 pm     Kevin M. Murphy

ARTH 595 (F)  Private Tutorial
Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

Class Format: tutorial  
Distributions: (D1)

Fall 2018
IND Section: 01    TBA     Marc Gotlieb

ARTH 596 (S)  Private Tutorial
Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

Class Format: tutorial  
Distributions: (D1)
Spring 2019

IND Section: 01  TBA  Marc Gotlieb

ARTH 597 (F) Undergraduate Lecture Course Taken for Graduate Credit
Undergraduate Lecture Course Taken for Graduate Credit

Class Format: independent study
Distributions: (D1)

Not offered current academic year

Fall 2018

IND Section: 01  TBA  Marc Gotlieb
IND Section: 06  Cancelled

ARTH 598 (S) Undergraduate Lecture Course Taken for Graduate Credit
Undergraduate Lecture Course Taken for Graduate Credit

Class Format: independent study
Distributions: (D1)

Not offered current academic year
Asian American Studies is an interdisciplinary field of study that examines the histories, literatures, cultures and lived experiences of people of Asian descent living in the Americas. This field of study holds an important role in exploring not only the Asian American experience as framed within the larger intellectual inquiries of race and ethnicity in national and global contexts but also issues of transnationality and diaspora.

Williams College is yet to build an Asian American Studies concentration or program. Before that happens, students interested in Asian American Studies can take the following courses located in several different academic units. Students are strongly encouraged to take courses on Race, Ethnicity, and Diaspora in American Studies. Students interested in various disciplines about Asia (e.g. anthropology, art, history, literature, linguistics, music, religion, political science, sociology etc.) can take courses in Asian Studies.

In Fall 2018, the Curricular Planning Committee (CPC) is going to form an Asian American Studies Working Group to discuss the possibility of establishing an Asian American Studies concentration or program at Williams. Students interested in pursuing a concentration or major in Asian American Studies should consult with the faculty members of the CPC Asian American Studies Working Group.

Offered 2018-19

- AMST 125 (F) Introduction to Asian American Studies
- AMST 239 (S) Asian American and Pacific Islander Sporting Cultures
- DANC 214 (S) Asian-American Identities in Motion: Global Approaches to Dance
- HIST 284 (S) Introduction to Asian American History
- HIST 380 (F) Comparative American Immigration History
- HIST 468 (S) Race, Empire, and the Birth of the American Century
- WGSS 119 (S) Asian American Femininities
Mission Statement and Learning Objectives

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

Learning Objectives for the Asian Studies Major

Asian Studies is a multi-disciplinary and interdisciplinary major track that combines the humanities and social sciences with language study. It aims to help students develop practical proficiency in an Asian language and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of Asia through a particular disciplinary lens. Beyond training in the discipline they choose for their three-course disciplinary qualification, students have the opportunity to explore a range of other disciplinary approaches and perspectives.

Majors in Asian Studies will:

- Attain a practical proficiency in an Asian language (either Chinese or Japanese currently offered by the department, or Hindi or Korean, offered by the Critical Language Program of the Center for Foreign Languages, Literatures, and Cultures).
- Gain awareness and understanding of a particular country or region in Asia through training in one of the disciplines represented in the Department of Asian Studies (anthropology, art history, economics, history, linguistics, literature, music, political science, religion, or sociology).
- Have an opportunity to explore a range of disciplinary approaches and perspectives in addition to their primary disciplinary focus and apply a range of research methodologies with a focus on interdisciplinarity.
- Develop close reading, analytical writing, and critical thinking skills by engaging in cross-linguistic, cross-cultural, and comparative historical analysis.
- Gain a comparative perspective on issues affecting Asia as a region.
- Develop global awareness and engagement through identification of the values, perspectives, and practices of Asian societies, both past and present.

THE MAJOR

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literature, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as
One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Asian Studies are indicated below:

**Asian Studies Major**

Three-course qualification in one of the disciplines represented within Asian Studies (anthropology/sociology, art history, economics, history, linguistics, literature, music, political science, religion). The qualification, to be determined through consultation between students and their advisor, normally includes an introductory course and more advanced courses. At least two of these three courses must be on Asia.

Three approved electives, which may include further language work.

**STUDY ABROAD**

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.

**FAQ**

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

- **Can your department or program typically pre-approve courses for major/concentration credit?**
  Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.

- **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**
  Course title and description, complete syllabus including readings/assignments, and exams or other written work.

- **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**
  Yes, maximum of four courses.

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

- **Are there specific major requirements that cannot be fulfilled while on study away?**
  No.

- **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**
  Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.

- **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:**
  There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

**THE DEGREE WITH HONORS**

Students interested in writing an honors thesis in Asian Studies should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.
Students admitted to the program should register for ASST 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student’s performance in the oral defense.

**THE ASIAN STUDIES ENDOWMENT**

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

**ASST 31 (W) Senior Thesis: Asian Studies**

To be taken by all students who are candidates for honors in Asian Studies.

**Class Format:** independent study  
**Distributions:** (D2)

Winter 2019  
HON Section: 01    TBA     George T. Crane

**ASST 99 (W) Independent Study: Asian Studies**

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

**Class Format:** independent study  
**Distributions:** (D2)

Winter 2019  
IND Section: 01    TBA     George T. Crane

**ASST 103 (F) By Land and Sea: Art, Culture and Religion Along the Trade Routes of Asia**

Crosslistings: ARTH103 / ASST103  
Secondary Crosslisting

This undergraduate Asian art and architecture survey course will focus on artistic, religious, and cultural exchange along the two major trading networks connecting Asia: the Silk Road and the South East Asian sea routes. Following the spread of religious ideas across these routes, the survey will examine art forms including textiles, manuscripts, paintings, luxury items and sculpture, as well as architectural examples. The three major religions and their artistic expressions that will be explored in class are Buddhism, Hinduism and Islam. An underlying theme in class will be to study the spread and evolution of artistic styles and iconography across Asia, while also highlighting the continuation of local traditions that persisted despite outside influences.

**Class Format:** lecture  
**Requirements/Evaluation:** three 15-minute quizzes, two 2-5 page papers, a mid-term, a final exam and class attendance  
**Prerequisites:** none  
**Enrollment Limit:** 35  
**Enrollment Preferences:** none  
**Distributions:** (D1)  
**Distribution Notes:** meets Division 1 requirement if registration is under ASST  
**Attributes:** ARTH pre-1600 Courses; GBST East Asian Studies Electives
ASST 115 (S) The World of the Mongol Empire (WI)  
Crosslistings: ASST115 / HIST115

Secondary Crosslisting

By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, disintegration, and legacies for later periods. From a wide range of primary and secondary sources, including travelers' accounts, chronicles, art, and literature, we will investigate the diverse experiences of the Mongol world in different places, such as China, Russia, Persia, and Central Asia.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a final research paper

Extra Info: not available for the fifth course option

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

Enrollment Limit: 19

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

Expected Class Size: 15-19

Distributions: (D2) (WI)

Attributes: GBST East Asian Studies Electives; HIST Group B Electives - Asia; HIST Group P Electives - Premodern; Not offered current academic year

ASST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WI)  
Crosslistings: HIST117 / GBST117 / ASST117

Secondary Crosslisting

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

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

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

Enrollment Limit: 19

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar; not open to juniors or seniors

Expected Class Size: 15-19

Distributions: (D2) (WI)

Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia;
ASST 121 (F)  The Two Koreas  (WI)
Crosslistings: HIST121 / ASST121

Secondary Crosslisting

The two Koreas—North and South—were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called “the Cold War’s last divide.” This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.

Class Format: tutorial

Requirements/Evaluation: students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner’s work

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

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

Enrollment Limit: 10

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

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: GBST East Asian Studies Electives;  HIST Group B Electives - Asia;

ASST 122 (S)  Old Shanghai, New Shanghai  (WI)
Crosslistings: ASST122 / CHIN422

Secondary Crosslisting

Once nicknamed as "Paris of the East," Shanghai, now a megacity with a population of 25 million, is the industrial, commercial and financial center of contemporary China. Shanghai is often depicted as a metropolis that marked the beginning of China's modernity and urban culture. People from other regions in China see Shanghai as a city full of opportunities, but characterize its people as astute and shrewd, cocky and unwelcoming. Foreigners, however, find the city appealing and its people open-minded. Jews fleeing Nazi persecutions during WWII, found Shanghai to be a "paradise of ghetto" that provided the only haven of survival. For local people, there have always been two Shanghai: an old one and a new one. They are proud of the new Shanghai but constantly nostalgic about the old one. This tutorial examines the multifaceted city of Shanghai and its people from historical and cultural perspectives. We will look at the city's history (from the late nineteenth century to present day), its local language and culture, and everyday life of the people (including migrants and foreigners) living in it. The central ideas we will explore are "modernity" and "regional identity." We will investigate how these theoretical constructs play out in the making of the city of Shanghai and the formation of its unique local identity. Course readings include historical and cultural studies as well as documentaries in English about Shanghai, and primary sources in Chinese in a wide range of genres including fiction, essays, and films (English translation of the primary sources are available for students taking the course in English). The course is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST 122T and students wishing to take the course in Chinese should register under CHIN 422T. Students will come away with a critical understanding about China's regional cultures and one of its most important metropolitan cities. Chinese language learners will be able to improve their reading and writing skills in Chinese through this course. The course has a required field trip to a Chinese restaurant on a Saturday or Sunday, depending on all students' schedules.

Class Format: tutorial
Requirements/Evaluation: each tutorial pair will meet with the instructor for one hour per week, during which time we will discuss a 5-page paper that one of the partners has submitted

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

Prerequisites: none for students taking ASST 122T; CHIN 402 or permission of the instructor for students taking CHIN 422T

Enrollment Limit: 10

Enrollment Preferences: current or prospective Asian Studies, Chinese, or Japanese majors

Expected Class Size: 10

Department Notes: students wishing to take the course in English should register under ASST 122T and students wishing to take the course in Chinese should register under CHIN 422T

Materials/Lab Fee: $100

Distributions: (D1) (WI)

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

Not offered current academic year

ASST 126 (S) Musics of Asia
Crosslistings: ASST126 / MUS112

Secondary Crosslisting
This course offers an introduction to the great diversity of Asian music. Our survey will span from East Asia (China, Korea, and Japan) to Southeast Asia (Thailand and Indonesia) to the Indian subcontinent, Central Asia (Tibet and Afghanistan), to the Middle East (Iran and the Arabian peninsula), and will end with the extension of Asian music across North Africa and into Eastern Europe. Within this broad survey, we will focus on selected and representative musical cultures and genres. In each section of the course, aspects of cultural context (including music's function in religious life and its relationship to the other arts), will be emphasized. While our focus will be on the traditional and classical musics of these cultures, we will also briefly consider the current musical scene. Encounters with this music will include attendance at live performances when possible.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on four tests and two papers

Prerequisites: none; no musical experience necessary

Enrollment Limit: 25

Expected Class Size: 20

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1)

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

Attributes: GBST East Asian Studies Electives; MUS World Music/Ethnomusicology

Not offered current academic year

ASST 186 (F) Japanese Popular Visual Culture
Crosslistings: COMP186 / ARTH586 / ARTH286 / ASST186

Secondary Crosslisting
The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (ukiyo, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Okazaki), and animation (Oshii, Miyazaki, Kon). We will focus on developing visual reading skills to come up with original interpretations of these works, and on comparing different media to make them shed light on one another.

Class Format: lecture/discussion

Requirements/Evaluation: attendance, participation, two 5-page papers, final exam

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

Prerequisites: none
Enrollment Limit: 35
Enrollment Preferences: students majoring or considering a major in a related discipline
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST

Fall 2018
LEC Section: 01    TF 2:35 pm - 3:50 pm     Christopher A. Bolton

ASST 197 (F) Hindi
Crosslistings: ASST197 / CRHI101
Secondary Crosslisting
Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures of the language.
Class Format: twice-weekly review sessions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April
Enrollment Limit: 8
Department Notes: minimum of two students in order to schedule the course; 8 class size limit
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST

Fall 2018
LEC Section: H1    TBA     Jane E. Canova

ASST 197 (F) Korean
Crosslistings: ASST197 / CRKO101
Secondary Crosslisting
Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures of the language.
Class Format: twice-weekly review sessions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April
Enrollment Limit: 8
Department Notes: minimum of two students in order to schedule the course; 8 class size limit
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST

Fall 2018
LEC Section: K1    TBA     Jane E. Canova

ASST 198 (S) Hindi
Crosslistings: ASST198 / CRHI102
Secondary Crosslisting

Continuation in developing communicative skills and furthering familiarity with frequently used grammatical structures.

Class Format: twice-weekly review sessions

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

Prerequisites: CRHI 101

Department Notes: minimum of two students in order to schedule the course

Distributions: (D1)

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

Spring 2019

LEC Section: H1  TBA  Jane E. Canova

ASST 198 (S) Korean

Crosslistings: ASST198 / CRKO102

Secondary Crosslisting

Continuation in developing communicative skills and furthering familiarity with frequently used grammatical structures.

Class Format: twice-weekly review sessions

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

Prerequisites: CRKO 101

Enrollment Limit: 8

Department Notes: minimum of two students in order to schedule the course

Distributions: (D1)

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

Spring 2019

LEC Section: K1  TBA  Jane E. Canova

ASST 207 (F) An Exploration of Japanese Language and Culture (WI)

Crosslistings: ASST207 / JAPN407

Secondary Crosslisting

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Class Format: tutorial

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207T will meet once a week; JAPN 407T will meet twice a week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none for ASST 207T; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407T

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Department Notes: students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T

Distributions: (D1) (WI)

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

Attributes: Linguistics;

Fall 2018
TUT Section: T1   TBA   Kasumi Yamamoto

ASST 212 (F) Transforming the "Middle Kingdom": China, 2000 BCE-1600
Crosslistings: ASST212 / HIST212

Secondary Crosslisting
China expanded from scattered Neolithic settlements to become one of the world's most complex and sophisticated civilizations. During this process, it experienced dramatic transformation as well as remarkable institutional and cultural continuities. This course will examine Chinese history from prehistoric times to the "early modern" seventeenth century. It will address topics such as the creation and transformation of dynastic authority, the reinterpretation of Confucian thought, the transmission of Buddhism, the conquest of China proper by "barbarian" peoples, the composition of elites, and change in daily life, popular culture and China's place in the East Asian and world systems.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 30-40

Distributions: (D2)

Attributes: GBST East Asian Studies Electives; GBST Middle Eastern Studies Electives; HIST Group B Electives - Asia; HIST Group P Electives - Premodern

Not offered current academic year

ASST 213 (S) Modern China, 1600-Present
Crosslistings: ASST213 / HIST213

Secondary Crosslisting
Observers may be struck by the apparent contradictions of contemporary China: market reforms undertaken by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course will examine China's historical engagement with the modern world in order to gain perspective on our current views. It will cover the Qing (1644-1911) dynastic order, encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, the "other Chinas" of Taiwan and Hong Kong, economic liberalization, and globalization.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 35-40

Distributions: (D2)
Over a century of constant warfare came to an end in the late 1500s, ushering in more than two hundred years of relative peace in a Japan that was ruled by a military government. This course will take up the extraordinary changes and enduring continuities of the period between the establishment of the Tokugawa government in the early 1600s and its eventual collapse in 1868, an era characterized by societal order and tensions, economic growth and stagnation, the development of cities and towns, the flourishing of urban culture, the spread of new and different ideas, and the decline of the samurai. We will focus on the political, social, and cultural history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, foreign relations, urbanization, popular culture, material culture, the quality of life, the legal order, gender and sexuality, and the fall of the Tokugawa government. Assigned materials will include government documents, intellectual treatises, autobiographies, literature, and films.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 25-30
Distributions: (D2)
Attributes: GBST East Asian Studies Electives; HIST Group B Electives - Asia; HIST Group P Electives - Premodern

ASST 218 (S) Modern Japan
Crosslistings: ASST218 / HIST218
Secondary Crosslisting
Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 30
Distributions: (D2)
Attributes: GBST East Asian Studies Electives; HIST Group B Electives - Asia

Spring 2019
LEC Section: 01    TR 9:55 am - 11:10 am     Eiko Maruko Siniawer
ASST 219 (S)  Japanese Culture and History from Courtiers to Samurai and Beyond
Crosslistings: ASST219 / HIST219 / JAPN219 / COMP229

Secondary Crosslisting
This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Team taught by faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature, or is it even meaningful to distinguish the two?

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, response assignments, two short papers (approximately five pages each), and a final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Limit: 40
Enrollment Preferences: students majoring or considering a major in a related field
Expected Class Size: 30
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP
Attributes: HIST Group B Electives - Asia; HIST Group P Electives - Premodern
Not offered current academic year

ASST 220 (S)  The Monkey King: Transformation of a Legend
Crosslistings: ASST220 / COMP219

Secondary Crosslisting
The devious and irascible Monkey King, born of stone, defying all authority yet compelled to behave by a dubious Buddhist magic, is one of the most beloved figures in Chinese culture. This course will trace the transformation of the Monkey King legend from its origins in early representations of monkeys in folklore and a seventh-century Chinese monk's arduous journey to India in search of Buddhist learning, through its maturation in the sixteenth century, and into works of the Asian diaspora in the U.S. We will examine textual and visual representations of the Monkey King in popular culture, folklore, and literature, to explore topics including ideas about conformity and individual autonomy, morality and law, and the cultural negotiations necessitated by travel and contact with people (or monkeys) of other civilizations.

Class Format: seminar
Requirements/Evaluation: 5 short (1-2 page) papers, a mid-term paper (4-5 pages), and a take-home final
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: comparative literature and asian studies majors
Expected Class Size: 12
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST
Not offered current academic year

ASST 221 (F)  The Making of Modern South Asia: 1750-1950 CE
Crosslistings: GBST221 / ASST221 / HIST221

Secondary Crosslisting
The devious and irascible Monkey King, born of stone, defying all authority yet compelled to behave by a dubious Buddhist magic, is one of the most beloved figures in Chinese culture. This course will trace the transformation of the Monkey King legend from its origins in early representations of monkeys in folklore and a seventh-century Chinese monk's arduous journey to India in search of Buddhist learning, through its maturation in the sixteenth century, and into works of the Asian diaspora in the U.S. We will examine textual and visual representations of the Monkey King in popular culture, folklore, and literature, to explore topics including ideas about conformity and individual autonomy, morality and law, and the cultural negotiations necessitated by travel and contact with people (or monkeys) of other civilizations.

Class Format: seminar
Requirements/Evaluation: 5 short (1-2 page) papers, a mid-term paper (4-5 pages), and a take-home final
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: comparative literature and asian studies majors
Expected Class Size: 12
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST
Not offered current academic year
This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content. One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams

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

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 20-25

**Distributions:** (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia

**Fall 2018**

LEC Section: 01    MR 2:35 pm - 3:50 pm     Aparna Kapadia

**ASST 222 (S) History and Society in India and South Asia: c. 2000 to 1700s CE**

**Crosslistings:** HIST220 / ASST222

**Secondary Crosslisting**

This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of early modernity. During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the Indus Valley civilization to the end of the Mughal Empire and will address topics such the as the "discovery of India", the coming of the "Aryans", society and culture in the great epics like the *Ramayana*, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** class participation, response papers and presentation, 2 essays, a mid-term and a final exam

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** none

**Expected Class Size:** 20-25

**Distributions:** (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia; HIST Group P Electives - Premodern

Not offered current academic year

**ASST 233 (S) Spiritual Crossroads: Religious Life in Southeast Asia**

**Crosslistings:** ANTH233 / ASST233 / REL253

**Secondary Crosslisting**

No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially
Spring 2019
SEM Section: 01 TR 9:55 am - 11:10 am Peter Just

ASST 243 (F) Red Chamber Dreams: China’s Greatest Novel as Literature and Legacy
Crosslistings: ASST243 / COMP245

Secondary Crosslisting
The eighteenth-century novel Dream of the Red Chamber, also known as Story of the Stone, is widely regarded as China’s greatest novel due to the intricacy of its narrative and the sophistication with which it deals with themes as varied as romance, enlightenment, sexuality and gender identity, and the construction of public and private spaces. We will read the novel through a variety of critical approaches, addressing it both as a work of literature and as a cultural phenomenon.

Class Format: seminar
Requirements/Evaluation: three 2-page papers, one 5-page paper, and a final 6- to 7-page paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: COMP majors, then ASST majors
Expected Class Size: 20
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST
Not offered current academic year

ASST 244 (S) Mind and Persons in Indian Thought
Crosslistings: ASST244 / REL244

Secondary Crosslisting
In this course, we follow the conversation among Indian philosophers concerning the self and the nature of consciousness. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka philosophy, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central ideas that have challenged philosophers in both traditions.

Class Format: lecture/discussion
Requirements/Evaluation: full attendance and participation, three short essays (6 pages)
Prerequisites: prior exposure to Buddhism or philosophy, or permission of instructor
Enrollment Limit: 18
Enrollment Preferences: selection based on the basis of relevant background
Expected Class Size: 18
ASST 245 (S) Nationalism in East Asia

Crosslistings: HiST318 / PSCI354 / ASST245

Secondary Crosslisting
This tutorial examines the theoretical literature on nationalism, and then uses insights from those readings to study of the emergence and development of modern nationalist movements and national identities in China, Japan, Korea -- both South and North -- and Taiwan.

Class Format: tutorial
Requirements/Evaluation: five 5-page papers and five 2 page critiques
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Political Science and Asian Studies majors
Expected Class Size: 10

Distributions: (D2) (WI)
Attributes: GBST East Asian Studies Electives; HIST Group B Electives - Asia; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses

Not offered current academic year

ASST 246 (F) India's Identities: Reproducing the Nation, Community and Individual (WI)

Crosslistings: ANTH246 / ASST246 / WGSS246 / REL246

Secondary Crosslisting
This course considers India's contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions -- Hindu/Muslim, rich/poor, high caste/outcaste, male/female? What are the historic roots and ongoing causes that produce structural violence around these axes of difference? We pay particular attention to key moments (Partition, communal riots in Gujarat in 2003, Hyderabad in 1990, Delhi in 1984), and places (Punjab, Bengal, Jammu & Kashmir) for our analysis of how religion, gender, and caste intersect to produce a landscape of communal violence, social hierarchy, and fragmented subjectivity in India today. We are as interested in discourses and practices that shore up these binaries as well as the third terms that attempt to transcend or diffuse them. For instance, we look at how Buddhism is and is not a middle path between Hindu/Muslim conflict in Indian Kashmir. Our course readings include ethnographic, sociological, and historical analyses, as well as oral histories and popular media.

Class Format: tutorial
Requirements/Evaluation: weekly writing assignments and tutorial attendance every week
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies
Expected Class Size: 10

Distributions: (D2) (WI)
Attributes: GBST South + Southeast Asia Studies Electives; PHLH Bioethics + Interpretations of Health; WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year
In East Asian cultures, as in the United States, popular conceptions of morality typically take their shape, not from explicit rules, but from moral paragons—stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of “secular saints” as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the cultural functions of moral paragons and philosophies of virtue in East Asia by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal scholar-bureaucrat to Buddhist conceptions of the Bodhisattva to Taoist immortals. It will also address the history of ethical thought in East Asia, focusing particular attention on conceptions of “Virtue Ethics.” This approach has come to be seen by some contemporary analytic philosophers as a way out of the impasse produced by ethical relativism and the loss of theological rationales for moral action. Readings will include Euro-American philosophers such as Nietzsche and MacIntyre as well as primary texts in translation by Chuang-tzu, Confucius, Shantideva and others.

Class Format: lecture/discussion
Requirements/Evaluation: active participation, short writing assignments, midterm, and a self-scheduled final exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: Religious Studies and Asian Studies majors
Expected Class Size: 20
Distributions: (D2)
Attributes: GBST East Asian Studies Electives; PHIL Related Courses
Not offered current academic year

One thing that surprises many first-time readers of modern Japanese fiction is its striking similarity to Western fiction. But equally surprising are the intriguing differences that lie concealed within that sameness. This course investigates Japanese culture and compares it with our own by reading Japanese fiction about two universal human experiences—love and death—and asking what inflections Japanese writers give these ideas in their work. The course begins with tales of doomed lovers that were popular in the eighteenth-century kabuki and puppet theaters, and that still feature prominently in Japanese popular culture, from comics to TV dramas. From there we move on to novels and films that examine a range of other relationships between love and death, including parental love and sacrifice, martyrdom and love of country, sex and the occult, and romance at an advanced age. We will read novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima as well as more contemporary fiction by writers like Murakami Haruki; we will also look at some visual literature, including puppet theater, comics, animation, and Japanese New Wave film. The class and the readings are in English.

Class Format: seminar/lecture/discussion
Requirements/Evaluation: attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; no familiarity with Japanese language or culture is required
Enrollment Limit: none
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST
Attributes: GBST East Asian Studies Electives
Not offered current academic year
Crosslistings: COMP264 / ASST254

Secondary Crosslisting

From the endemic warfare of the medieval era to the atomic bombing and the violent explosion of technology in the last century, the end of the world is an idea which has occupied a central place in almost every generation of Japanese literature. Paradoxically, the spectacle of destruction has given birth to some of the most beautiful, most moving, and most powerfully thrilling literature in the Japanese tradition. Texts may be drawn from medieval war narratives like *The Tale of the Heike*; World War II fiction and films by Ibuse Masuji, Imamura Shôhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kôbô, Murakami Haruki and Murakami Ryû; and apocalyptic comics and animation by Oshii Mamoru, Ôtomo Katsuhiro, and others. The class and the readings are in English; no familiarity with Japanese language or culture is required.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** in-class exam, ungraded creative project, and a few short response assignments, plus two 5- to 7-page papers emphasizing original, creative readings of the literary texts

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

**Prerequisites:** none; open to all

**Enrollment Limit:** 25

**Enrollment Preferences:** students majoring or considering a major in a related field

**Expected Class Size:** 15

**Distributions:** (D1)

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

**Attributes:** GBST East Asian Studies Electives

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ASST 255 (S) Buddhism: Ideas and Practices

Crosslistings: REL255 / ANTH255 / ASST255

Secondary Crosslisting

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

**Class Format:** lecture/discussion

**Requirements/Evaluation:** full attendance and active participation; two essays

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** none

**Expected Class Size:** 25

**Distributions:** (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives; PHIL Related Courses

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Spring 2019

LEC Section: 01    MWF 8:30 am - 9:45 am     Georges B. Dreyfus
ASST 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE) (WI)
Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting
This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life—his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)
Extra Info: may not be taken on a pass/fail basis

Prerequisites: none
Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors
Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
SEM Section: 01    M 7:00 pm - 9:40 pm    Kim Gutschow

ASST 266 (F) Confession and Deception in Japanese Literature
Crosslistings: ASST266 / COMP266

Secondary Crosslisting
Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth-and eleventh-century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing; along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shônagon and Lady Nijô, through autobiographical and confessional novels by Sôseki, Tanizaki, Mishima, and Abe Kôbô, to documentary and subculture films like The New God and Kamikaze Girls. The class and the readings are in English; no familiarity with Japanese language or culture is required.

Class Format: seminar

Requirements/Evaluation: attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project
Extra Info: may not be taken on a pass/fail basis
ASST 269 (S) Mindsight: Mindfulness and Medicine (DPE) (WI)
Crosslistings: REL269 / ASST269 / ANTH269
Secondary Crosslisting
This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the ‘kindness curriculum’ in schools, and other areas of applied research on mindfulness that have generated a ‘science of personal transformation’. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.
Class Format: tutorial
Requirements/Evaluation: weekly papers, 4- to 8-pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: students majoring or concentrating in; ANTH, SOC, REL, ASST, PH, COGS, and NSCI
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.
Attributes: GBST South + Southeast Asia Studies Electives; PHLH Social Determinants of Health;

Spring 2019
TUT Section: T1 TBA Kim Gutschow

ASST 270 (S) Visual Arts of Japan
Crosslistings: ARTH270 / ASST270
Secondary Crosslisting
This course is a survey of traditional Japanese painting, sculpture, architecture, woodblock prints, and decorative arts. Special attention will be paid to the developments in artistic style and subject matter in the contexts of contemporary cultural phenomena. Through visual analysis students learn the aesthetic, religious, and political ideals and cultural meanings conveyed in the works of art. Course highlights include the transmission of Buddhism
and its art to Japan; Zen Buddhism and its art (dry gardens; temples; and tea ceremony related art forms) in the context of samurai culture; the sex industry and kabuki theater, their art, and censorship; and the Western influences on Japanese art and culture and vice versa, (Japanese woodblock prints' impact on Impressionist and Post-Impressionist paintings, for example).

**Class Format:** lecture

**Requirements/Evaluation:** three 30- to 40-minute quizzes, two short papers, film screening, class attendance

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

**Prerequisites:** none

**Enrollment Limit:** 35

**Distributions:** (D1)

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

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

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**Spring 2019**

LEC Section: 01    TR 9:55 am - 11:10 am     Ju-Yu Scarlett Jang

**ASST 271 (F)  Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture**

Crosslistings: ASST271 / REL271 / WGSS279 / COMP279

**Secondary Crosslisting**

"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yogoe) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviancies from "the normal" as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation—including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

**Class Format:** seminar

**Requirements/Evaluation:** attendance and participation, weekly responses, final 15- to 18-page research paper

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** REL, ASST, WGSS, and COMP majors will be given preference

**Expected Class Size:** 15

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under REL, ASST or WGSS; meets Division 1 requirement if registration is under COMP

**Attributes:** FMST Related Courses

**Not offered current academic year**

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**ASST 272 (S)  Art of the Noble Path: Buddhist Material Culture Across Asia**

Crosslistings: ARTH272 / REL272 / ASST272
Buddhism has spread throughout Asia and beyond since its emergence in India in the 5th century BCE, providing a shared philosophical and cosmological framework for diverse cultures. Artistic expression, regional politics and cultural landscapes have been shaped by its remarkable influence. With patrons ranging from powerful monarchs and monks to merchants and tradespeople, Buddhist art has historically reflected the religion's social inclusivity. This course will survey the architecture, painting and material culture of Buddhism in Asia, tracing its influence in diverse media, from rock-cut architecture to Zen painting. A close reading of primary texts, such as architectural inscriptions in India, manuscripts from Tibet, and travelogues of Chinese pilgrims, will provide greater context for the artworks.

**Class Format:** lecture

**Requirements/Evaluation:** 3 fifteen-minute quizzes, 1 three to five-page paper, 1 eight to ten-page paper, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** none

**Expected Class Size:** 25

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH or ASST; meets Division 2 requirement if registration is under REL

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**ASST 273 (S) The Arts of the Book in Asia**

Crosslistings: ASST273 / ARTH273

Secondary Crosslisting

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This course will survey the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the survey is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Williams College Museum of Art where students will have the opportunity to study original artworks from the collection.

**Class Format:** lecture

**Requirements/Evaluation:** 2 quizzes, 2 short response papers, a final project/paper based on museum objects, 1-hour in-class final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** preference will be given to Art Majors, and then to students of any major interested in art and culture of Asia

**Expected Class Size:** 20

**Distributions:** (D1)

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

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**Spring 2019**

LEC Section: 01 Cancelled

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

Crosslistings: ASST274 / ARTH274 / ARTS274

Secondary Crosslisting

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

**Class Format:** lecture/studio instruction

**Requirements/Evaluation:** weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening

**Prerequisites:** none

**Enrollment Limit:** 12

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

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

**Distributions:** (D1)

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

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

Spring 2019

LEC Section: 01  Cancelled

**ASST 278 (S) Buddhist Material Culture: Objects of Practice and Merit (DPE)**

**Crosslistings:** REL278 / ASST278

**Secondary Crosslisting**

What is material culture? What is considered Buddhist material culture? If Buddhism is a tradition that encourages non-attachment, then what is meant by "Buddhist material culture"? Shouldn't Buddhists be "free" from material things? Is it necessary for a Buddhist to be free from material things or rather that material things should be free from Buddhists? This course will introduce students to a material culture approach to the study of religion, which acknowledges the agency of not only humans but also the agency of objects/things/stuff, and it emphasizes relationships and networks between people and things. The course will begin with basic foundational theories that make up the burgeoning field of "material culture" within Religious Studies. We focus on various relationships: "internal" (our body and senses in relation to things) and "external" (things themselves, and their connections to other things). We will learn about these relationships by looking closely at Buddhist "stuff" and investigating what such relationships can tell us about Buddhism. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. In a nutshell, this course is about the "social life of [Buddhist] things". For students without a background in Buddhism, this course will introduce them to Buddhism as lived in China, Korea, Japan, Tibet, and particularly Southeast Asia.

**Class Format:** seminar

**Requirements/Evaluation:** Attendance and active participation: 15%; Short Writing Assignments, 8 total (1 page): 25%; Midterm Exam (in-class): 25%; Group Presentation of Object: 35%

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion and Asian Studies majors

**Expected Class Size:** 10

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

**Distribution Notes:** DPE: The material world of contemporary Buddhism is often condemned for "adulterating" "real" Buddhism because it does not fit stereotypical buzzwords like tranquil, austere, non-commercial. Yet, materiality is essential to Asian Buddhist practitioners, who are the 90%. Students will hone skills to seek the unseen by tracing networks of a New Materialism approach, which can reveal relationships that demonstrate power struggle and inequality, even within a "loving-kindness" tradition like Buddhism.
ASST 284 (S) Introduction to Asian American History (DPE)
Crosslistings: HIST284 / AMST284 / ASST284
Secondary Crosslisting
This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.
Class Format: lecture/discussion
Requirements/Evaluation: a series of short essays and a final oral history/family history
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first come, first served
Expected Class Size: 25
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course traces the immigration history of various peoples from Asia to the U.S. from the 1850s to the present. We will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the U.S.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

ASST 297 (F) Intermediate Korean
Crosslistings: ASST297 / CRKO201
Secondary Crosslisting
Intermediate level in developing linguistic abilities and fundamental reading, writing, listening and speaking skills. Students will be able to carry on more sophisticated conversations; use the language to manage logistics of everyday life; and demonstrate more complicated grammatical structures in speaking and writing.
Class Format: twice-weekly review sessions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April
Enrollment Limit: 8
Department Notes: minimum of two students in order to schedule the course; 8 class size limit
Distributions: (D1)
Continuation of intermediate skills in speaking and writing.

Class Format: twice-weekly review sessions

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

Prerequisites: CRKO 201

Enrollment Limit: 8

Department Notes: minimum of two students in order to schedule the course

Distributions: (D1)

Spring 2019

LEC Section: K1   TBA   Jane E. Canova

ASST 312 (F) The Mughal Empire: Power, Art, and Religion in India

Crosslistings: ASST312 / HIST312 / GBST312 / REL312

Secondary Crosslisting

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith—much larger than any European empire in the early modern world—the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Class Format: seminar

Requirements/Evaluation: participation, response papers/short essays, one final paper

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

Prerequisites: none, open to first-year students with instructor permission

Enrollment Limit: 25

Expected Class Size: 20

Distributions: (D2)

Attributes: HIST Group B Electives - Asia; HIST Group G Electives - Global History; HIST Group P Electives - Premodern

Fall 2018

SEM Section: 01   MW 11:00 am - 12:15 pm   Aparna Kapadia

ASST 313 (F) The People's Republic: China since 1949

Crosslistings: HIST313 / ASST313

Secondary Crosslisting

This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as.
secondary analyses. Please note that this is a discussion seminar and not a survey course.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on active class participation, several short papers and a final research paper

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

**Prerequisites:** none (HIST 213 recommended)

**Enrollment Limit:** 25

**Enrollment Preferences:** junior and senior History and Asian Studies majors

**Expected Class Size:** 12-20

**Distributions:** (D2)

**Attributes:** HIST Group B Electives - Asia

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**Fall 2018**

**SEM Section:** 01    TR 8:30 am - 9:45 am     Anne Reinhardt

**ASST 316 (S) Feeling Queer and Asian**

Crosslistings: ASST316 / WGSS316 / COMP313

**Secondary Crosslisting**

This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianness? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

**Class Format:** seminar

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 12

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS or ASST; meets Division 1 requirement if registration is under COMP

Not offered current academic year

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**ASST 319 (F) Gender and the Family in Chinese History**

Crosslistings: ASST319 / HIST319 / WGSS319

**Secondary Crosslisting**

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a final paper

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

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

**Enrollment Limit:** 25
ASST 321 (F) History of U.S.-Japan Relations
Crosslistings: ASST321 / HIST321

Secondary Crosslisting

An unabating tension between conflict and cooperation has been an undercurrent of U.S.-Japan relations for over 150 years, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. Topics will include early U.S.-Japan encounters; the rise of both countries as imperial powers; the road to, and experience of, World War II; the politics and social history of the postwar American occupation of Japan; the U.S.-Japan security alliance; trade relations; and popular culture. Contemporary topics will also be discussed.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper

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

Enrollment Limit: 25

Expected Class Size: 25

Distributions: (D2)

Attributes: GBST East Asian Studies Electives; HIST Group B Electives - Asia; HIST Group P Electives - Premodern; WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

ASST 341 (S) Caste, Race, Hierarchy
Crosslistings: ASST341 / AFR341 / ANTH341 / GBST341

Secondary Crosslisting

Caste in India looms large in global social thought as a kind of benchmark against which hierarchical social systems across the world are measured. This prominence has much to do with British colonial ideologies of rule, but it also has a deeper and different history: the Buddha compared caste to Greek slavery, early modern Jesuits related it to the system of European estates, and since the nineteenth century, anti-caste radicals from Dalit, or "untouchable," backgrounds have drawn a sustained comparison between the forms of oppression they face and those with which African Americans contend in the United States. Reciprocally, thinkers from W.E.B. DuBois to Toni Morrison have deployed the category of caste in their writings on race. What can the study of caste in postcolonial South Asia contribute to global debates over the persistence of "traditional" forms of social hierarchy? What are the stakes of bringing caste and race into the same conversation, and what are the implications of refusing to do so? In this seminar we will acquire a thorough grounding in the anthropological literature on caste and then investigate the politics of the caste-race comparison over the last hundred years. Assignments include weekly postings of 1-page critical response papers and either a research paper or an interview-based, ethnographic final project examining "caste" in one's own community.

Class Format: seminar

Requirements/Evaluation: weekly postings of 1-page critical response papers and research paper or ethnographic final project

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors, juniors, majors in ANSO, AFR, or ASST

Expected Class Size: 15

Distributions: (D2)
Not offered current academic year

ASST 346 (S) Islam and Anthropology
Crosslistings: REL346 / ANTH346 / ASST346 / ARAB280

Secondary Crosslisting
If anthropology has helped to define Islam in global thought, Islam has returned the favor, holding a critical mirror to the anthropological endeavor perhaps more than any other traditional "object" of study. This course examines anthropological studies of Islamic societies for what they teach us both about Islam and about anthropology. We begin with foundational social theorists whose studies of religious phenomena helped give rise to the field of anthropology of religion. We then survey influential efforts to construct "ideal-type" models of Muslim society based on anthropological and historical knowledge, alongside efforts to critique, historicize, and redirect the model-building project (notably by Talal Asad and Edward Said). The second half of the course is devoted to ethnographies that explore, from a variety of perspectives and in several regions (Morocco, India, Egypt, Syria), questions of human agency, hierarchy and resistance, and Islam as discursive resource, ethical project, and embodied community.

Class Format: seminar
Requirements/Evaluation: weekly postings, one 5-page paper, one 10-page paper, discussion leading
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: juniors and seniors, Anthropology, Sociology or Religion majors
Expected Class Size: 19
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under ARAB

Not offered current academic year

ASST 376 (S) Zen Buddhist Visual Culture: The Path to Nirvana (WI)
Crosslistings: ARTH376 / REL252 / ASST376

Secondary Crosslisting
This course is about the ways in which images are produced, viewed, and used in the Zen Buddhist tradition. It explores the various ways in which visual culture is a key part of Zen Buddhist teaching in China and Japan. In this class we will look at both high art and popular expressions of Zen Buddhist visual culture. Topics of interest include: 1) Buddhist image making and icon worship; 2) Gardens; 3) tearooms, tea ceremony and tea bowls; 4) The Zen temples Ryoan-ji, Daisen-in, and Daitoku-ji; 5) The political function of Zen and its art in Japan's samurai culture; 6) The popular Zen Buddhist cult of Bodhisattva Avalokiteshvara and his gender transformation; and 7) Daruma (Bodhidharma) imagery in popular culture. This course is a CRAAS (critical reasoning and analytical skills) course. The class format also offers students opportunities to practice public speaking and writing skills.

Class Format: lecture/class discussion
Requirements/Evaluation: class discussions and participation; oral presentations, short papers; and a research paper
Enrollment Limit: 10
Enrollment Preferences: sophomores, juniors and seniors
Expected Class Size: 8
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ASST; meets Division 2 requirement if registration is under REL
Attributes: ARTH pre-1600 Courses;

Spring 2019
LEC Section: 01 Cancelled

ASST 384 (F) Selected Topics in Asian American Studies
Crosslistings: ASST384 / HIST384
Secondary Crosslisting
Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on a series of writing assignments: four short response papers, two 5- to 7-page essays, and a 10- to 15-page research paper
Prerequisites: none; open to all
Enrollment Limit: 25
Expected Class Size: 10-15
Distributions: (D2)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Core Courses; HIST Group F Electives - U.S. + Canada
Not offered current academic year

ASST 389 (S) The Vietnam Wars
Crosslistings: HIST389 / LEAD389 / ASST389

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

Class Format: seminar
Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper
Prerequisites: none; open to all
Enrollment Limit: 25
Enrollment Preferences: History and Asian Studies majors
Expected Class Size: 15-20
Distributions: (D2)
Attributes: HIST Group B Electives - Asia; HIST Group F Electives - U.S. + Canada; LEAD American Foreign Policy Leadership

Spring 2019
SEM Section: 01 MR 2:35 pm - 3:50 pm Jessica Chapman

ASST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean
Crosslistings: GBST391 / HIST391 / ASST391

Secondary Crosslisting
What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various
European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, an oral presentation and final paper

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

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 15-20

Distributions: (D2)

Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia; HIST Group P Electives - Premodern; MAST Interdepartmental Electives

Spring 2019

SEM Section: 01    TR 8:30 am - 9:45 am     Aparna Kapadia

ASST 413 (S)  History of Taiwan  (WI)
Crosslistings: ASST413 / HIST481

Secondary Crosslisting

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Class Format: tutorial

Requirements/Evaluation: weekly papers and critiques

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History or Asian Studies majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: HIST Group B Electives - Asia;

Spring 2019

TUT Section: T1    TBA     Anne Reinhardt

ASST 415 (S)  Gods and Kings: Historical Narratives from India  (WI)
Crosslistings: COMP415 / ASST415 / HIST415

Secondary Crosslisting

India's long history with earliest written records going back to 2000 B.C presents multiple challenges that are unique among the ancient civilizations. The critical challenge is conceptual: how do we recognize the historical sense of societies whose past is recorded in ways that are different from
European conventions? British rulers claimed that India had no sense of history before the colonial period. And this view has persisted despite recent scholarship that has undermined the factual and conceptual basis of this theory. The purpose of this course is two-fold: first, to discuss the analytical methods one could apply to understand the 'history' contained in the diverse body of classical Indian literature; second, to study a representative set of primary sources that belong to the distinct historical traditions of India. Students will learn to apply these methods to gain new insights and debate the limitations of the approach. The course will begin with an exploration of the epic tradition and continue with in-depth readings of narratives from other important genres including popular bardic accounts, royal biographies and court dramas ranging from c. 1000 BCE to 1500 CE.

Class Format: seminar

Requirements/Evaluation: class participation, several short papers and a substantial final paper based on primary sources

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

Prerequisites: some experience with HIST courses preferred

Enrollment Limit: 15

Enrollment Preferences: History majors; Comp lit majors; Asian Studies Majors

Expected Class Size: 10-15

Distributions: (D2) (WI)

Distribution Notes: meets division 1 requirement if registration is under COMP; meets division 2 requirement if registration is under HIST or ASST

Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia; HIST Group P Electives - Premodern;

Not offered current academic year

ASST 460 (S) Economic Development of China

Crosslistings: ASST460 / ECON460

Secondary Crosslisting

This course is an introduction to the economic development of China in the post-1978 period. It seeks to provide an overview of the process by which China grew from an economic backwater to the second largest economy in the world, with a particular focus on rural development and the growing gap between rural and urban incomes; human capital and education; and health and gender in the Chinese context. In addition, the course has the goal of familiarizing students with current economics research on Chinese topics and enabling them to be informed consumers of this research.

Class Format: seminar

Requirements/Evaluation: in-class quizzes, literature critique, individual project comprising a presentation and final paper

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

Prerequisites: ECON 251 and 255

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Distributions: (D2)

Not offered current academic year

ASST 488 (S) Gandhi: Nationalism, Philosophy, and Legacy (WI)

Crosslistings: HIST488 / ASST488 / GBST488 / REL388

Secondary Crosslisting

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

Class Format: tutorial; students will meet with the instructor each week for one hour sessions in pairs

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

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: upper level History majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia;

Not offered current academic year

ASST 493 (F) Senior Thesis: Asian Studies
Asian Studies senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D2)

Fall 2018
HON Section: 01  TBA  George T. Crane

ASST 494 (S) Senior Thesis: Asian Studies
Asian Studies senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D2)

Spring 2019
HON Section: 01  TBA  George T. Crane

ASST 497 (F) Independent Study: Asian Studies
Asian Studies independent study.

Class Format: independent study

Distributions: (D2)

Fall 2018
IND Section: 01  TBA  George T. Crane

ASST 498 (S) Independent Study: Asian Studies
Asian Studies independent study.

Class Format: independent study

Distributions: (D2)
Mission Statement and Learning Objectives

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

Learning Objectives for the Chinese Major

Consisting of a core language curriculum and a variety of courses in the various disciplines represented in the department, the Chinese major track enables students to achieve proficiency in aural comprehension, speaking, reading, and writing in Mandarin Chinese, as well as to understand the cultural traditions and diversity of the Chinese-speaking regions in the world. Majors in Chinese are expected to function as responsible global citizens, able to use the Chinese language to interact and collaborate in their community and the globalized world, while remaining keenly aware and respectful of varying cultural beliefs, norms, and sensitivities.

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate-High level in writing based on the ACTFL proficiency guidelines.
- Understand the basic grammar and vocabulary of Classical Chinese.
- Master intercultural skills to competently navigate a wide range of social and cultural contexts.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Acquire research, problem-solving, and critical thinking skills by engaging in cross-linguistic, cross-cultural, and comparative historical analysis.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

THE MAJOR

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as
follows:

One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Chinese are indicated below:

Chinese Major

Four additional semesters of Chinese language (300-level or higher).

One semester of Classical Chinese.

One approved course in Chinese literature, linguistics, or culture.

STUDY ABROAD

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.

FAQ

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

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

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.

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

Course title and description, complete syllabus including readings/assignments, and exams or other written work.

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

Yes, maximum of four courses.

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

Approved courses only.

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

No.

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

Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.

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

There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

THE DEGREE WITH HONORS

Students interested in writing an honors thesis in Chinese should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.
Students admitted to the program should register for CHIN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student’s performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT
The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

CHIN 11 (W) Shanghai Cuisine
Food plays a quintessential role in Chinese culture. Approaching the foot ways in various regions in China provides a unique path to a better understanding of the richness and diversity of China’s regional cultures. Shanghai cuisine (benbang cai), originated in Shanghai and developed its cooking style under the profound influence of those surrounding regions, is a very popular branch of Chinese food. This hands-on course introduces the culinary tradition of many famous Shanghai dishes. The instructor will demonstrate how to turn those fresh raw ingredients and special seasonings into "color-aroma-tasty" Shanghai style dishes. (e.g. soup dumplings, wantons, eight-treasure rice puddings, red braised pork, sweet and sour spare ribs, crystal shrimp etc.) Through discussions of reading and videos, hands-on practices, as well as independently cooking of certain dishes, students will gain insight into the Shanghainese way of life. Students will be expected to complete assigned readings and videos outside class, participate discussions and cook with the instructor in class, make a few recipes of what they cook, and write a 10-12-page final essay. The final essay should include 5 to 6 finalized recipes of the dishes students cook and a conclusion. There is a mandatory field trip to a traditional Shanghai restaurant. Important reminder: for students who have food allergies and/or who are vegetarians please inform the instructor and consult your healthcare professional before the course starts on January 3rd, 2019. Adjunct Instructor Bio: Wendy Wan has extensive experience teaching Chinese language and culture at K-12 levels in the United States. She is a Shanghai native and a food enthusiast.

Class Format: two three-hour sessions per week from 10:00 AM to 1:00 PM
Requirements/Evaluation: attendance of all cooking classes and mandatory field trip (50%); in-class efforts (20%); assignments including readings, videos, recipe and reflection paper writing (15%); 10-12-page final essay, which includes student made recipes and conclusion (15%)
Prerequisites: none
Enrollment Limit: 8
Enrollment Preferences: preference is given to Chinese language students and based on class years
Materials/Lab Fee: $200
Attributes: EXPE Experiential Education Courses

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

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

Class Format: travel
Requirements/Evaluation: evaluation will be based on satisfactory completion of the language course, a 10-page paper on a topic related to Taiwan, and active participation in all scheduled activities
Prerequisites: none; not open to first-year students
Enrollment Limit: 10

Enrollment Preferences: statement of rationale and goals for wishing to participate; CHIN and ASST majors and intended majors who have no previous experience in Taiwan may receive preference

Materials/Lab Fee: $3,800

Distributions: (D1)

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

Winter 2019

TVL Section: 01 TBA Cornelius C. Kubler

CHIN 31 (W) Senior Thesis: Chinese
To be taken by all students who are candidates for honors in Chinese.

Class Format: independent study

Distributions: (D1)

Winter 2019

HON Section: 01 TBA George T. Crane

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

Class Format: independent study

Distributions: (D1)

Winter 2019

IND Section: 01 TBA George T. Crane

CHIN 101 (F) Basic Chinese
An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing at about the 200-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

Class Format: (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral reading, questions and discussion in Chinese, translation and explanation in English

Requirements/Evaluation: evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Extra Info: students registered for CHIN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken

Extra Info 2: not available for the fifth course option

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 12

Distributions: (D1)

Fall 2018
CHIN 102 (S) Basic Chinese
An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing in both the simplified and the traditional script at about the 500-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

Class Format: (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral reading, questions and discussion in Chinese, translation and explanation in English

Requirements/Evaluation: evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Extra Info: students registered for CHIN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken

Extra Info 2: not available for the fifth course option

Prerequisites: CHIN 101 or equivalent

Enrollment Limit: none

Expected Class Size: 12

Distributions: (D1)
Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134

Primary Crosslisting

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion---living a life of seclusion from society---in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state---to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial

Requirements/Evaluation: tutorial papers, responses, and a final project

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CHIN or COMP; meets Division 2 requirement if registration is under ANTH or REL WI: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. The final project will be a self-designed experiment in reclusion.

Spring 2019

TUT Section: T1 TBA Christopher M. B. Nugent

CHIN 140 (F) Introduction to Traditional Chinese Literature

Crosslistings: CHIN140 / COMP140

Primary Crosslisting

With a written record stretching over 3000 years, China's literary cultures are some of the richest and most varied in human history. Their influence continues to be felt not only in modern China, but also throughout much of the world. This course examines the origins and development of the different literatures of China from their earliest stages up until the end of the imperial system in 1911. We will read texts ranging from the Analects of Confucius to the medieval poetry of the Tang dynasty, from Buddhist sutras to plays about prostitutes and singing girls. An invulnerable monkey god may make an appearance to sow chaos as well. He's difficult to pin down. Some important themes will include: the role of the individual versus that of the community, responses to catastrophe and disorder, the fantastic, the articulation of the self through literature, and ways of dealing with historical and literary legacies. All readings are in English translation.

Class Format: lecture

Requirements/Evaluation: five short writing assignments (2 pages each), one paper (6-7-pages), and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D1)

Not offered current academic year
CHIN 152 (S) Introduction to Taiwanese/Southern Min Language and Culture

This course, which includes a required, fully-funded two-week field trip to Taipei, Quemoy (Jinmen), and Xiamen over Spring Break, constitutes an introduction to Taiwanese, the majority language of Taiwan, which is essentially the same as the native language of Xiamen, China and environs.

Different varieties of this language, which is also known as Amoy, Hokkien, Fukienese, and Southern Min are spoken by about 50 million people in Taiwan, southern Fujian, the Philippines, Indonesia, Malaysia, and Singapore. Suppressed in Taiwan by the Japanese from 1895-1945 and by the KMT Chinese government from 1945 through the 1970s, Taiwanese—in both its spoken and written forms—has been experiencing a fascinating revival in recent decades. The most divergent of all the major Chinese “dialects,” this language is of special linguistic interest because it has preserved a number of features of Old Chinese. Our focus will be on developing basic listening and speaking skills, though we will also study some of the special characters used to write Taiwanese. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Since students in the course will ordinarily possess prior proficiency in Mandarin, a related language, we should be able to cover in one semester about as much as is covered in the first two semesters of Mandarin. Classes will include dialog performance, drills, communicative exercises, and oral reading and discussion of written Taiwanese. Required Spring Break field trip to Taiwan and China, funded by the Global Initiatives Fund.

**Class Format:** seminar

**Requirements/Evaluation:** classroom performance, homework, quizzes, tests, a journal and term paper based on the field trip, and an oral and written final exam; Spring Break field trip to Taiwan and China, funded by the Global Initiatives Fund

**Prerequisites:** CHIN 301 or permission of the instructor

**Enrollment Limit:** 8

**Enrollment Preferences:** if course is over-enrolled, students will be selected based on a statement of rationale and goals for wishing to participate, with CHIN and ASST majors receiving priority

**Expected Class Size:** 8

**Distributions:** (D1)

Spring 2019

SEM Section: 01  TF 2:35 pm - 3:50 pm   Cornelius C. Kubler

CHIN 201 (F) Intermediate Chinese

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students’ skills in aural comprehension, speaking, reading, and writing. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. Conducted in Mandarin.

**Class Format:** drill/discussion/reading

**Requirements/Evaluation:** evaluation will be based on classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam

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

**Prerequisites:** CHIN 102 or permission of instructor

**Enrollment Limit:** none

**Expected Class Size:** 12

**Distributions:** (D1)

Fall 2018

LEC Section: 01  M-F 9:00 am - 9:50 am   Li Yu

LEC Section: 02  M-F 10:00 am - 10:50 am   Li Yu

CHIN 202 (S) Intermediate Chinese

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students’ skills in aural comprehension, speaking, reading, and writing. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a
literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. Conducted in Mandarin.

Class Format: drill/discussion/reading

Requirements/Evaluation: evaluation will be based on classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam

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

Prerequisites: CHIN 201 or permission of instructor

Enrollment Limit: none

Expected Class Size: 12

Distributions: (D1)

Spring 2019

LEC Section: 01 M-F 9:00 am - 9:50 am Lu Kou
LEC Section: 02 M-F 10:00 am - 10:50 am Lu Kou

CHIN 214 (F) Foundations of China

Crosslistings: ANTH212 / CHIN214 / REL218 / HIST214 / GBST212

Primary Crosslisting

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled “Foundations of China,” we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Class Format: lecture

Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors

Expected Class Size: 25

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under CHIN; meets Division 2 requirement if registration is under ANTH, REL, HIST OR GBST

Attributes: HIST Group B Electives - Asia

Fall 2018

LEC Section: 01 MW 12:00 pm - 12:50 pm Christopher M. B. Nugent
CON Section: 02 F 11:00 am - 11:50 am Christopher M. B. Nugent
CON Section: 03 F 12:00 pm - 12:50 pm Christopher M. B. Nugent

CHIN 225 (F) The Fantastic in Chinese Literature

Crosslistings: CHIN225 / COMP225

Primary Crosslisting

From the famous human/butterfly metamorphosis in the Daoist text Zhuangzi to contemporary writer Liu Cixin's award-winning "Three Bodies
Problem," the "fantastic" has always been part of Chinese literature that pushes the boundary of human imagination. Readers and writers create fantastic beasts (though not always know where to find them), pass down incredible tales, assign meanings to unexplainable phenomena, and reject–sometimes embrace–stories that could potentially subvert their established framework of knowledge. Meanwhile, the "fantastic" is also historically and culturally contingent. What one considers "fantastic" reveals as much about the things gazed upon as about the perceiving subject--his or her values, judgment, anxiety, identity, and cultural burden. Using "fantastic" literature as a critical lens, this course takes a thematic approach to the masterpieces of Chinese literature from the first millennium BCE up until twenty-first century China. We will read texts ranging from Buddhist miracle tales to the avant-garde novel about cannibalism, from medieval ghost stories to the creation of communist superheroes during the Cultural Revolution. The topics that we will explore include shifting human/non-human boundaries, representations of the foreign land (also the "underworld"), the aestheticization of female ghosts, utopia and dystopia, and the fantastic as social criticism and national allegory. All materials and discussions are in English.

Class Format: seminar

Requirements/Evaluation: participation, weekly posting, 3 writing assignments, final paper, oral presentation

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D1)

Fall 2018

SEM Section: 01    TF 1:10 pm - 2:25 pm     Lu  Kou

CHIN 226 (S) Chinese Film and Its Significant Others

Crosslistings: CHIN226 / COMP296

Primary Crosslisting

From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the $527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2016, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Class Format: lecture

Requirements/Evaluation: attendance and participation, short response papers (1- 2-pages each), one final project

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors

Expected Class Size: 15

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

CHIN 227 (S) Made in China or Making "China"?: Twentieth-Century Chinese Performative Culture

Crosslistings: THEA227 / CHIN227 / COMP227

Primary Crosslisting

This course explores the ways in which twentieth-century Chinese performative culture fashioned our contemporary understanding of "China."
Starting with Chinese hybrid theatres staged in the US, Japan, and semicolonial Shanghai in the early 1900s and ending with the 2008 Beijing Olympic Opening Ceremonies, this course examines performative works drawn from the breadth of an expanded 20th century; including film, spoken drama, intercultural reproductions of Peking and Kun Operas, revolutionary and avant-garde theatre, Chinese Rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onstage and the performance-making backstage) placed "China" on the global stage; and shaped racial, gender, and national identities among play-makers and audiences. We will also explore how Chinese operas were reinvented as "traditional culture" and a "national essence" in the early 20th century; and how agents of Chinese performance, as makers of imaginary worlds, serve as both assets and threats to real-life arbiters of power. The class will be structured around the themes of "Inventing Tradition on the World Stage," "Acting the Right Part," and "Performing the Nation." Students will learn to engage performances as cultural texts embedded in national and global histories. By gaining knowledge about major playwrights, directors, artists, networks, and ideas, students will also become fluent in the landscape of performance culture in China. All class materials and discussions are in English.

Class Format: lecture/discussion

Requirements/Evaluation: regular in-class participation, three short papers (3-5 pages), and one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who major or plan to major in Chinese and/or Asian Studies

Expected Class Size: 15

Distributions: (D1)

Not offered current academic year

CHIN 237 (F) Present Past: The Politics of Memory in Contemporary Chinese Literatures and Films (WI)
Crosslistings: CHIN237 / COMP297

Primary Crosslisting

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "past" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies.

Class Format: tutorial

Requirements/Evaluation: attendance and participation, five short papers, five short critiques of a partner's paper, one final project

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Chinese, Asian Studies, and Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (WI)

Attributes: FMST Core Courses;

Not offered current academic year

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

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

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, several oral presentations and short papers, and a final research project

Prerequisites: CHIN 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 12

Distributions: (D1)

Attributes: EXPE Experiential Education Courses; Linguistics

Not offered current academic year

CHIN 253 (F) "Disease" in Modern Chinese Literature and Culture

Crosslistings: WGSS255 / CHIN253 / COMP254

Primary Crosslisting

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "diseases" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "disease"—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "disease"; the relationship between diseases on the one hand, and the politics of body, gender, and class on the other; we ask how infectious (sexual) disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "diseases," such as infectious cannibalism and fin-de-siècle "virus," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the "Second New Wave" film director of Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud's psychoanalysis and post-Freudian psychotherapy are "practiced" in literature circulated in both print and internet cultures. Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: lecture/discussion

Requirements/Evaluation: regular in-class presentation, three short papers (3-5 pages) and one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP or CHIN

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

CHIN 272 (S) The History and Mythology of Chinese Scripts

Crosslistings: COMP272 / CHIN272

Primary Crosslisting

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatical studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters...

**Class Format:** lecture/discussion

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

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Distributions:** (D1)

Not offered current academic year

**CHIN 301 (F) Upper-Intermediate Chinese**

The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. Conducted in Mandarin.

**Class Format:** drill/discussion/reading

**Requirements/Evaluation:** evaluation will be based on classroom performance, short essays, homework, quizzes, tests, and a final exam

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

**Prerequisites:** CHIN 202 or permission of instructor

**Enrollment Limit:** none

**Expected Class Size:** 12

**Distributions:** (D1)

Fall 2018

LEC Section: 01 TR 11:20 am - 12:35 pm Cecilia Chang

CON Section: 02 WF 11:00 am - 11:50 am Cecilia Chang

CON Section: 03 WF 12:00 pm - 12:50 pm Cecilia Chang

**CHIN 302 (S) Upper-Intermediate Chinese**

The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. Conducted in Mandarin.

**Class Format:** drill/discussion/reading

**Requirements/Evaluation:** evaluation will be based on classroom performance, short essays, homework, quizzes, tests, and a final exam

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

**Prerequisites:** CHIN 301 or permission of instructor

**Enrollment Limit:** none

**Expected Class Size:** 12

**Distributions:** (D1)

Spring 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Cecilia Chang

CON Section: 02 WF 11:00 am - 11:50 am Cecilia Chang

CON Section: 03 WF 12:00 pm - 12:50 pm Cecilia Chang

**CHIN 312 (S) Introduction to Classical Chinese**
This course is an introduction to the grammar and basic vocabulary of Classical Chinese, the standard written language of China from around the seventh century BCE through the 1920s (and for many centuries an important written language in Japan, Korea, and Vietnam as well). Aspects of Classical Chinese continue to play a role in both written (e.g., in newspaper, academic, and legal writing) and in spoken (e.g., proverbs and aphorisms) modern Chinese. Our work in this course will be based on reading, translating, and discussing philosophical, political, literary, and historical anecdotes from the Spring and Autumn (770-481 BCE) through the Han (206 BCE-220 CE) periods, as they served as the foundation for the language. We will conduct discussions of grammatical and philological issues primarily in English and most of our translation work will be from Classical Chinese into English. We will, however, frequently discuss the points of intersection between Classical and Modern Chinese. Students are required to have completed CHIN 202 or the equivalent. Students who have extensive reading knowledge of Chinese characters through other languages (such as Japanese) may also take this course with the instructor's permission.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 202 or the equivalent

Enrollment Limit: none

Expected Class Size: 12

Distributions: (D1)

Spring 2019

SEM Section: 01  MR 1:10 pm - 2:25 pm  Christopher M. B. Nugent

CHIN 401 (F)  Advanced Chinese

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. Conducted in Mandarin.

Class Format: two 75-minute classes plus a conversation session

Requirements/Evaluation: evaluation will be based on classroom performance, short essays every other week, homework, quizzes, tests, and a final exam

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

Prerequisites: CHIN 302 or permission of instructor

Enrollment Limit: none

Expected Class Size: 12

Distributions: (D1)

Fall 2018

LEC Section: 01  MR 1:10 pm - 2:25 pm  Lu Kou

CON Section: 02  W 1:10 pm - 2:00 pm  Lu Kou

CON Section: 03  W 2:10 pm - 3:00 pm  Lu Kou

CHIN 402 (S)  Advanced Chinese

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. Conducted in Mandarin.

Class Format: two 75-minute classes plus a conversation session

Requirements/Evaluation: evaluation will be based on classroom performance, short essays every other week, homework, quizzes, tests, and a final exam
CHIN 413 (S) Intermediate Classical Chinese: Ideas of Authority in Classical Chinese Literature

This course builds on the foundation established in Introduction to Classical Chinese (CHIN 412) by examining longer and more complicated texts from the Warring States (403-221 BCE) and Han (206 BCE-220 CE) periods. While our focus will be on careful linguistic analysis and translation, we will also discuss these texts in terms of their philosophical ideas, rhetorical methods, and cultural and historical contexts. The works we will read include some of the foundational texts of Chinese philosophical and political thought, including the Confucian Analects, the Mencius, and the Zhuangzi. While this course is a continuation of Chinese 312, students with prior work in Classical Chinese (through study abroad, attending high school in a Chinese speaking region, etc.) are welcome as well.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam
Prerequisites: CHIN 312 or prior coursework in Classical Chinese
Enrollment Limit: none
Expected Class Size: 10
Distributions: (D1)

CHIN 420 (S) Masterpieces in Modern Chinese Literature

"To modernize the Chinese people, it has to start from the modernization of the genre ‘novel.’" Liang Qichao, the famous Chinese intellectual in the early twentieth century, envisioned a collapsing China to be salvaged by, first, its modernized literature. Indeed, throughout China's long century of struggle, exploration, and transformation, literature has been playing a crucial role in negotiating (the consequence of) modernity, fueling revolution, investigating human interiority, constructing national identity, and coping with trauma and diaspora. This course introduces students to the masterpieces in modern Chinese literature and their representations of critical events in twentieth-century Chinese history. In this course, we will focus on the genre "novel" and pay close attention to the language and literary devices that the authors use for storytelling, characterization, and self-representation. The class is organized by themes, such as, for example, modernity, revolution, diaspora, root-seeking, trauma, science fiction and so on. Through class discussions, writing assignments, and oral presentation on the final project, this course will further develop students’ language proficiency, especially reading ability and effective communication in a formal setting. This course also trains students to be a critical reader who will be able to not only analyze the key moments and literary masterworks of modern China but also reflect on the complexity of Chinese culture vis-à-vis its tradition and the global context. The course is conducted in Mandarin.

Class Format: lecture/discussion
Requirements/Evaluation: participation, presentations, quizzes, discussion questions posting, 3 writing assignments, final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: CHIN 402 or permission of instructor
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 12
Distributions: (D1)
Once nicknamed as "Paris of the East," Shanghai, now a megacity with a population of 25 million, is the industrial, commercial and financial center of contemporary China. Shanghai is often depicted as a metropolis that marked the beginning of China’s modernity and urban culture. People from other regions in China see Shanghai as a city full of opportunities, but characterize its people as astute and shrewd, cocky and unwelcoming. Foreigners, however, find the city appealing and its people open-minded. Jews fleeing Nazi persecutions during WWII, found Shanghai to be a "paradise of ghetto" that provided the only haven of survival. For local people, there have always been two Shanghai: an old one and a new one. They are proud of the new Shanghai but constantly nostalgic about the old one. This tutorial examines the multifaceted city of Shanghai and its people from historical and cultural perspectives. We will look at the city’s history (from the late nineteenth century to present day), its local language and culture, and everyday life of the people (including migrants and foreigners) living in it. The central ideas we will explore are "modernity" and "regional identity." We will investigate how these theoretical constructs play out in the making of the city of Shanghai and the formation of its unique local identity. Course readings include historical and cultural studies as well as documentaries in English about Shanghai, and primary sources in Chinese in a wide range of genres including fiction, essays, and films (English translation of the primary sources are available for students taking the course in English). 

The course is conducted in either Chinese or English. Students wishing to take the course in Chinese should register under CHIN 422T and students wishing to take the course in English should register under ASST 122T. Students will come away with a critical understanding about China's regional cultures and one of its most important metropolitan cities. Chinese language learners will be able to improve their reading and writing skills in Chinese through this course. The course has a required field trip to a Chinese restaurant on a Saturday or Sunday, depending on all students' schedules.

Class Format: tutorial
Requirements/Evaluation: each tutorial pair will meet with the instructor for one hour per week, during which time we will discuss a 5-page paper that one of the partners has submitted
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none for students taking ASST 122T; CHIN 402 or permission of the instructor for students taking CHIN 422T
Enrollment Limit: 10
Enrollment Preferences: current or prospective Asian Studies, Chinese, or Japanese majors
Expected Class Size: 10
Department Notes: students wishing to take the course in English should register under ASST 122T and students wishing to take the course in Chinese should register under CHIN 422T
Materials/Lab Fee: $100
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ASST or CHIN
Not offered current academic year
Is Chinese--whose nouns "lack" number and whose verbs have no tense--a monosyllabic, "primitive" language? Are the Chinese characters a system of logical symbols or "ideographs," which indicate meaning directly without regard to sound? Could (and should) the characters be done away with and alphabetized? Are Cantonese, Hakka, and Taiwanese dialects or languages? And what is the relationship between Chinese, Japanese, Korean, and Vietnamese? These are some of the questions we will be taking up in this one-semester introduction to the scientific study of the Chinese language. Topics to be covered include: the phonological, syntactical, and lexical structure of Modern Standard Chinese; the Chinese writing system; the modern Chinese dialects; the history of the Chinese language; sociolinguistic aspects of Chinese; and language and politics in various Chinese-speaking societies. *Readings in English and Chinese, with class discussion in Mandarin*

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on classroom performance, homework, two short papers, and one longer paper

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

**Prerequisites:** CHIN 302 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective Chinese or Asian Studies majors

**Expected Class Size:** 12

**Distributions:** (D1)

**Attributes:** Linguistics

*Not offered current academic year*
CHIN 497 (F)  Independent Study: Chinese
For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

Class Format: independent study
Distributions: (D1)

CHIN 498 (S)  Independent Study: Chinese
For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

Class Format: independent study
Distributions: (D1)
Mission Statement and Learning Objectives

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

Learning Objectives for the Japanese Major

The Japanese major consists of a core language curriculum and a variety of interdisciplinary courses offered in the Asian Studies Department. In the Japanese language courses, students attain linguistic and cultural proficiency from the elementary through the advanced level. The interdisciplinary courses are designed to deepen students’ understanding of and familiarity with diversity and dynamicity in Japanese culture.

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL intermediate-high to advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Conduct research by engaging in cross-linguistic, cross-cultural, and comparative historical analysis with problem-solving and critical thinking skills.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.
- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

THE MAJOR

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different
from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Japanese are indicated below:

**Japanese Major**

- Four additional semesters of Japanese language (300-level or higher).
- One approved course in Japanese language (400-level), literature or culture.
- One approved elective on Japan.

**STUDY ABROAD**

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.

**FAQ**

- **Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.**
- **Can your department or program typically pre-approve courses for major/concentration credit?**
  - Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.
- **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**
  - Course title and description, complete syllabus including readings/assignments, and exams or other written work.
- **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**
  - Yes, maximum of four courses.
- **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**
  - Approved courses only.
- **Are there specific major requirements that cannot be fulfilled while on study away?**
  - No.
- **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**
  - Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.
- **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:**
  - There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

**THE DEGREE WITH HONORS**

Students interested in writing an honors thesis in Japanese should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for JAPN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student’s performance in the oral defense.
THE ASIAN STUDIES ENDOWMENT

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

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

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

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

Winter 2019
TVL Section: 01 TBA Kasumi Yamamoto

JAPN 31 (W) Senior Thesis: Japanese

To be taken by all students who are candidates for honors in Japanese.
Class Format: independent study
Distributions: (D1)

Winter 2019
HON Section: 01 TBA George T. Crane

JAPN 99 (W) Independent Study: Japanese

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
JAPN 101 (F) Elementary Japanese

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used extensively. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

**Class Format:** fact classes, three hours per week; act classes three hours per week

**Requirements/Evaluation:** evaluation will be based on daily classroom performance, homework, quizzes, a midterm, and a final exam

**Extra Info:** students registered for JAPN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (JAPN 101 and 102) are taken

**Prerequisites:** none

**Enrollment Limit:** none

**Expected Class Size:** 15

Distributions: (D1)

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JAPN 102 (S) Elementary Japanese

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used to facilitate learning. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

**Class Format:** fact classes, three hours per week; act classes three hours per week

**Requirements/Evaluation:** evaluation will be based on daily classroom performance, homework, quizzes, a midterm, and a final exam

**Extra Info:** students registered for JAPN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (JAPN 101 and 102) are taken

**Prerequisites:** JAPN 101

**Enrollment Limit:** none

**Expected Class Size:** 15

Distributions: (D1)
**JAPN 131 (F) Introduction to Japanese Linguistics**

This course is an introduction to the basic ideas and methodology of linguistics. We learn how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meanings (semantics and pragmatics). Other topics, such as first language acquisition and language variations, may be discussed as needed. Although we use Japanese as the primary target data throughout the course, we occasionally look at data from other languages for further application of linguistic methodology and for the better understanding of cross-linguistic variations and underlying universality across languages. Classes are conducted in English.

**Class Format:** lecture

**Requirements/Evaluation:** class discussion, reading assignments (as preparation for class), written assignments (exercises), mid-term and final exam

**Prerequisites:** no background knowledge of Japanese or linguistics is required; open to all students who are interested in Japanese language or language in general

**Enrollment Limit:** 25

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

**Expected Class Size:** 25

**Distributions:** (D1)

**Attributes:** Linguistics

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**JAPN 153 (F) Japanese Film**

Crosslistings: JAPN153 / COMP153

**Secondary Crosslisting**

From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. All texts are translated or subtitled. All levels welcome.

**Class Format:** lecture

**Requirements/Evaluation:** attendance, participation, some responses, two papers (5-7 pages), test

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** students majoring in a related field

**Expected Class Size:** 20

**Distributions:** (D1)

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

**Attributes:** FMST Core Courses

Not offered current academic year

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**JAPN 201 (F) Intermediate Japanese**

This course is a continuation of First-Year Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

**Class Format:** fact classes, three hours per week; act classes three hours per week

**Requirements/Evaluation:** evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam
JAPN 201 (S) Intermediate Japanese

This course is a continuation of Japanese 201, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 201 or permission of instructor

Enrollment Limit: none

Expected Class Size: 10

Distributions: (D1)

Spring 2019

LEC Section: 01 TR 8:30 am - 9:45 am Mamoru Hatakeyama
CON Section: 02 MWF 11:00 am - 11:50 am Jinhwa Chang
CON Section: 03 MWF 12:00 pm - 12:50 pm Jinhwa Chang

JAPN 223 (S) Japanese Food Culture in a Global Context

Crosslistings: COMP223 / JAPN223

Primary Crosslisting

The bourgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

Class Format: seminar

Requirements/Evaluation: active class participation, three response papers, two small projects (including descriptions & class presentations), and one research paper & presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: none

Expected Class Size: 12

Distributions: (D1)

Not offered current academic year

JAPN 258 (S) Language and Literacy Development

Crosslistings: PSYC258 / JAPN258
Primary Crosslisting

Language is uniquely a human function and fundamental to one’s participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How “natural” is it to learn to read?

Class Format: seminar

Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Japanese, Chinese, Asian Studies, and Psychology majors

Expected Class Size: 25

Department Notes: Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under JAPN; meets Division 2 requirement if registration is under PSYC

Attributes: Linguistics

Spring 2019

SEM Section: 01  MR 2:35 pm - 3:50 pm  Kasumi Yamamoto, Mamoru Hatakeyama

JAPN 260 (F) Japanese Theatre and its Contemporary Context

Crosslistings: THEA262 / COMP262 / JAPN260

Primary Crosslisting

Japan’s rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (nohgaku, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, “of what relevance is each to a contemporary audience?” Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved? All readings and discussion will be in English.

Class Format: lecture/discussion

Requirements/Evaluation: active class participation, presentations, written journals, two short papers, and one longer paper

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Distributions: (D1)

Attributes: GBST East Asian Studies Electives

Fall 2018

LEC Section: 01  Cancelled

JAPN 274 (F) Confronting Japan (WI)

Crosslistings: COMP274 / JAPN274
This tutorial looks into confrontations, within Japan and across its borders, how such confrontations are perceived, handled and narrated, and what they tell us about Japanese society. Through literature and other media, we will probe domestic issues, such as gender/economic disparities, aging, minorities, suicide, reclusion and post 3-11 recovery, and international issues, related to Japan's shifting roles within East Asia and beyond. Discussions will untangle the conflicting perspectives, and elaborate the thoughts and feelings of the various contestants. All readings and discussions will be in English. Some course materials will also be available in Japanese, for those interested.

**Class Format:** tutorial

**Requirements/Evaluation:** 4- to 5-page papers and 2-page critiques (in alternating weeks), and one final report at the culmination of the course

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Japanese majors

**Expected Class Size:** 10

**Distributions:** (D1) (WI)

Not offered current academic year

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**JAPN 276 (S) Premodern Japanese Literature and Performance**

Crosslistings: COMP278 / JAPN276

**Primary Crosslisting**

Some of Japan's performance traditions, which developed in different historical settings, have survived to this day and continue to coexist and compete for the attention of audiences both domestically and abroad. This course examines the Japanese literature of three major periods in Japan's history, focusing on how literary and performance traditions have been interrelated in the unfolding of Japanese literary history. We will begin by looking into the Heian period (794-1185), when the work of female authors occupied center stage and some of the canonical texts of the Japanese literary and cultural tradition were born. Next we will consider the medieval period (1185-1600), which saw the rise of the samurai class and the consequent shift in the domain of artistic creation. Then we will look at the Edo period (1600-1867), when a new bourgeois culture flourished and audiences were greatly transformed. We will also explore the continuing force of premodern literary traditions in contemporary performing arts. All readings and discussions will be in English.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** active class participation, presentations, written journals, two essay questions, one paper, and attendance of live performance events

**Prerequisites:** none; open to all

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distributions:** (D1)

**Attributes:** GBST East Asian Studies Electives; PERF Interdepartmental Electives

Not offered current academic year

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**JAPN 301 (F) Upper-Intermediate Japanese**

This course is a continuation of Japanese 201 and 202. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention.

**Class Format:** three 75-minute classes

**Requirements/Evaluation:** evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam

**Prerequisites:** JAPN 202 or permission of instructor

**Enrollment Limit:** none

**Expected Class Size:** 10
JAPN 302 (S) Upper-Intermediate Japanese
This course is a continuation of Japanese 301. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention.

Class Format: three 75-minute classes
Requirements/Evaluation: evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam
Prerequisites: JAPN 301 or permission of instructor
Enrollment Limit: none
Expected Class Size: 10
Distributions: (D1)

JAPN 401 (F) Advanced Japanese
A continuation of Japanese 301 and 302, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

Class Format: three 75-minute classes
Requirements/Evaluation: evaluation will be based on daily performance, homework, quizzes and projects (presentations)
Prerequisites: JAPN 302 or permission of instructor
Enrollment Limit: none
Expected Class Size: 8
Distributions: (D1)

JAPN 402 (S) Advanced Japanese
A continuation of Japanese 401, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

Class Format: three 75-minute classes
Requirements/Evaluation: evaluation will be based on daily performance, homework, quizzes and projects (presentations)
Prerequisites: JAPN 401 or permission of instructor
Enrollment Limit: none
Expected Class Size: 8
Distributions: (D1)
JAPN 403 (F) Advanced Seminar in Japanese I
This course provides advanced training in listening, speaking, reading and writing Japanese, focusing on current issues in Japan.

Class Format: three hours per week
Requirements/Evaluation: evaluation will be based on classroom performance, homework, quizzes and projects.
Prerequisites: JAPN 402 or permission of instructor
Enrollment Limit: none
Expected Class Size: 5
Distributions: (D1)
Not offered current academic year

JAPN 404 (S) Advanced Seminar in Japanese II
This course is designed for advanced Japanese language students. The goal is for students to be able to carry on extended discourse—such as a discussion, a speech, or an interview—in a culturally appropriate manner; to read authentic materials with ease; and to make presentations and write research papers on issues of interest. The course will focus on current social, cultural, educational, and political issues in Japan.

Class Format: three hours per week
Requirements/Evaluation: evaluation will be based on daily classroom performance, homework, quizzes, and projects
Prerequisites: JAPN 403 or permission of instructor
Enrollment Limit: none
Expected Class Size: 5
Distributions: (D1)
Not offered current academic year

JAPN 406 (F) Advanced Japanese: JLPT 1, 2 or 3
This course is for advanced students, especially for those who would aim to pass Level 1, 2, or 3 of the Japanese Language Proficiency Test (JLPT) offered by the Japan Foundation and Japan Educational Exchanges and Services. JLPT not only measures examinees’ skill level, but has been used as a form of qualification, and also often for employment screening and evaluation. Students will work on all five areas of chôkai (listening comprehension), dokkai (reading comprehension), bunpô (grammar), goi (vocabulary) and kanji, based on their skill level.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on daily preparation and in-class performance, a weekly journal, and taking the JLPT exam suited to your level in December
Prerequisites: any one of Japanese 300¿s or 400¿s courses or permission of instructor
Enrollment Limit: 5
Enrollment Preferences: none
Expected Class Size: 4
Distributions: (D1)

Fall 2018
SEM Section: 01 MR 2:35 pm - 3:50 pm Shinko Kagaya

JAPN 407 (F) An Exploration of Japanese Language and Culture (WI)
Crosslistings: ASST207 / JAPN407

Primary Crosslisting
Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring
how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Class Format: tutorial

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207T will meet once a week; JAPN 407T will meet twice a week

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

Prerequisites: none for ASST 207T; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407T

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Department Notes: students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T

Distributions: (D1) (WI)

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

Attributes: Linguistics;

Fall 2018

TUT Section: T1 TBA Kasumi Yamamoto

JAPN 493 (F) Senior Thesis: Japanese

Japanese senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D1)

Fall 2018

HON Section: 01 TBA George T. Crane

JAPN 494 (S) Senior Thesis: Japanese

Japanese senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D1)

Spring 2019

HON Section: 01 TBA George T. Crane

JAPN 497 (F) Independent Study: Japanese
Japanese independent study. For students who have completed Japanese 402 or the equivalent.

**Class Format:** independent study

**Distributions:** (D1)

**Fall 2018**

IND Section: 01  TBA  George T. Crane

**JAPN 498 (S) Independent Study: Japanese**

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

**Class Format:** independent study

**Distributions:** (D1)

**Spring 2019**

IND Section: 01  TBA  George T. Crane
ASTRONOMY (Div III)

Chairs: Professor Jay Pasachoff (fall) and Professor Karen Kwitter (spring)


On leave Fall only: Professor K. Kwitter.

On leave Spring only: Professor J. Pasachoff.

How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astrophysics major (administered jointly with the Physics Department) and the Astronomy major are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department home page can be found at astronomy.williams.edu

ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route through the major. An essential ingredient in such students’ undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

Major Requirements for Astrophysics

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes

and either

Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics/Mathematics 210 Mathematical Methods for Scientists

Physics 301 Introductory Quantum Physics

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus
Three 400-level astronomy courses

or

Two 400-level astronomy courses and one of the following:

Astronomy 211T Astronomical Observing and Data Analysis
Physics 302 Statistical Physics
Physics 402T Applications of Quantum Mechanics
Physics 405T Electromagnetic Theory
Physics 411T Classical Mechanics
Physics 418 Gravity

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

Major Requirements for Astronomy

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes

and either

Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond
Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)

Two 400-level Astronomy courses

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics

Mathematics 140 Calculus II

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. Students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

THE DEGREE WITH HONORS IN ASTRONOMY

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

STUDY ABROAD

FAQ

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

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

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

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

Course title and description, and complete syllabus including readings/assignments.

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

No.

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

No.

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

No.

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

Yes. PHYS 301, a required course for the Astrophysic major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the lab component.
Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
None to date.

ASTR 16 (W) An Infinity of Worlds: Planets and the Search for Life
Less than a generation ago, we wondered, as we had for millions of years before, whether there were any other planets at all. Now, we are privileged to be in the first generation of humans to know that many of the points of light dusting our night sky are host to orbiting worlds, some of which may be like our Earth. In this course, we will explore the techniques that are being used to discover these new worlds. We will make our own contributions to this great age of discovery, by using remotely-operated telescopes in Australia to gather data on new planets. This course, meant for non-majors, will deal with the science of planet hunting, the astounding diversity of planets known to exist, the emerging science of astrobiology, and the enduring question of “are we alone?” through works of science fiction and cutting-edge research. Adjunct Instructor Bio: Rob Wittenmyer ’98 is Associate Professor of astrophysics at the University of Southern Queensland in Australia. He is a veteran planet hunter with nearly 20 published planet discoveries.

Class Format: mornings
Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: if overenrolled, preference will be given to first-years and sophomores
Materials/Lab Fee: cost of books

Winter 2019
LEC Section: 01  MWF 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Rob Wittenmyer

ASTR 31 (W) Senior Research: Astronomy
To be taken by students registered for Astronomy 493, 494.

Class Format: independent study

Distributions: (D3)

Winter 2019
HON Section: 01  TBA  Jay M. Pasachoff

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

Class Format: independent study

Distributions: (D3)

Winter 2019
IND Section: 01  TBA  Jay M. Pasachoff

ASTR 101 (F) Stars: From Suns to Black Holes
For the new era of "multimessenger astronomy": What makes a star shine? For how long will the Sun keep shining and what will happen to it then?
What are black holes and how can they form? How and what have we found out about the recently discovered "chirps" from gravitational radiation resulting from two giant black holes merging and, with additional signals in the spectrum, from the merger of two neutron stars? What do we learn about the Sun from total solar eclipses? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and how they end their existence, will provide answers to these questions and more. The course gives special attention to the exciting discoveries of the past few years. Topics include modern astronomical instruments such as the Hubble Space Telescope, the Chandra X-ray Observatory, the Kepler, K2 and TESS missions to discover planets around other stars, the latest huge telescopes and some results from them; how astronomers interpret the light received from distant celestial objects; the Sun as a typical star (and how its future will affect ours); and our modern understanding of how stars work and how they change with time. We will also discuss how pulsars and black holes result from the evolution of normal, massive stars and how supermassive black holes lurk at the center of galaxies and quasars. We will discuss the discovery of thousands of "exoplanets" around stars other than the Sun. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of and on the same level as Astronomy 102 (solar system) and 104 (galaxies and cosmology), and students who have taken those courses are welcome. Observing sessions will include use of the 24-inch telescope and other telescopes for nighttime observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as use of other telescopes for daytime observations of the Sun.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration

Requirements/Evaluation: evaluation will be based on two hour tests, a final exam, an observing portfolio, and lab reports

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 15

Department Notes: non-major course

Distributions: (D3)

Fall 2018

LEC Section: 01    TR 9:55 am - 11:10 am    Jay M. Pasachoff
LAB Section: 02    T 1:00 pm - 2:30 pm    Steven P. Souza, Kevin Flaherty
LAB Section: 03    T 2:30 pm - 4:00 pm    Steven P. Souza, Kevin Flaherty
LAB Section: 04    W 1:00 pm - 2:30 pm    Steven P. Souza, Kevin Flaherty
LAB Section: 05    Cancelled

ASTR 102 (S)  Our Solar System and Others

What makes Earth different from all the other planets? What has NASA's Curiosity on Mars found about Mars's past running water and suitability for life? How has knowledge about Pluto been transformed by NASA's 2015 flyby and the associated ground-based studies with which Williams College faculty and students participate? Will asteroids or comets collide with the Earth again? What is a solar eclipse like? What do we learn from the rare transits of Mercury and of Venus that Williams faculty and students have studied? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system, will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Newton, Einstein, and others. We will discuss the discovery of over 4000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Kepler/K2/TESS missions. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration

Requirements/Evaluation: evaluation will be based on two hour tests, a final exam, an observing portfolio, and lab reports

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 48
ASTR 104 (S) The Milky Way Galaxy and the Universe Beyond

It has been less than a century since the Sun was discovered not to be at the center of the Milky Way Galaxy, and the Milky Way Galaxy was determined to be only one of countless “island universes” in space. A host of technological advances is enabling us to understand even more clearly our place in the universe and how the universe began. For example, the recently discovered “chirp” from gravitational radiation (reported in 2016) resulting from two giant black holes merging, and the “chirp” from two neutron stars merging, also producing light, radio and x-ray radiation, has opened a whole different way of observing the Universe from the traditional use of light and other forms of electromagnetic radiation. We are now therefore in the new era of multimessenger of astronomy. Further, the Hubble Space Telescope and the Chandra X-ray Observatory bring exceptionally clear images over a wider range of the spectrum; their images are aiding astronomers to better understand the past and future of the Universe, and new infrared images are expected with the launch of the James Webb Space Telescope. Observations with those and other new telescopes on the ground and in space help to confirm and enlarge our understanding of the Big Bang. In addition, study of the early Universe (most recently from the Planck spacecraft) and large-scale mapping programs such as the Sloan Digital Sky Survey and the Dark Energy Survey are giving clues into how the Universe’s currently observed structure arose. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, explores the answers to questions like: What is the Milky Way?; Why are quasars so luminous?; Is the Universe made largely of “dark matter” and “dark energy”?; What determines the ultimate fate of the Universe? How have studies of Cepheid variables and distant supernovae with the Hubble Space Telescope determine that the Universe is 13.8 billion years old and indicated that the Universe’s expansion is accelerating? How significant is the current discrepancy between the age and expansion rate of the Universe as measured from supernova observations as opposed to measurements from the cosmic background radiation? We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 and 102, and students who have taken those courses are welcome.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration

Requirements/Evaluation: evaluation will be based on two hour tests, a final exam, lab reports, and an observing portfolio

Extra Info: not available for the fifth course option

Prerequisites: none; not open to students who have taken or are taking ASTR 330

Enrollment Limit: 48

Expected Class Size: 15

Department Notes: non-major course

Distributions: (D3)
waves' the first detection generated during the merging of two massive stellar black holes more than a billion light-years away, and, another from the merger of two neutron stars in a galaxy over 100 million light-years distant. Observing sessions include use of the 24-inch and other telescopes for observations of stars, nebulae, planets, and galaxies, as well as daytime observations of the Sun.

Class Format: lecture/discussion, observing sessions, and five labs per semester

Requirements/Evaluation: evaluation will be based on weekly problem sets, two-hour tests, a final exam, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, or concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28

Expected Class Size: 15

Distributions: (D3) (QFR)

Fall 2018

LEC Section: 01   TR 11:20 am - 12:35 pm   Marek Demianski
LAB Section: 02   M 1:00 pm - 4:00 pm   Steven P. Souza, Kevin Flaherty
LAB Section: 03   R 1:00 pm - 4:00 pm   Steven P. Souza, Kevin Flaherty

ASTR 207 (F) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball’s Chance? (WI)

A focused investigation of the possibility of life arising elsewhere in our Galaxy, and the chances of our detecting it. In this course, pairs of students will explore the astronomical and biochemical requirements for the development of Earth-like life. We will consider the conditions on other planets within our solar system as well as on newly-discovered planets circling other stars. We will also analyze the famous "Drake Equation," which calculates the expected number of extraterrestrial civilizations, and attempt to evaluate its components. Finally, we will examine current efforts to detect signals from intelligent alien civilizations and contemplate humanity’s reactions to a positive detection.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on the student’s papers, responses to the partner’s papers, and evidence of growth in understanding over the semester; as well as improvement in speaking and writing

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

Prerequisites: ASTR 111 or BIOL 101-102, CHEM 101-102, or GEOS 101 or equivalent science preparation; instructor’s permission required

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, preference given to students who have had ASTR 111

Expected Class Size: 10

Distributions: (D3) (WI)

Not offered current academic year

ASTR 211 (F) Astronomical Observing and Data Analysis (QFR)

This course will introduce techniques for obtaining and analyzing astronomical data. We begin by learning about practical observation planning and move on to discussion of CCD detectors, signal statistics, digital data reduction, and image processing. We will make use of data we obtain with our 24-inch telescope, as well as data from other optical ground-based observatories and archives. We then go on to learn about non-optical observatories, both space-based (e.g., Chandra X-Ray Observatory, Spitzer Space Telescope) and ground-based (e.g., Atacama Large Millimeter Array), and work with some of their data.

Class Format: tutorial, plus a 1-hour weekly lecture, computer lab work and observing

Requirements/Evaluation: evaluation will be based on tutorial presentations and weekly problem sets, an hour exam and observing projects

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

Prerequisites: MATH 150 or 151; prior experience with Unix is helpful, but not required

Enrollment Limit: 10

Expected Class Size: 8

Distributions: (D3) (QFR)

Not offered current academic year
ASTR 240 (F)  Great Astronomers and Their Original Publications (WI)
Crosslistings: ASTR240 / LEAD240 / SCST240 / HSCI240

Primary Crosslisting

We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialogo, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (Miscellanea curiosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); William Herschel and Caroline Herschel (1718, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

Class Format: seminar

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

Enrollment Limit: 12

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

Distributions: (D3) (WI)

Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI, LEAD or SCST

Attributes: LEAD Facets or Domains of Leadership; SCST Related Courses;

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm    Jay M. Pasachoff

ASTR 330 (S)  The Nature of the Universe

This course is a journey through space and time from the first fractions of a second after the Big Bang to the ultimate fate of the Universe billions of years into the future. Topics include the Big Bang and its remnant cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and galactic black holes, relativity, the detection of gravitational waves from the merging of two massive stellar black holes more than a billion light-years away, galaxies and quasars, and formation of the large-scale structure of the Universe. We will explore current ideas about the fate of our Universe, including the acceleration of its expansion, and its implications for the end of time. Finally, we will consider the fantastic but serious theoretical proposal that ours is but one of countless universes existing within a multiverse.

Class Format: lecture/discussion, three hours per week

Requirements/Evaluation: evaluation will be based on two hour tests, a small observing portfolio, occasional quizzes, and a final exam

Extra Info: not available for the fifth course option

Prerequisites: none; open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, and PHYS majors

Enrollment Limit: 48

Expected Class Size: 25

Department Notes: non-major course; course in the 33X sequence are meant as general education courses for students in all majors

Distributions: (D3)
ASTR 336 (S)  Science, Pseudoscience, and the Two Cultures  (WI)
Crosslistings: LEAD336 / ASTR336 / HSCI336

Primary Crosslisting

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

Class Format: seminar
Requirements/Evaluation: evaluation will be based on biweekly 5-page papers, participation in discussions, and a 15-page final paper
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy.
Expected Class Size: 12
Department Notes: non-major course; does not count toward ASPH, ASTR or PHYS major
Distributions: (D3) (WI)
Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI or LEAD
Attributes: SCST Elective Courses;
Not offered current academic year

ASTR 402 (S) Between the Stars: The Interstellar Medium  (QFR)
The matter between the stars—the interstellar medium—manifests itself in many interesting and unexpected ways, and, as the detritus of stars, its properties and behavior hold clues to the history and future evolution of both stars and the galaxies that contain them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject with varying ferocity as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. The existence of life on Earth is eloquent evidence of this chemical enrichment. In this course we will study the interstellar medium in its various forms. We will learn about many of the physical mechanisms that produce the radiation we observe from diffuse matter, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. This course is observing-intensive. Throughout the semester students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using the equipment on our observing deck.

Class Format: tutorial, plus a 1-hour weekly lecture; computer lab work and observing projects
Requirements/Evaluation: evaluation will be based on tutorial presentations and weekly problem sets, an hour exam and observing projects
ASTR 410 (S)  Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes

A star is a very interesting, very complicated physical object. Properties of stars and their evolutionary paths depend on an intricate interplay of different physical phenomena with gravity, nuclear interactions, radiation processes and even quantum and relativistic effects playing important roles. Using basic physics we will construct simple models of stars and discuss their evolution, concentrating on the key physical processes that play the dominant role at different evolutionary stages. We will discuss late stages of stellar evolution and concentrate on the basic properties of three possible remnants: white dwarfs, neutron stars and black holes. Radio and X-ray pulsars, supernovae including Type Ia and Gamma Ray Bursts will be discussed as well as observational confirmation of existence of black holes. We will explore extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences. We will also discuss the recent exciting detection of gravitational waves by the LIGO/VIRGO laser interferometric detectors.

Class Format: lecture/discussion, three hours per week

Requirements/Evaluation: evaluation will be based on classroom participation, homework assignments, a midterm exam and a final exam

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

Prerequisites: PHYS 201 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 6

Distributions: (D3) (QFR)

Not offered current academic year

ASTR 412 (S)  Solar Physics  (WI)

We study all aspects of the Sun, our nearest star. We evaluate scientific results from the total solar eclipse of August 21, 2017, the first eclipse whose totality crosses the U.S. from coast to coast since 1918 and the first to be entirely within the US since the nation’s founding. In addition to discussing what has been learned about the solar atmosphere from eclipse and related space research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the new GOES16/UVSI (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from ACRIMSAT and SORCE. As a special timely treat, we will discuss the role of solar observations in confirming Einstein's General Theory of Relativity with the bending of light at the 1919 and 1922 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent “chirp” of gravitational radiation reported in 2016 from LIGO. We also discuss our data analysis of recent transits of Mercury across the face of the Sun (most recently in May 2016) and the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble Space Telescope and from Saturn with NASA's Cassini spacecraft.

Class Format: tutorial; students will meet weekly with the professor in groups of two or three to discuss readings and make presentations, often in PowerPoint or Keynote format

Requirements/Evaluation: evaluation will be based on four 5-page papers, discussions, and presentations; students will be expected to improve their writing throughout the course, with the aid of careful editing by and comments from the professor

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

Prerequisites: ASTR 111 or a 200-level PHYS course

Enrollment Limit: 12
ASTR 493 (F) Senior Research: Astronomy
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: permission of department
Distributions: (D3)

Fall 2018
HON Section: 01 TBA Jay M. Pasachoff

ASTR 494 (S) Senior Research: Astronomy
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: permission of department
Distributions: (D3)

Spring 2019
HON Section: 01 TBA Karen B. Kwitter

ASTR 497 (F) Independent Study: Astronomy
Astronomy independent study.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributions: (D3)

Fall 2018
IND Section: 01 TBA Karen B. Kwitter

ASTR 498 (S) Independent Study: Astronomy
Astronomy independent study.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributions: (D3)

Spring 2019
IND Section: 01 TBA Karen B. Kwitter
ASTR 499 (F) Physics and Astronomy Colloquium

Crosslistings: ASTR499 / PHYS499

Secondary Crosslisting

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

Class Format: colloquium

Requirements/Evaluation: not a for-credit course

Extra Info: registration not necessary to attend

Prerequisites: none

Enrollment Limit: none

Fall 2018
LEC Section: 01    F 2:30 pm - 4:00 pm    Frederick W. Strauch

Spring 2019
LEC Section: 01    F 2:30 pm - 4:00 pm    Frederick W. Strauch
ASTRONOMY (Div III)

ASTROPHYSICS

Chairs: Professor Jay Pasachoff (fall) and Professor Karen Kwitter (spring)


On leave Fall only: Professor K. Kwitter.

On leave Spring only: Professor J. Pasachoff.

How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astrophysics major (administered jointly with the Physics Department) and the Astronomy major are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department home page can be found at astronomy.williams.edu

ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

Major Requirements for Astrophysics

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes

and either

Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics/Mathematics 210 Mathematical Methods for Scientists

Physics 301 Introductory Quantum Physics
Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus

Three 400-level astronomy courses

or

Two 400-level astronomy courses and one of the following:

Astronomy 211T Astronomical Observing and Data Analysis

Physics 302 Statistical Physics

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics

Physics 418 Gravity

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

Major Requirements for Astronomy

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes

and either
Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)

Two 400-level Astronomy courses

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics

Mathematics 140 Calculus II

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. Students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

THE DEGREE WITH HONORS IN ASTRONOMY

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

STUDY ABROAD

FAQ

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

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

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

Course title and description, and complete syllabus including readings/assignments.

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

No.

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

No.

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

No.

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

Yes. PHYS 301, a required course for the Astrophysic major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the
Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

ASPH 31 (W)  Senior Research: Astrophysics
To be taken by students registered for Astrophysics 493, 494.
Class Format: independent study
Distributions: (D3)

Winter 2019
HON Section: 01    TBA     Jay M. Pasachoff

ASPH 99 (W)  Independent Study: Astrophysics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D3)

Winter 2019
IND Section: 01    TBA     Jay M. Pasachoff

ASPH 493 (F)  Senior Research: Astrophysics
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.
Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: permission of department
Distributions: (D3)

Fall 2018
HON Section: 01    TBA     Jay M. Pasachoff

ASPH 494 (S)  Senior Research: Astrophysics
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.
Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: permission of department
Distributions: (D3)
Spring 2019  
HON Section: 01    TBA    Frederick W. Strauch  

ASPH 497 (F) Independent Study: Astrophysics  
Astrophysics independent study.

Class Format: independent study

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

Distributions: (D3)

Fall 2018  
IND Section: 01    TBA    Karen B. Kwitter  

ASPH 498 (S) Independent Study: Astrophysics  
Astrophysics independent study.

Class Format: independent study

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

Distributions: (D3)

Spring 2019  
IND Section: 01    TBA    Frederick W. Strauch
Biochemistry and molecular biology are dynamic fields that lie at the forefront of science. Through elucidation of the structure and function of biologically important molecules (such as nucleic acids, lipids, proteins, and carbohydrates) these disciplines have provided important insights and advances in the fields of molecular engineering (recombinant DNA technology, “intelligent” drug design, “in vitro evolution”), genomics and proteomics, signal transduction, immunology, developmental biology, and evolution.

The Biochemistry and Molecular Biology Program is designed to provide students with an opportunity to explore living systems in molecular terms. Biochemistry and molecular biology are at the interface between the chemical and biological methods of looking at nature; therefore, the program draws heavily from these disciplines. While chemistry is concerned with the relationship between molecular structure and reactions, and biology focuses on cells and organisms, biochemistry and molecular biology probe the details of the structures and interactions of molecules in living systems in order to provide the foundation for a better understanding of biological molecules both individually and as members of more complex structures.

PROGRAM

While aspects of biochemistry and molecular biology can be very diverse, a common set of chemical and biological principles underlie the more advanced topics. With this in mind, the program has been structured to provide the necessary background in chemistry and biology and the opportunity to study the many facets of the modern areas of the biochemical sciences. Students interested in the Biochemistry and Molecular Biology Program should plan their course selection carefully. Since it is expected that Biochemistry 321 and 322 would be taken in the junior year, students are advised to take the prerequisites for those courses in both chemistry and biology during their first two years at Williams. While the program is open to all students, it is expected that it will appeal primarily to majors in biology and chemistry because of the number of courses required in those fields. In addition to taking the required courses, students planning to complete the Biochemistry and Molecular Biology Program are strongly encouraged to elect courses in mathematics and physics.

The following interdepartmental courses serve as the core of the Biochemistry and Molecular Biology Program. BIMO 321 and 322 provide a comprehensive introduction to biochemistry. BIMO 401, the capstone course for the concentration, provides students the opportunity to examine the current scientific literature in a wide variety of BIMO-related research areas.

To complete the concentration in Biochemistry and Molecular Biology, a student must complete all of the required courses listed below, take at least one elective in biology and one elective in chemistry from the list below, and attend at least eight Biology and/or Chemistry Department colloquia. Since the Chemistry Department counts two biology courses and the Biology Department counts two chemistry courses toward the majors (each of which can be completed with only eight other courses), a student majoring in either chemistry or biology would have to take only two or three additional courses to complete the program.

Required Courses

BIMO 321/BIOL 321/CHEM 321 Biochemistry I: Structure and Function of Biological Molecules
BIMO 322/BIOL 322/CHEM 322 Biochemistry II: Metabolism
BIMO 401 Topics in Biochemistry and Molecular Biology
BIOL 101 The Cell
BIOL 102 The Organism
BIOL 202 Genetics
CHEM 151 Introductory Chemistry or
CHEM 153 Concepts of Chemistry or
CHEM 155 Principles of Modern Chemistry
CHEM 156 Organic Chemistry: Introductory Level
CHEM 251 Organic Chemistry: Intermediate Level
CHEM 256 Advanced Chemical Concepts (not required if CHEM 155 was taken)

**Elective Courses**
Students can check with the program chair to see if other courses not listed here might count as electives.

- BIOL 301 Developmental Biology
- BIOL 305 Evolution
- BIOL 306 Cellular Regulatory Mechanisms
- BIOL 308 Integrative Plant Biology: Fundamentals and New Frontiers
- BIOL 310/NSCI 310 Neural Development and Plasticity
- BIOL 313 Immunology
- BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions
- BIOL 319/MATH 319/CHEM 319/PHYS 319/CSCI 319 Integrative Bioinformatics, Genomics, and Proteomics Lab
- BIOL 326 Cellular Assembly and Movement
- BIOL 406 Dynamics of Membrane Systems
- BIOL 407/NSCI 347 Neurobiology of Emotion
- BIOL 408 RNA Worlds
- BIOL 410 Nanomachines in Living Systems
- BIOL 414 Life at Extremes: Molecular Mechanisms
- BIOL 416 Epigenetics
- BIOL 418 Signal Transduction to Cancer
- BIOL 426 Frontiers in Muscle Physiology: Controversies
- BIOL 430 Genome Sciences: At the Cutting Edge
- CHEM 324 Enzyme Kinetics and Reaction Mechanisms
- CHEM 326 Chemical Biology: Discoveries at the Interface
- CHEM 338 Bioinorganic Chemistry
- CHEM 341/ENVI 341 Toxicology and Cancer
- CHEM 342 Synthetic Organic Chemistry
- CHEM 343 Medicinal Chemistry
- CHEM 344 Physical Organic Chemistry
- CHEM 348 Polymer Chemistry
- CHEM 364/ENVI 364 Instrumental Methods of Analysis
- CHEM 366 Thermodynamics and Statistical Mechanics
- CHEM 367 Biophysical Chemistry

**Colloquium Requirement**
Concentrators must attend at least eight Biology and/or Chemistry Department colloquia. The Biology and Chemistry Departments hold colloquia on Friday afternoons during the fall and spring semesters. Scientists from other academic or research institutions are invited to present their research to students and faculty. There are approximately a dozen colloquia offered each semester among which BIMO concentrators may choose. Attendance at the honors student research presentations and the Biology/BIMO Alumni Reunion poster session also count toward the colloquium requirement.
Concentrators may receive credit for colloquia attended during any of their semesters at Williams College.

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

Class Format: independent study

Distributions: (D3)

Winter 2019
IND Section: 01

BIMO 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)
Crosslistings: BIOL321 / CHEM321 / BIMO321

Primary Crosslisting
This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

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

Requirements/Evaluation: evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

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

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

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

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses;  BIMO Required Courses;

Fall 2018
LEC Section: 01 MWF 10:00 am - 10:50 am Katie M. Hart
LAB Section: 02 M 1:00 pm - 5:00 pm Katie M. Hart
LAB Section: 03 T 1:00 pm - 5:00 pm Katie M. Hart
LAB Section: 04 W 1:00 pm - 5:00 pm Amy Gehring

Spring 2019
LEC Section: 01 MWF 9:00 am - 9:50 am Bob Rawle
LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle
LAB Section: 03 Cancelled
BIMO 322 (S) Biochemistry II: Metabolism (QFR)
Crosslistings: CHEM322 / BIMO322 / BIOL322

Primary Crosslisting

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

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

Requirements/Evaluation: evaluation is based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated

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

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

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

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses; BIMO Required Courses;

Spring 2019
LEC Section: 01  MWF 11:00 am - 11:50 am  Pei-Wen Chen
LAB Section: 02  T 1:00 pm - 4:00 pm  Janis E. Bravo
LAB Section: 03  W 1:00 pm - 4:00 pm  Janis E. Bravo
LAB Section: 04  R 1:00 pm - 4:00 pm  Janis E. Bravo

BIMO 401 (S) Topics in Biochemistry and Molecular Biology (WI)

This seminar course involves critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields. To facilitate discussion, students will prepare written critiques analyzing the data and conclusions of the chosen literature.

Class Format: seminar, three hours per week

Requirements/Evaluation: evaluation will be based on class presentations and discussions, frequent short papers, and a final paper

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

Prerequisites: BIOL 202 and BIMO 321

Enrollment Limit: 12

Enrollment Preferences: those completing the BIMO program; open to others with permission of instructor

Expected Class Size: 10

Distributions: (D3) (WI)

Attributes: BIMO Required Courses;

Spring 2019
SEM Section: 01  TR 8:30 am - 9:45 am  Robert M. Savage

On leave Fall/Spring: Professors: J. Edwards, B. Klingenberg.

On leave Fall only: Professors: L. Banta, M. Morales. Associate Professor L. Maroja.

On leave Spring only: Professor A. Gehring.

Bioinformatics, genomics, and proteomics are rapidly advancing fields that integrate the tools and knowledge from biology, chemistry, computer science, mathematics, physics, and statistics in research at the intersection of the biological and informational sciences. Inspired by the enormous amount of biological data that are being generated from the sequencing of genomes, these new fields will help us pose and answer biological questions that have long been considered too complex to address. Research in genomics, proteomics, and bioinformatics will also significantly impact society affecting medicine, culture, economics, and politics.

The Bioinformatics, Genomics, and Proteomics curriculum involves faculty from the Biology, Chemistry, Computer Science, Mathematics/Statistics, and Physics departments and was designed to provide students with an understanding of these revolutionary new areas of investigation. The introductory level courses, Computation and Biology and Statistics for Biologists are accessible to all students interested in gaining familiarity with the power of genomic analysis. Students interested in graduate work in bioinformatics, genomics, and proteomics should take the core courses and five of the recommended courses. Interested students are also encouraged to participate in independent research with members of the advisory faculty as they explore the development of these new fields.

**BGNP Core Courses**

**BIOL 319 (F) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

Crosslistings: BIOL319 / CHEM319 / MATH319 / PHYS319 / CSCI319

**Primary Crosslisting**

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high throughput approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** two afternoons of lab, with one hour of lecture, per week

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

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

**Distributions:** (D3) (QFR)
BGNP Recommended Courses

BIOL 202 (F) Genetics (QFR)
Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids and DNA restriction mapping.

Class Format: lecture/laboratory, six hours per week
Requirements/Evaluation: evaluation will be based on bi-weekly problem sets, weekly laboratory exercises and laboratory reports, and examinations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 101 and 102
Enrollment Limit: none
Expected Class Size: 84
Department Notes: does not satisfy the distribution requirement in the Biology major
Distributions: (D3) (QFR)
Attributes: BGNP Recommended Courses; BIMO Required Courses;

Fall 2018
LAB Section: 03    T 1:00 pm - 4:00 pm     Derek Dean
LAB Section: 02    M 1:00 pm - 4:00 pm     Derek Dean
LEC Section: 01    MWF 11:00 am - 11:50 am     David W. Loehlin
LAB Section: 04    W 1:00 pm - 4:00 pm     Derek Dean
LAB Section: 05    R 1:00 pm - 4:00 pm     Derek Dean

BIOL 305 (S) Evolution (QFR)
This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and the emergence of diversity). Topics include micro-evolutionary models, natural selection and adaptation, sexual selection, speciation, the inference of evolutionary history among others.
Class Format: lecture/discussion/laboratory, six hours per week
Requirements/Evaluation: evaluation will be based on independent research project, problem sets, participation in discussions and exams
Prerequisites: BIOL 202
Enrollment Limit: 24
Enrollment Preferences: Seniors and biology majors
Expected Class Size: 24
Department Notes: satisfies the distribution requirement in the Biology major
Distributions: (D3) (QFR)
Attributes: BGNP Recommended Courses; BIMO Interdepartmental Electives; COGS Related Courses;
BIOL 430 (F) Genome Sciences: At the Cutting Edge (WI)
Research in genomics has integrated and revolutionized the field of biology, including areas of medicine, plant biology, microbiology, and evolutionary biology. Moreover, recent developments in "metagenomics" (genomic studies of entire communities of microorganisms in natural environments, such as the mammalian gut and the deep sea) and "metatranscriptomics" (studies of genome wide changes in expression and mRNA levels in natural communities of organisms) have generated unprecedented knowledge about the genomic potential of a community and the in situ biological activity of different ecological niches. In this course we will explore how research in these and related areas, including proteomics, have advanced our fundamental understanding of (1) organisms in the three domains of life, and their interactions and evolutionary relationships; (2) biological systems and environments, such as the human body, extreme environments, and the oceans; (3) strategies for solving global challenges in medicine, agriculture, energy resources, and environmental sciences. During the course, students will meet each week for one hour with a tutorial partner and the instructor. Every other week, students will present a written and oral critical analysis of the assigned research articles. On alternate weeks, students will question/critique the work of their colleague.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on five (4-5 page) papers, tutorial presentations, and the student's effectiveness as a critic
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 202
Enrollment Limit: 10
Enrollment Preferences: open to juniors and seniors; senior Biology majors who have not taken a 400-level course
Expected Class Size: 10
Department Notes: BIMO, BIGP; does not satisfy the distribution requirement in the Biology major
Distributions: (D3) (WI)
Attributes: BGNP Recommended Courses; BIMO Interdepartmental Electives;
Not offered current academic year

CSCI 134 (F) Introduction to Computer Science: Objects, Events, and Graphics (QFR)
Computing is central to many aspects of our lives and the world. This course introduces fundamental ideas in computer science and builds the skills necessary to create computer programs in the Java programming language, with an emphasis on graphics and user interfaces. Students learn to design programs in a wide range of application areas, from games to spam filters and image editing to scientific simulations. Programming topics include object-oriented programming, control structures, arrays, recursion, and event-driven programming, as well as how to construct correct, understandable, and efficient programs. This course is appropriate for all students who want to create software and have little or no prior computing experience.

Class Format: lecture/laboratory
Requirements/Evaluation: evaluation will be based on weekly assignments, final programming projects, and examinations
Prerequisites: none, except for the standard prerequisites for a (Q) course; previous programming experience is not required
Enrollment Limit: 90
Enrollment Preferences: If the course is over-enrolled, enrollment will be determined by lottery
Expected Class Size: 90
Department Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department
Distributions: (D3) (QFR)
Attributes: BGNP Recommended Courses; COGS Interdepartmental Electives;
Not offered current academic year
CSCI 134 (S)  Introduction to Computer Science: Digital Communication and Computation  (QFR)

A digital revolution has transformed the way we communicate and process information. Digital cameras have replaced film, MP3s have replaced LPs, communications through email, chat systems, and the Web have become part of daily life. This course explores the principles that underlie such digital information processing and communication systems. All digital information processing and communication systems are driven by precise rules or algorithms expressed as computer programs. We will develop an appreciation for the nature and limitations of such algorithms by exploring abstract algorithms for complex processes and by learning the basics of computer programming in Java. Programming topics covered will include object-oriented programming, control structures, arrays, recursion, and event-driven programming. Programming projects will include network applications like chat clients, tools to process and compress digital images, and simple network servers.

Class Format: lecture/laboratory

Requirements/Evaluation: evaluation will be based on weekly assignments, final programming projects, and examinations

Prerequisites: none, except for the standard prerequisites for a (Q) course; previous programming experience is not required

Enrollment Limit: 90

Enrollment Preferences: If the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 90

Department Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses; COGS Interdepartmental Electives;

Not offered current academic year

CSCI 134 (F)  Introduction to Computer Science: Diving into the Deluge of Data  (QFR)

We are surrounded by information: weather forecasts, twitter feeds, restaurant reviews, stock market tickers, music recommendations, among others. This course introduces fundamental computational concepts for representing and manipulating data. Using the programming language Python, this course explores effective ways to organize and transform information in order to solve problems. Students will learn to design algorithms to search, sort, and manipulate data in application areas like text and image processing, social networks, scientific computing, databases, and the World Wide Web. Programming topics covered include object-oriented and functional programming, control structures, types, recursion, arrays, lists, streams, and dictionaries. This course is appropriate for all students who want to create software and learn computational techniques for manipulating and analyzing data. More details are available on the department website, http://www.cs.williams.edu

Class Format: lecture/laboratory

Requirements/Evaluation: evaluation will be based on weekly assignments, programming projects, and examinations

Prerequisites: none, except for the standard prerequisites for a (Q) course; previous programming experience is not required

Enrollment Limit: 75

Enrollment Preferences: If the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 75

Department Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses; COGS Interdepartmental Electives;

Fall 2018

LEC Section: C1    MWF 9:00 am - 9:50 am     Duane A. Bailey
LAB Section: C2    M 1:00 pm - 2:30 pm     Iris Howley
LAB Section: C3    Cancelled
LAB Section: C7    T 10:00 am - 11:30 am     Iris Howley
LAB Section: C4    M 2:30 pm - 4:00 pm     Iris Howley
LAB Section: C6    T 8:30 am - 10:00 am     Duane A. Bailey
CSCI 136 (F)  Data Structures and Advanced Programming  (QFR)
This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

Class Format: lecture/laboratory
Requirements/Evaluation: evaluation will be based on programming assignments, homework and/or examinations
Prerequisites: CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required
Enrollment Limit: 60
Enrollment Preferences: If the course is over-enrolled, enrollment will be determined by lottery
Expected Class Size: 60
Distributions: (D3) (QFR)
Attributes: BGNP Recommended Courses;

Fall 2018
LEC Section: 01    MWF 9:00 am - 9:50 am     William J. Lenhart
LAB Section: 03    W 12:00 pm - 2:00 pm     Bill K. Jannen
LAB Section: 05    W 2:00 pm - 4:00 pm     Bill K. Jannen
LAB Section: 04    W 2:00 pm - 4:00 pm     William J. Lenhart
LAB Section: 02    W 12:00 pm - 2:00 pm     William J. Lenhart
Spring 2019
LEC Section: 01    MWF 11:00 am - 11:50 am     Daniel W. Barowy
LAB Section: 02    W 12:00 pm - 2:00 pm     Daniel W. Barowy
LAB Section: 05    W 2:00 pm - 4:00 pm     Bill K. Jannen
LAB Section: 04    W 2:00 pm - 4:00 pm     Daniel W. Barowy
LAB Section: 03    W 12:00 pm - 2:00 pm     Bill K. Jannen

CSCI 256 (F)  Algorithm Design and Analysis  (QFR)
This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include induction, divide-and-conquer, dynamic programming, and greedy algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.
Class Format: lecture
Requirements/Evaluation: evaluation will be based on problem sets and programming assignments, and midterm and final examinations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement
Enrollment Limit: 30
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 30
Distributions: (D3) (QFR)
Attributes: BGNP Recommended Courses;

Fall 2018
LEC Section: 01    MWF 11:00 am - 11:50 am     William J. Lenhart

Spring 2019
LEC Section: 01    MWF 12:00 pm - 12:50 pm     William J. Lenhart

CSCI 315 (S) Computational Biology  (QFR)
Crosslistings: PHYS315 / CSCI315
Secondary Crosslisting
This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.
Class Format: lab three hours per week plus weekly tutorial meeting
Requirements/Evaluation: evaluation will be based on weekly Python programming assignments, problem sets, a few quizzes and a final project
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: based on seniority
Expected Class Size: 8
Distributions: (D3) (QFR)
Attributes: BGNP Recommended Courses;

Not offered current academic year

STAT 101 (F) Elementary Statistics and Data Analysis  (QFR)
It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.
Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performances on quizzes and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)
Enrollment Limit: 50
Expected Class Size: 40
Department Notes: Students with calculus background and social science interest should consider STAT 161. Students with MATH 150 should enroll in STAT 201. Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stat should consult the department.

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses; COGS Related Courses; PHLH Statistics Courses;

Fall 2018
LEC Section: 01    MWF 9:00 am - 9:50 am     Xizhen Cai
LEC Section: 02    MWF 10:00 am - 10:50 am     Xizhen Cai

Spring 2019
LEC Section: 01    MWF 11:00 am - 11:50 am     Xizhen Cai

STAT 201 (F) Statistics and Data Analysis  (QFR)
Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, “Data, data, data! I can’t make bricks without clay.” In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on quizzes and exams
Prerequisites: MATH 150 or equivalent. Not open to students who have completed STAT 101 or STAT 161 or equivalent.
Enrollment Limit: 40
Expected Class Size: 40

Department Notes: Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stats should consult the department. Students with MATH 130/140 background should consider STAT 161. Students with no calc. should consider STAT 101.

Distributions: (D3) (QFR)
Attributes: BGNP Recommended Courses; COGS Related Courses; EVST Methods Courses; PHLH Statistics Courses;

Fall 2018
LEC Section: 01    TR 8:30 am - 9:45 am     Anna M. Plantinga
LEC Section: 02    TR 9:55 am - 11:10 am     Anna M. Plantinga

Spring 2019
LEC Section: 02    TF 1:10 pm - 2:25 pm     Laurie L. Tupper
LEC Section: 01    TR 8:30 am - 9:45 am     Anna M. Plantinga

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BGNP Related Courses

BIMO 321 (F) Biochemistry I: Structure and Function of Biological Molecules  (QFR)
Crosslistings: BIOL321 / CHEM321 / BIMO321

Primary Crosslisting
This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity
to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

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

**Requirements/Evaluation:** evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

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

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 16/lab

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

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

**Attributes:** BGNP Related Courses; BIMO Required Courses;

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**Fall 2018**

**LEC Section: 01**  MWF 10:00 am - 10:50 am  Katie M. Hart

**LAB Section: 04**  W 1:00 pm - 5:00 pm  Amy Gehring

**LAB Section: 02**  M 1:00 pm - 5:00 pm  Katie M. Hart

**LAB Section: 03**  T 1:00 pm - 5:00 pm  Katie M. Hart

**Spring 2019**

**LEC Section: 01**  MWF 9:00 am - 9:50 am  Bob Rawle

**LAB Section: 03**  Cancelled

**LAB Section: 02**  M 1:00 pm - 5:00 pm  Bob Rawle

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**BIMO 322 (S) Biochemistry II: Metabolism**  (QFR)

**Crosslistings:** CHEM322 / BIMO322 / BIOL322

**Primary Crosslisting**

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

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

**Requirements/Evaluation:** evaluation is based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated

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

**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor

**Enrollment Limit:** 64

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 64

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

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

**Attributes:** BGNP Related Courses; BIMO Required Courses;
BIOL 321 (F)  Biochemistry I: Structure and Function of Biological Molecules  (QFR)

Crosslistings: BIOL321 / CHEM321 / BIMO321

Secondary Crosslisting

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

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

Requirements/Evaluation: evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

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

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

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

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses; BIMO Required Courses;

BIOL 322 (S)  Biochemistry II: Metabolism  (QFR)

Crosslistings: CHEM322 / BIMO322 / BIOL322

Secondary Crosslisting

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and
metabolic pathways.

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

Requirements/Evaluation: evaluation is based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated

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

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

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

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses; BIMO Required Courses;

Spring 2019

LAB Section: 03 W 1:00 pm - 4:00 pm Janis E. Bravo
LAB Section: 04 R 1:00 pm - 4:00 pm Janis E. Bravo
LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo
LEC Section: 01 MWF 11:00 am - 11:50 am Pei-Wen Chen

CHEM 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)
Crosslistings: BIOL321 / CHEM321 / BIMO321

Secondary Crosslisting

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

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

Requirements/Evaluation: evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

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

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

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

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses; BIMO Required Courses;

Fall 2018

LEC Section: 01 MWF 10:00 am - 10:50 am Katie M. Hart
LAB Section: 03 T 1:00 pm - 5:00 pm Katie M. Hart
LAB Section: 02 M 1:00 pm - 5:00 pm Katie M. Hart
CHEM 322 (S) Biochemistry II: Metabolism (QFR)
Crosslistings: CHEM322 / BIMO322 / BIOL322

Secondary Crosslisting

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

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

Requirements/Evaluation: evaluation is based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated

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

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

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

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses; BIMO Required Courses;

PHYS 302 (S) Stat Mechanics & Thermodynamics (QFR)

Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways--obeying the Schrödinger equation, Newton's and Coulomb's Laws--and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

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

Requirements/Evaluation: evaluation will be based on weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Prerequisites: required: PHYS 201, PHYS/MATH 210 or MATH 209; recommended: PHYS 202, PHYS 301

Enrollment Limit: 24

Expected Class Size: 15

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses;
Spring 2019

LAB Section: 02  W 1:00 pm - 4:00 pm  Protik K. Majumder
LAB Section: 03  T 1:00 pm - 4:00 pm  Protik K. Majumder
LEC Section: 01  MWF 10:00 am - 10:50 am  Protik K. Majumder

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BIOLOGY (Div III)

Chairs: Professor Steven Swoap (fall) and Professor Lois Banta (spring)


On leave Fall/Spring: Professor: J. Edwards. Assistant Professor: D. Turner.

On leave Fall only: Professors: L. Banta, M. Morales. Associate Professor: L. Maroja.

On leave Spring only: Professor: S. Swoap. Associate Professor: T. Lebestky.

The Biology curriculum has been designed to provide students with a broad base for understanding principles governing life processes at all levels, from biochemistry and cell biology to physiology to ecology and behavior. Courses emphasize fundamentals common to all sub-disciplines including the coupling of structure to function, the transfer of energy in living systems, communication, and the molding of diversity by the evolutionary process. In upper-level courses and in independent and honors research, students have the opportunity to investigate areas at the frontiers of modern biology.

Although the Biology major is specifically designed to provide a balanced curriculum in the broader context of the liberal arts, it is also excellent preparation for graduate studies in the life sciences and in the health professions.

MAJOR REQUIREMENTS

In order to make the major accessible to students with diverse interests, required courses are kept to a minimum. The Biology major is satisfied by nine courses, as follows:

- Biology 101 The Cell
- Biology 102 The Organism
- Biology 202 Genetics
- Any two 300-level courses, each of which must have a laboratory associated with it
- Any one 400-level course other than 493-494
- Any other three courses or any other two courses and two semesters of Organic Chemistry

Note: Independent study courses and AMS 311 (Same as Biology 231) do not fulfill the 300-level or 400-level course requirements. WIOX 316 Biology: Evolution, in the Williams Oxford Program qualifies for major credit at the 200-level.

Distribution Requirement

In order to ensure that majors broaden their knowledge of biology, one of the elective courses for the major must include an upper-level course covering biological processes at levels of organization above the cell. Courses that satisfy this distribution requirement are indicated in the individual course description.

COURSE SELECTION AND PLACEMENT

It is preferable for students who plan to major in biology, or think they may be interested in doing so, to take Biology 101, 102 during their first year at Williams. It is also possible to begin the Biology major during the sophomore year, although students should understand that it may require taking two or more biology courses during several semesters.

Students interested in biology, whether or not they intend to major in it, are encouraged to take Biology 101, 102. It is also possible, with permission of the instructor, to take Biology 203 Ecology, Biology 204 Animal Behavior and Biology 220 Field Botany without prerequisite. Other 100-level biology courses are designed specifically for students who do not intend to take additional upper-level courses in biology. All of these courses satisfy the Division III distribution requirement.

Beginning students should normally enroll in Biology 101 and 102. Students with unusually strong backgrounds in biology, such as those with outstanding performance on the College Board Biology Advanced Placement Test, may be permitted to elect a sophomore-level course in lieu of Biology 101 and/or Biology 102 upon successful completion of a departmental qualifying exam, administered during First Days.

COURSES RELATED TO THE BIOLOGY MAJOR
Students planning to pursue their interest in biology and related fields after completing their undergraduate degrees are strongly encouraged to take one year of chemistry, at least one semester of mathematics (a course in statistics is recommended), and one semester of physics. Students may wish to check the requirements for graduate admission at relevant universities, and are also encouraged to consult with the Biology Department’s graduate school advisor about prerequisites for admission to graduate programs.

**BIOCHEMISTRY AND MOLECULAR BIOLOGY**

Students interested in Biochemistry and Molecular Biology (BIMO) should consult the general statement under Biochemistry and Molecular Biology.

**BIOINFORMATICS, GENOMICS AND PROTEOMICS**

Students interested in Bioinformatics, Genomics and Proteomics (BiGP) should consult the general statement under Bioinformatics, Genomics and Proteomics. Biology majors interested in this field are strongly encouraged to enroll in Integrative Bioinformatics, Genomics, and Proteomics (Biology 319).

**NEUROSCIENCE**

Students interested in Neuroscience (NSCI) should consult the general statement under Neuroscience.

**PUBLIC HEALTH**

Students interested in Public Health (PH) should consult the general statement under Public Health.

**ENVIRONMENTAL STUDIES**

Students interested in Environmental Studies (ENVI) should consult with Biology faculty members associated with the program and the general statement under Environmental Studies.

**THE DEGREE WITH HONORS IN BIOLOGY**

In order to be recommended for the degree with honors, a Biology major is normally expected to have completed the equivalent of two semesters and a winter study (031) of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. Although the presentation of a thesis and associated oral presentation in the fall and poster defense in the spring are required for consideration for a degree with honors, their completion should not be interpreted as a guarantee of a degree with honors. The principal considerations in admitting a student to the program of independent honors research will be mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated interest and motivation. Students interested in participating in the honors program should consult with the department early in the spring semester of the junior year; approval must be received before spring registration in the junior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.

The minimum course requirements for a degree with honors in Biology are Biology 101, Biology 102, Biology 202, two 300-level biology courses (each of which must have a laboratory associated with it), one 400-level biology course, Biology 493, Biology 494, WSP 031, and any other two courses in biology (or any other one course and two semesters of Organic Chemistry). Note: A student who has a double major cannot count any course twice. For example, if a student is a Biology and Chemistry major, Organic Chemistry can only be counted in one of the two majors.

In addition to the normal honors route, which includes two semesters (Biology 493-494) and a winter study of research (WSP 031) during senior year, students have the option, subject to the approval of their thesis advisor, to begin the honors research during winter study junior year or during the second semester junior year. In general, thesis students who start during WSP or spring semester of their junior year are working on a project that requires winter or spring field work. Students beginning honors in winter study of junior year would take Biology 494 in the spring of their junior year followed by Biology 493 in the fall of their senior year; students beginning honors during the second semester of junior year would take Biology 494 that semester, followed by Biology 493 in the fall of senior year and winter study research in the winter of the senior year.

**STUDY ABROAD**

Students planning on majoring in Biology are strongly advised to take Biology 202 before going abroad, since Biology 202 is required for the major and is a prerequisite for many upper-level courses; a Genetics course taken while studying away cannot substitute for Biology 202. Biology majors studying abroad may receive credit toward the major for at most two 200-level electives; the departmental distribution requirement can be satisfied through an appropriate course taken during study abroad. Students should meet with the Department's study abroad advisor to discuss study abroad options.

**FAQ**

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

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

Yes, in many cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be
sure to contact the department. We usually want to see a syllabus.

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

Course title and description, ideally complete syllabus including readings/assignments.

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

Yes. Only two of the nine major course credits can be taken somewhere other than Williams.

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

Yes. Courses taken for major credit anywhere other than Williams will only count as 200-level credit, regardless of the level or format of the course.

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

Yes. BIOL 202 Genetics, 300-level lab courses, and 400-level senior seminar.

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

Yes. Genetics is only offered in the fall. Those late to the major need to be aware of this as Genetics is a prerequisite for most upper division courses.

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

Courses that are focused on clinical areas of study, and courses in environmental studies that focus on policy or sociology rather than biology, would not be granted credit in biology.

CREDIT FOR COURSES AT OTHER INSTITUTIONS

Students who enroll in study away programs may receive credit for up to two 200-level electives towards the biology major. Courses must be pre-approved by the Biology Department Study Away Advisor.

Students wishing to satisfy prerequisites for courses offered by the Biology Department with courses taken at other institutions should consult, in person, with a member of the Biology Department, prior to registering for the course that requires a prerequisite. Such consultations will include a review of the course syllabi and the transcripts of the relevant previous college work, and students should bring these materials with them.

RESEARCH AND THESIS COURSES

Individual research projects must be approved by the department. Application should be made to the department prior to spring registration.

Note: Senior thesis and independent study courses do not count as 300-level or 400-level course requirements for the major. Only one research course (i.e., BIOL 297, BIOL 298, BIOL 493, or BIOL 494) may be counted towards the major requirements.

BIOL 11 (W)  Teaching 3rd Grade about Zebrafish--BioEYES

BioEYES brings tropical fish to 3rd grade classrooms in Williamstown, North Adams, and Lanesborough Elementary schools, in a science teaching workshop. Elementary school students will breed fish in the classroom, then study their development and pigmentation during one week. Williams students will adapt BioEYES lesson plans to the science curriculum for the schools we visit, work with classroom teachers to introduce concepts in genetics and development, help the 3rd grade students in the classroom, and assess elementary student learning. No zebrafish experience is necessary; during the first week students will learn to set up fish matings, and learn about embryonic development and the genetics of fish pigmentation as well as practice teaching the 3rd grade BioEYES lesson plans with hands-on experiments using living animals. In the subsequent three weeks students will present lessons at the schools and review assessment data. Adjunct Instructor Bio: Jennifer Swoap, an elementary school teacher, currently coordinates Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. Adjunct Co-Instructor Bio: Renee Schiek currently serves as the liaison between Lanesborough Elementary School and the Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. She is a frequent substitute at Lanesborough ES and holds a degree in mechanical engineering.

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

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

Prerequisites: none
BIOL 12 (W)  : New Orleans-Style Jazz and Street Performance

This course has a focus on making music based on the principles of improvisation and street performance embodied by New Orleans-Style jazz. Typically composed of brass instruments, this course welcomes musicians and performers of all types, from the classically trained to those with no experience who are willing to play washboards, kazos, and experiment with other forms of sound-making. For when you travel the world after Williams, this course will prepare you to "busk," or make money playing music on the street, where some of the most dynamic forms of jazz and improvisation have been created. The course will include various street performances and culminate with a "gig" in a local music venue. We will meet twice a week for three-hour sessions, with extra band practices, five hours per week, and performances to be scheduled in accordance to our needs--attendance mandatory. Adjunct Instructor Bio: Andy Kelly, a local Jazz musician and former busker, Williams College Class of '80, now travels the world bridging cultures with music, using American jazz to make peace in the world.

Class Format: afternoons

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

Prerequisites: none

Enrollment Limit: 20

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

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

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

BIOL 13 (W)  Introduction to Animal Tracking

This course is an introduction to the ancient art and science of animal tracking, and its use for ecological inventory. Participants will deepen their skills as naturalists, their awareness of the natural world, and discover that even the greens at Williams College are abundant with wildlife. Students will have field time in class at Hopkins Forest as well as through independent study at a convenient outdoor location of each student's choosing. Basic concepts of animal tracking, its history and use by indigenous people throughout the world will be discussed through video and slideshow. Students are required to create journals and site maps of Hopkins and their personal study areas, including all major features of the landscape, flora and fauna activity. Adjunct Instructor Bio: Dan Yacobellis is a local naturalist and wildlife tracker who has explored forest and field for more than 20 years. He teaches courses on wilderness skills and tracking at nature education centers in Massachusetts and New York as well as his own independent programs for private groups and associations.

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

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

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference given to seniors

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

Attributes: EXPE Experiential Education Courses
BIOL 22 (W) Introduction to Biological Research
An experimental research project will be carried out under the supervision of the Biology Department. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores, and requires the permission of the instructor.

Class Format: Independent study
Extra Info: meeting time: mornings
Prerequisites: none
Enrollment Limit: POI
Materials/Lab Fee: none
Distributions: (D3)

BIOL 25 (W) Sustainable Agriculture in California
Crosslistings: BIOL25 / ENVI25

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

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

BIOL 31 (W) Senior Thesis: Biology
To be taken by students registered for Biology 493, 494.
BIOL 99 (W) Independent Study: Biology
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

BIOL 101 (F) The Cell
This course investigates cell structure and function as a consequence of evolutionary processes, and it stresses the dynamic properties of living systems. Topics include an introduction to biological molecules and enzyme action, membrane structure and function, energy exchange and design of metabolic systems, expression of genetic information, cell signaling, cell trafficking, the cell cycle, and cancer. Student-designed laboratory experiments and discussions based on primary biology literature will highlight how biological knowledge is created and understood.

Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 96/Lecture
Enrollment Preferences: first year students
Expected Class Size: 192
Distributions: (D3)
Attributes: BIMO Required Courses; NSCI Required Courses
BIOL 102 (S) The Organism
This course focuses upon the developmental and evolutionary processes that have given rise to a wide diversity of multicellular organisms. We consider many levels of biological organization, from molecular and cellular to individuals and populations in our examination of evolutionary concepts. Topics include meiosis and sexual reproduction, developmental and evolutionary mechanisms, and speciation with representative examples from a diversity of plants and animals. Readings are drawn from a variety of sources, including the recent primary literature.

Class Format: lecture/discussion/laboratory, six hours per week
Requirements/Evaluation: evaluation will be based on hour tests, a final exam and laboratory reports
Extra Info: may not be taken on a pass/fail basis
Prerequisites: BIOL 101 or permission of instructor
Enrollment Limit: none
Expected Class Size: 152
Distributions: (D3)
Attributes: BIMO Required Courses;

Spring 2019
LEC Section: A1 TR 9:55 am - 11:10 am Heather Williams
LAB Section: A2 M 1:00 pm - 4:00 pm Robert M. Savage
LAB Section: A3 T 1:00 pm - 4:00 pm Heather Williams
LAB Section: A4 W 1:00 pm - 4:00 pm Derek Dean
LAB Section: A5 R 1:00 pm - 4:00 pm Robert M. Savage
LEC Section: B1 MWF 10:00 am - 10:50 am Ron D. Bassar
LAB Section: B2 M 1:00 pm - 4:00 pm Derek Dean
LAB Section: B3 T 1:00 pm - 4:00 pm Derek Dean
LAB Section: B4 W 1:00 pm - 4:00 pm Ron D. Bassar
LAB Section: B5 R 1:00 pm - 4:00 pm Derek Dean

BIOL 133 (F) Biology of Exercise and Nutrition
This class, intended for the non-scientist, focuses on the impact of exercise and nutrition on the human body. We will discuss topics such as how different types of training influence exercise performance; the changes that occur in the cardiovascular system during an exercise routine; the inherent limits of the body to perform aerobic and anaerobic tasks; and the long-term health consequences of a lifetime of activity of inactivity. We will also examine how nutrition and metabolism affect body composition. For example, we will rigorously and scientifically scrutinize the use of “fad” diets as a means to lose weight.

Class Format: lecture 3 hours per week
Requirements/Evaluation: evaluation will be based on exams and bi-weekly laboratory exercises and laboratory report
Prerequisites: none
Enrollment Limit: 90
Enrollment Preferences: seniors, juniors, sophomores, then first-year students
Expected Class Size: 90
Department Notes: does not satisfy the distribution requirement for the Biology major
Distributions: (D3)
Attributes: PHLH Biomedical Determinants of Health
Not offered current academic year

BIOL 134 (S) The Tropics: Biology and Social Issues
Crosslistings: BIOL134 / ENVI134
Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses on specifically on the peoples and cultures of tropical regions in Africa, Asia, Latin America, Oceanea, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment.

**Class Format:** lecture/debate, three hours per week

**Requirements/Evaluation:** evaluation will be based on two hour exams, a short paper, panel preparation, and a final exam

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

**Prerequisites:** none

**Enrollment Limit:** 60

**Enrollment Preferences:** seniors, juniors, sophomores, and first-year students--in that order

**Expected Class Size:** 60

**Department Notes:** does not count for major credit in Biology; does not satisfy the distribution requirement in the Biology major

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EVST Living Systems Courses; GBST African Studies Electives; PHLH Biomedical Determinants of Health; SCST Elective Courses

Not offered current academic year
Primary Crosslisting

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Class Format: lecture/laboratory, six hours per week

Requirements/Evaluation: evaluation will be based on problem sets, lab reports, hour exams, and a final exam

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

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: none

Expected Class Size: 35

Department Notes: satisfies the living system course requirement for the major in Environmental Studies; satisfies the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: ENVI Natural World Electives; EVST Environmental Science; EVST Living Systems Courses;

Fall 2018

LEC Section: 01 MWF 10:00 am - 10:50 am Ron D. Bassar
LAB Section: 02 T 1:00 pm - 4:00 pm Ron D. Bassar
LAB Section: 03 W 1:00 pm - 4:00 pm Ron D. Bassar

BIOL 204 (S) Animal Behavior

Crosslistings: NSCI204 / BIOL204

Primary Crosslisting

Making sense of what we see while watching animals closely is both an enthralling pastime and a discipline that draws on many aspects of biology. Explanations can be found on many levels: evolutionary theory tells us why certain patterns have come to exist, molecular biology can help us understand how those patterns are implemented, neuroscience gives insights as to how the world appears to the behaving animal, endocrinology provides information on how suites of behaviors are regulated. The first part of the course focuses upon how descriptive studies provide the basis for formulating questions about behavior as well as the statistical methods used to evaluate the answers to these questions. We then consider the behavior of individuals, both as it is mediated by biological mechanisms and as it appears from an evolutionary perspective. The second half of the course is primarily concerned with the behaviors of groups of animals from a wide variety of vertebrate and invertebrate species, concentrating upon the stimuli, responses, and internal mechanisms that maintain social systems and on the selection pressures that drive animals toward a particular social system.

Class Format: lecture/laboratory, six hours per week

Requirements/Evaluation: evaluation will be based on examinations, lab reports, and a research paper

Extra Info: not available for the fifth course option

Prerequisites: BIOL 102, or PSYC 101, or permission of instructor

Enrollment Limit: 32

Enrollment Preferences: Biology majors and Neuroscience concentrators

Expected Class Size: 32

Department Notes: satisfies the distribution requirement in the Biology major

Distributions: (D3)

Attributes: COGS Interdepartmental Electives; NSCI Group A Electives
BIOL 205 (S) Physiology

This lecture-based course examines principles, patterns, and mechanisms of biological function from the level of cells and tissues to the whole organism. The themes of the course include structure and function, mechanisms of regulation, control and integration, and adaptation to the environment. Examples of these themes are taken from a wide variety of organisms with a focus on vertebrates. Laboratories provide practical experience in measurement and experimental elucidation of physiological phenomena and functional analysis of gross structure.

Requirements/Evaluation: evaluation will be based on hour exams, laboratory reports, and a final exam

Prerequisites: BIOL 101 and 102; open to first-year students with permission of the Biology department

Enrollment Limit: 72

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 72

Department Notes: satisfies the distribution requirement in the Biology major

Distributions: (D3)

BIOL 210 (S) Mathematical Biology (QFR)

Crosslistings: MATH310 / BIOL210

Secondary Crosslisting

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

Class Format: tutorial

Requirements/Evaluation: problem sets, weekly meetings, final project and paper

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

Prerequisites: MATH 250, MATH 209 or 309, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: if over-enrolled, will have students submit reasons for taking class; preference to those with interest in both subjects

Expected Class Size: 10

Distributions: (D3) (QFR)

Distribution Notes: QFR: The course will introduce methods for developing and analyzing mathematical models.

Attributes: PHLH Methods in Public Health;
BIOL 211 (S) Paleobiology
Crosslistings: BIOL211 / GEOS212

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

Class Format: lecture/laboratory; field trip to the Paleozoic of New York State
Requirements/Evaluation: evaluation will be based on lab assignments, short quizzes and writing assignments, and a final exam
Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205
Enrollment Limit: 15
Enrollment Preferences: sophomores and juniors
Expected Class Size: 12
Department Notes: does not satisfy the distribution requirement in the Biology major
Distributions: (D3)
Attributes: EXPE Experiential Education Courses; MAST Interdepartmental Electives

BIOL 212 (F) Neuroscience
Crosslistings: PSYC212 / BIOL212 / NSCI201

Secondary Crosslisting
A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, consciousness and clinical disorders such as schizophrenia, autism, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.

Class Format: lecture, three hours a week; laboratory, every other week
Requirements/Evaluation: evaluation will be based on a lab practical, lab reports, two hour exams and a final exam
Extra Info: not available for the fifth course option
Prerequisites: PSYC 101 or BIOL 101; open to first-year students only with permission of instructor
Enrollment Limit: 72
Enrollment Preferences: sophomores and Biology and Psychology majors
Expected Class Size: 72
Department Notes: does not satisfy the distribution requirement in the Biology major
Distributions: (D3)
Distribution Notes: meets Division 3 requirement if registration is under PSYC
Attributes: COGS Interdepartmental Electives; NSCI Required Courses; PSYC 200-level Courses
BIOL 214 (S) Mathematical Ecology  (QFR)

Crosslistings: BIOL214 / MATH410

Secondary Crosslisting

Using mathematics to study natural phenomena has become ubiquitous over the past couple of decades. In this tutorial, we will study mathematical models comprised of both deterministic and stochastic differential equations that are developed to understand ecological dynamics and, in many cases, evaluate the dynamical consequences of policy decisions. We will learn how to understand these models through both standard analytic techniques such as stability and bifurcation analysis as well as through simulation using computer programs such as MATLAB. Possible topics include fisheries management, disease ecology, control of invasive species, and predicting critical transitions in ecological systems.

Class Format: tutorial

Requirements/Evaluation: written and programming assignments, oral presentations, and exams

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

Prerequisites: MATH 250 or permission of instructor; Math 209 preferred

Enrollment Limit: 10

Enrollment Preferences: programming experience, students with interests in the intersection of math and biology

Expected Class Size: 10

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

Distributions:  (QFR)

Attributes: ENVI Natural World Electives; EVST Methods Courses; PHLH Methods in Public Health;

Not offered current academic year

BIOL 219 (S) Dangerous Exposures: Environment, Immunity, and Infectious Disease  (WI)

Global reports of emerging infectious diseases and old diseases with new pathogenic properties incite fears for personal safety as well as national security. The specter of a contagious pandemic has captured the public imagination through the mass news media, movies, and even popular online and board games. In this tutorial course, we will explore the ecology and evolution of several recently emergent diseases such as Ebola hemorrhagic fever, dengue, and AIDS. Topics to be considered include transmission dynamics, epidemiological modeling of vaccination strategies, and wildlife reservoirs that contribute to human virus exposure. We will examine progress in preventing the parasitic disease malaria and why such diseases have proven so refractory. We will also discuss the science behind the recent development of the vaccine against the human papillomavirus, which causes cervical cancer, and the intriguing and highly unusual transmissible cancers in dogs and Tasmanian devils. Finally, we will think about the contributions of inadequate diagnostic capacities world-wide and broader issues of resource shortages in driving the global emergence of drug resistance in tuberculosis and other diseases. One common theme in each of these case studies will be the interplay between the host immune response and the evolution of the pathogen. Although the primary focus of the course is on biology rather than policy, each week's readings will have implications for public health and/or conservation biology.

Class Format: tutorial

Requirements/Evaluation: six 4- to 5-page papers; tutorial presentations, and the student's progress towards intellectual independence and creativity as a presenter and a respondent

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

Prerequisites: BIOL 101 and 102

Enrollment Limit: 10

Enrollment Preferences: sophomores who have taken BIOL 202, students interested in public health
**Expected Class Size:** 10

**Distributions:** (D3) (WI)

**Attributes:** PHLH Biomedical Determinants of Health;

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**Spring 2019**

**TUT Section: T1  R 11:20 am - 12:35 pm  Lois M. Banta**

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

**Crosslistings: BIOL220 / ENVI220**

**Primary Crosslisting**

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

**Class Format:** lecture

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

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

**Extra Info 2:** "flipped" lectures and homework

**Prerequisites:** none

**Enrollment Limit:** 30

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

**Expected Class Size:** 25

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

**Distributions:** (D3)

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

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**Spring 2019**

**LEC Section: 01  MWF 9:00 am - 9:50 am  Henry W. Art**

**LAB Section: 02  T 1:00 pm - 4:00 pm  Henry W. Art**

**LAB Section: 03  W 1:00 pm - 4:00 pm  Henry W. Art**

**BIOL 222 (S) Essentials of Biochemistry  (QFR)**

This course will explore the biochemistry of cellular processes and contextualize these processes in healthy and diseased states. Lecture topics in this one semester course will include the structure and function of proteins (enzymes and non-enzymatic proteins), lipids, and carbohydrates. Lectures will also survey the major metabolic pathways (carbohydrates, lipids, and amino acids) with particular attention to enzyme regulation and the integration of metabolism in different tissues and under different metabolic conditions. In the discussion/laboratory component of the course a combination of primary literature, hypothesis-driven exercises, problem solving, and bench work will be used to illustrate how particular techniques and experimental approaches are used in biochemical fields.

**Class Format:** lecture/discussion/laboratory, six hours per week

**Requirements/Evaluation:** regular quizzes, final exam, writing assignments (including problem sets), and lab assignments

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

**Prerequisites:** BIOL 101 and CHEM 156; not open to students who have taken BIOL 321 or BIOL 322

**Enrollment Limit:** 24

**Enrollment Preferences:** seniors who need to fulfill the biochemistry requirement for premedical school
Expected Class Size: 24

Department Notes: does not satisfy the distribution requirement for the major; cannot be counted towards the biology major in addition to either BIOL 321 or BIOL 322; cannot be counted towards the BIMO concentration

Distributions: (D3) (QFR)

Distribution Notes: QFR: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Spring 2019

LEC Section: 01  TR 9:55 am - 11:10 am  Daniel V. Lynch
LAB Section: 02  W 1:00 pm - 4:00 pm  Daniel V. Lynch
LAB Section: 03  R 1:00 pm - 4:00 pm  Daniel V. Lynch

BIOL 225 (F) Sustainable Food & Agriculture  (WI)
Crosslistings: ENVI225 / BIOL225

Primary Crosslisting
A tutorial course investigating patterns, processes, and stability in human-dominated, food production systems. The course will examine sustainable food and agriculture from an ecological perspective. Topics will include: changes in diversity, concentration, and scale, flows of energy, circulation (or not) of fertilizer nutrients, carbon balances in soils, and stability of food production, processing, and distribution ecosystems. A day-long field experience will take place on a local farm.

Class Format: tutorial
Requirements/Evaluation: Evaluation will be based on writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 102 or ENVI 102
Enrollment Limit: 10
Enrollment Preferences: open to sophomores, juniors, and seniors, with preference given to sophomores over juniors and seniors.
Expected Class Size: 8

Department Notes: satisfies the distribution requirement in the Biology major, the Natural World distributional requirement of the Environmental Studies program

Distributions: (D3) (WI)

Distribution Notes: WI: Each student will write five papers that deal with questions requiring extensive reading of primary resources. Paper presentations will alternate with serving as a critic of other student papers. Students will be given the opportunity to revise and rewrite two of the five papers in the week following their tutorial presentation thereby being able to respond to the criticism and discussion of the tutorial group.

Attributes: ENVI Natural World Electives

Fall 2018

TUT Section: T1  TBA  Henry W. Art

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

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

Class Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project
Requirements/Evaluation: two tests, a research project, and a presentation
Extra Info: offered only at Mystic Seaport
Prerequisites:  BIOL 101 or GEOS/MAST 104, or permission of instructor

Distributions:  (D3)

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

Fall 2018
LEC Section: 01    TBA    Tim J. Pusack

Spring 2019
LEC Section: 01    TBA    Tim J. Pusack

BIOL 234 (S)  Biology of our Sexes: The Genetic and Epigenetic Regulation of Sex Determination  (WI)
Many physical and behavioral characteristics that are associated with male and female anatomy, physiology, and behavior are initially the products
molecular choices arising from the action of our chromosomes in early development. The embryonic assignment of sex can also lead to intersex or
hermaphroditic outcomes in many different organisms with extraordinary and illuminating biological effects. We will explore the molecular mechanisms
and evolutionary basis of sex determination in both plants and animals, as well as the physical and behavioral expression of sex by the organism
discussed, and experiments that create and characterize traits and behavior of mosaic/intersex organisms. Additionally, the epigenetic regulation of
the X chromosome in mammals has a canonical role in our understanding of sex determination, but whole genome studies and investigations of
autosomes and the Y chromosome have raised new layers of complexity for understanding the molecular basis of human sex and sexuality.

Class Format: tutorial

Requirements/Evaluation:  six 5-page papers; six 1-page response papers; tutorial presentations; discussion skills/investment

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

Prerequisites:  BIOL 202 (Genetics), or permission of instructor

Enrollment Limit:  10

Enrollment Preferences:  sophomores and juniors, with preference to Biology majors

Expected Class Size:  10

Distributions:  (D3)  (WI)

Not offered current academic year

BIOL 297 (F)  Independent Study: Biology
Biology 200-level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the
department.

Class Format: independent study

Distributions:  (D3)

Fall 2018
IND Section: 01    TBA    Steven J. Swoap

BIOL 298 (S)  Independent Study: Biology
Biology 200-level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the
department.

Class Format: independent study

Distributions:  (D3)

Spring 2019
IND Section: 01    TBA    Lois M. Banta
BIOL 302 (F) Communities and Ecosystems (QFR)
Crosslistings: BIOL302 / ENVI312
Primary Crosslisting
An advanced ecology course that examines how species interact with each other and their environment with a focus on conservation implications. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments but will also include some laboratory microcosm experiments. The laboratory component of the course will culminate with a self-designed independent or group project.
Class Format: lecture/laboratory, six hours a week
Requirements/Evaluation: evaluation will be based on lab reports, a midterm exam, a term project presentation, and a final project paper
Prerequisites: BIOL/ENVI 203 or 220
Enrollment Limit: 28
Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators
Expected Class Size: 24
Department Notes: satisfies the distribution requirement in the Biology major
Distributions: (D3) (QFR)
Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses;
Not offered current academic year

BIOL 305 (S) Evolution (QFR)
This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and the emergence of diversity). Topics include micro-evolutionary models, natural selection and adaptation, sexual selection, speciation, the inference of evolutionary history among others.
Class Format: lecture/discussion/laboratory, six hours per week
Requirements/Evaluation: evaluation will be based on independent research project, problem sets, participation in discussions and exams
Prerequisites: BIOL 202
Enrollment Limit: 24
Enrollment Preferences: Seniors and biology majors
Expected Class Size: 24
Department Notes: satisfies the distribution requirement in the Biology major
Distributions: (D3) (QFR)
Attributes: BGNP Recommended Courses; BIMO Interdepartmental Electives; COGS Related Courses;

Spring 2019
LEC Section: 01 MWF 10:00 am - 10:50 am Luana S. Maroja
LAB Section: 02 W 1:00 pm - 4:00 pm Luana S. Maroja
LAB Section: 03 R 1:00 pm - 4:00 pm Luana S. Maroja

BIOL 308 (F) Integrative Plant Biology: Fundamentals and New Frontiers
Plants are one of the most successful groups of organisms on Earth and have a profound impact on all life. Successful use of plants in addressing global problems and understanding their role in natural ecosystems depends on fundamental knowledge of the molecular mechanisms by which they grow, develop, and respond to their environment. This course will examine the molecular physiology of plants using an integrative approach that considers plants as dynamic, functional units in their environment. Major emphasis will be on understanding fundamental plant processes, such as
photosynthesis, growth and development, water transport, hormone physiology, and flowering, from the molecular to the organismal level. Environmental effects on these processes will be addressed in topics including photomorphogenesis, stress physiology, mineral nutrition, and plant-microbe interactions. Discussions of original research papers will examine the mechanisms plants use to perform these processes and explore advances in the genetic engineering of plants for agricultural, environmental, and medical purposes. Laboratory activities stress modern approaches and techniques used in investigating plant physiological processes.

**Class Format:** lecture/discussion/laboratory, six hours per week

**Requirements/Evaluation:** evaluation will be based on lab reports, a term paper, and exams

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

**Prerequisites:** BIOL 202

**Enrollment Limit:** 24

**Enrollment Preferences:** Biology majors

**Expected Class Size:** 24

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

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives; PHLH Nutrition, Food Security + Environmental Health

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**BIOL 310 (F) Neural Development and Plasticity**

Crosslistings: NSCI310 / BIOL310

**Primary Crosslisting**

Development can be seen as a tradeoff between genetically-determined processes and environmental stimuli. The tension between these two inputs is particularly apparent in the developing nervous system, where many events must be predetermined, and where plasticity, or altered outcomes in response to environmental conditions, is also essential. Plasticity is reduced as development and differentiation proceed, and the potential for regeneration after injury or disease in adults is limited; however some exceptions to this rule exist, and recent data suggest that the nervous system is not hard-wired as previously thought. In this course we will discuss the mechanisms governing nervous system development, from relatively simple nervous systems such as that of the fruitfly, to the more complicated nervous systems of humans, examining the roles played by genetically specified programs and non-genetic influences.

**Class Format:** lecture

**Requirements/Evaluation:** exams

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

**Prerequisites:** BIOL 212 (same as PSYC 212 or NSCI 201) and BIOL 202 (or permission of instructor)

**Enrollment Limit:** 24

**Enrollment Preferences:** Biology majors; Neuroscience concentrators; Psych majors

**Expected Class Size:** 24

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

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives; NSCI Group A Electives

Not offered current academic year

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**BIOL 311 (F) Neural Systems and Circuits**

Crosslistings: NSCI311 / BIOL311

**Primary Crosslisting**
This course will examine the functional organization of the vertebrate brain, emphasizing both neuroanatomy and neurophysiology. How do specific populations of neurons and their connections analyze sensory information, form perceptions of the external and internal environment, make cognitive decisions, and execute movements? How does the brain produce feelings of reward/motivation and aversion/pain? How does the brain regulate homeostatic functions such as sleep, food intake, and thirst? We will explore these questions using a holistic, integrative approach, considering molecular/cellular mechanisms, physiological characterizations of neurons, and connectivity among brain systems. Laboratory sessions will provide experience in examining macroscopic and microscopic neural structures, as well as performing experiments to elucidate the structure and function of neural systems using classical and cutting-edge techniques.

Class Format: lecture/lab, six hours per week
Requirements/Evaluation: class participation, laboratory notebooks and posters, hour exams and a final exam
Prerequisites: BIOL 212 (same as PSYC 212 or NSCI 201) or BIOL 205
Enrollment Limit: 24
Enrollment Preferences: Biology majors and Neuroscience concentrators
Expected Class Size: 24
Department Notes: does not satisfy the distribution requirement in Biology
Distributions: (D3)
Attributes: NSCI Group A Electives

Fall 2018
LEC Section: 01  MWF 9:00 am - 9:50 am  Matt E. Carter
LAB Section: 02  M 1:00 pm - 4:00 pm  Matt E. Carter
LAB Section: 03  T 1:00 pm - 4:00 pm  Matt E. Carter

BIOL 313 (S)  Immunology
The rapidly evolving field of immunology examines the complex network of interacting molecules and cells that function to recognize and respond to agents foreign to the individual. In this course, we will focus on the biochemical mechanisms that act to regulate the development and function of the immune system and how alterations in different system components can cause disease. Textbook readings will be supplemented with current literature.

Class Format: lectures, three hours a week; laboratory, three hours a week
Requirements/Evaluation: evaluation will be based on exams, laboratory reports, and a research paper
Prerequisites: BIOL 202
Enrollment Limit: 24
Enrollment Preferences: senior and then junior Biology majors
Expected Class Size: 24
Department Notes: does not satisfy the distribution requirement in the Biology major
Distributions: (D3)
Attributes: BIMO Interdepartmental Electives; PHLH Biomedical Determinants of Health

Not offered current academic year

BIOL 315 (F)  Microbiology: Diversity, Cellular Physiology, and Interactions
Bioterrorism and the alarming spread of antibiotic resistant bacteria are but two of the reasons for the resurgence of interest in the biology of microorganisms. This course will examine microbes from the perspectives of cell structure and function, genomics, and evolution. A central theme will be the adaptation of bacteria as they evolve to fill specific ecological niches, with an emphasis on microbe:host interactions that lead to pathogenesis. We will consider communication among bacteria as well as between bacteria and their environment. Topics include: microbial development, population dynamics, metagenomics, bioremediation, plant and animal defenses against infection, and bacterial strategies to subvert the immune system. In the lab, major projects will focus on horizontal gene transfer, metagenomics, and the isolation and characterization of bacteria from natural environments. The lab experience will culminate in multi-week independent investigations. Readings will be supplemented by articles from the primary literature.
Class Format: lectures, three hours a week; laboratory, three hours a week

Requirements/Evaluation: evaluation will be based on three exams/writing assignments, responses to thought questions on readings, a lab report/notebook, and a poster presentation

Extra Info: not available for the fifth course option

Prerequisites: BIOL 202

Enrollment Limit: 24

Enrollment Preferences: senior and then junior Biology majors

Expected Class Size: 24

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

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives; PHLH Biomedical Determinants of Health

Not offered current academic year

BIOL 319 (F) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Crosslistings: BIOL319 / CHEM319 / MATH319 / PHYS319 / CSCI319

Primary Crosslisting

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

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

Distributions: (D3) (QFR)

Attributes: BGNP Core Courses; BIMO Interdepartmental Electives;

Not offered current academic year

BIOL 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Crosslistings: BIOL321 / CHEM321 / BIMO321

Secondary Crosslisting

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to
characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

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

**Requirements/Evaluation:** evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

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

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

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

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

**Attributes:** BGNP Related Courses; BIMO Required Courses;

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**Fall 2018**

LEC Section: 01  MWF 10:00 am - 10:50 am  Katie M. Hart

LAB Section: 02  M 1:00 pm - 5:00 pm  Katie M. Hart

LAB Section: 03  T 1:00 pm - 5:00 pm  Katie M. Hart

LAB Section: 04  W 1:00 pm - 5:00 pm  Amy Gehring

**Spring 2019**

LEC Section: 01  MWF 9:00 am - 9:50 am  Bob Rawle

LAB Section: 02  M 1:00 pm - 5:00 pm  Bob Rawle

LAB Section: 03  Cancelled

**BIOL 322 (S) Biochemistry II: Metabolism** (QFR)

Crosslistings: CHEM322 / BIMO322 / BIOL322

**Secondary Crosslisting**

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

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

**Requirements/Evaluation:** evaluation is based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated

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

**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor

**Enrollment Limit:** 64

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 64

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

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

**Attributes:** BGNP Related Courses; BIMO Required Courses;
BIOL 326 (F)  Cellular Assembly and Movement
This course will focus on how multi-protein complexes are assembled to control key cellular processes in eukaryotic systems: 1) protein sorting and trafficking, 2) establishment and maintenance of cell architecture, and 3) mitosis, cell migration and tissue morphogenesis that require coordination of the membrane transport and cytoskeleton. The course will highlight involvement of these processes in pathological conditions. Laboratories will use mammalian tissue culture as a model system to study cellular functions. Important techniques in cell biology will be introduced in the first half of the semester; in the second half of the term, students will conduct a multi-week independent project. Textbook readings will be supplemented with primary literature.

Class Format: lectures, three hours a week; laboratory, three hours a week, the laboratory projects will require additional time outside of class hours

Requirements/Evaluation: three exams, in-class discussion of papers, lab reports, an oral presentation and research paper based on an independent lab research project

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

Prerequisites: BIOL 202

Enrollment Limit: 24

Enrollment Preferences: senior and junior Biology majors

Expected Class Size: 24

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

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives;

Fall 2018
LEC Section: 01    MWF 10:00 am - 10:50 am     Pei-Wen  Chen
LAB Section: 02    W 1:00 pm - 4:00 pm     Pei-Wen  Chen
LAB Section: 03    R 1:00 pm - 4:00 pm     Pei-Wen  Chen

BIOL 329 (F) Conservation Biology  (QFR)
Crosslistings: BIOL329 / ENVI339

Primary Crosslisting
Conservation biology is an interdisciplinary field that develops scientific and technical means for the protection, maintenance, and restoration of diversity at all levels of biological organization. This course provides an overview of the discipline including the causes and consequences of biodiversity loss as well as approaches and strategies used to combat biodiversity threats such climate change, habitat fragmentation, and invasive species. Particular emphasis is placed on the ecological dimension of conservation and the application of biological principles (derived from physiological and behavioral ecology, population genetics, population ecology, community ecology, and systematics) to the conservation of biodiversity. The course combines lectures, readings, in-class discussion, and a laboratory that includes both field and lab projects.

Class Format: lecture and discussion three hours per week; lab three hours per week

Requirements/Evaluation: lab assignments, two exams, and discussion participation

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

Prerequisites: BIOL 203, or BIOL 202, or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: biology majors, seniors, and juniors

Expected Class Size: 24
Department Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Distribution Notes: QFR: This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.

Attributes: ENVI Natural World Electives;

Fall 2018

LEC Section: 01     TR 11:20 am - 12:35 pm     Sonya K. Auer
LAB Section: 02     M 1:00 pm - 4:00 pm     Sonya K. Auer
LAB Section: 03     W 1:00 pm - 4:00 pm     Sonya K. Auer

BIOL 330 (S) Genome Architecture

Biologists have only recently learned to read the complete genome sequence of organisms, and figuring out how to interpret these "texts" is now the focus of much of contemporary research in molecular biology and genetics. This course will concentrate on the origin, function, and evolution of central features of eukaryotic genomes, including gene structure, genome size, repeated sequences, and the complexity of gene regulation. Students will develop the ability to evaluate the contribution of neutral and adaptive processes in shaping genome complexity through: (1) critical evaluation of the primary research literature, (2) investigation of genome structural variation using wet-lab approaches and publically available genomic data, and (3) an original research project.

Class Format: lectures, three hours a week; laboratory, three hours a week; the laboratory projects will require additional time outside of class hours

Requirements/Evaluation: four exams, written responses and in-class discussion of papers, laboratory reports, and oral presentation of an independent laboratory project

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

Prerequisites: BIOL 202

Enrollment Limit: 24

Enrollment Preferences: Biology majors

Expected Class Size: 24

Distributions: (D3)

Spring 2019

LEC Section: 01     MWF 11:00 am - 11:50 am     David W. Loehlin
LAB Section: 02     T 1:00 pm - 4:00 pm     David W. Loehlin
LAB Section: 03     W 1:00 pm - 4:00 pm     David W. Loehlin

BIOL 402 (S) Rapid Evolution in Ecology

Darwin believed that evolution was a slow process. Until recently, the impact of evolutionary changes on short-term ecological studies was considered to be minimal. However, empirical documentation of rapid, directly observed evolution has changed this view and has led to an increased focus on the joint dynamics of evolution and ecology including community genetics, niche construction, and evolutionary rescue. In this course, we first focus on the literature presenting the evidence for rapid evolutionary change in natural and experimental populations. Then, we explore the consequences of rapid evolutionary change for our understanding of population, community, and ecosystem ecology including the impacts that evolutionary changes have for conservation efforts and predicting the response of organisms to global environmental and climate change.

Class Format: seminar

Requirements/Evaluation: Evaluation will be based on participation in discussions, several short papers and presentations.

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

Prerequisites: BIOL 202

Enrollment Limit: 12
BIOL 405 (F)  Sociobiology  (WI)
Sociobiology, or the study of social behavior, has challenged the limits of evolutionary theory since Darwin described the non-reproducing castes among social insects (i.e., eusociality) as "one special difficulty." Inclusive fitness theory and Hamilton's rule--that an altruistic act can evolve where the benefit to related individuals exceeds the cost to the actor--potentially resolves Darwin's paradox. Nevertheless, explanations including delayed fitness benefits and ecological constraints have been suggested as alternatives to inclusive fitness theory. Moreover, the theoretical justification for inclusive fitness theory has recently been vigorously challenged. This course will use readings from the primary literature to examine the evidence for inclusive fitness as a potential explanation for topics including the evolution of helping behavior, eusociality and its relationship to extraordinary sex ratios, and spiteful behavior. Other topics that we will cover include the evolution of deceit and self deception.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on five (4-5-page) papers; tutorial presentations, & the student's effectiveness as a critic
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 202 and either BIOL/ENVI 203 or 204 or 302 or 305 or permission of instructor; open to juniors and seniors
Enrollment Limit: 10
Enrollment Preferences: senior Biology majors who have not taken a 400-level course
Expected Class Size: 10
Department Notes: satisfies the distribution requirement in the Biology major
Distributions: (D3) (WI)
Not offered current academic year

BIOL 407 (S)  Neurobiology of Emotion
Crosslistings: NSCI347 / BIOL407
Primary Crosslisting
Emotion is influenced and governed by a number of neural circuits and substrates, and emotional states can be influenced by experience, memory, cognition, and many external stimuli. We will read and discuss articles about mammalian neuroanatomy associated with emotion as defined by classic lesion studies, pharmacology, electrophysiology, fMRI imaging, knockout mouse studies, as well as new opti-genetic methods for investigating neural circuit function in order to gain an understanding of the central circuits and neurotransmitter systems that are implicated in emotional processing and mood disorders.

Class Format: discussion, three hours per week
Requirements/Evaluation: evaluation will be based on class participation and several short papers
Prerequisites: BIOL 202 and 212; open to juniors and seniors
Enrollment Limit: 12
Enrollment Preferences: senior Biology majors who have not taken a 400-level Biology course; then to eligible NSCI concentrators
Expected Class Size: 12
Department Notes: does not satisfy the distribution requirement in the Biology major
Distributions: (D3)
Attributes: BIMO Interdepartmental Electives; NSCI Group A Electives
Not offered current academic year

BIOL 408 (S)  RNA Worlds
Ribonucleic acids (RNAs) serve as genomes, catalysts, messengers, adaptors, regulators, structural components, and evolutionary substrates.
Non-coding RNAs such as microRNAs, ribozymes, and small interfering RNAs control a diverse range of biological processes including plant and animal development, translation, epigenetic chromosome silencing, and cancer. This course explores recently discovered non-coding RNAs and considers evidence for their mechanisms of action. Through extensive reading of primary literature, we will analyze experimental investigations that reveal our current understanding of the functions and evolution of non-coding RNAs in all three domains of life.

Class Format: discussion, three hours per week

Requirements/Evaluation: evaluation will be based on class participation and several short papers

Prerequisites: BIOL 202; open to juniors and seniors

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level course & BIMO concentrators

Expected Class Size: 12

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

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives;

Not offered current academic year

BIOL 409 (F) Cultural Evolution in Biological Systems (WI)

The evolution of genetically transmitted traits has been the subject of extensive study since the "modern synthesis" combined Darwin's and Mendel's ideas--later enriched by molecular approaches to developmental biology. More recently, the study of evolution has been extended to traits that are transmitted via social learning. The cultural evolution that occurs in such behavioral traits has many parallels with evolution based on genes: errors and innovation correspond to genetic mutations, immigration may bring in new forms of the behavior, and population bottlenecks can result in loss of behavioral traits. However, there is also a crucial difference between genetic and social transmission of traits: social learners can potentially acquire traits from many members of their population, including unrelated individuals. This difference has many implications, including the acceleration of the evolutionary time scale. We will explore the ways socially learned behaviors evolve, using systems such as tool use (primates, crows), vocal learning (songbirds, orcas), and social organization (baboons). Among the topics we will consider are the role of neutral models and random processes, how neural constraints guide social learning, how social status influences the choice of tutors, and how competition and sexual selection drive changes in learned behavior. We will also consider how these processes interact and how they generate differences as well as parallels between cultural and genetic evolution.

Class Format: tutorial

Requirements/Evaluation: five 4- to 5-page papers; five 1-2 page response papers; tutorial presentations; contribution to the intellectual enterprise

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

Prerequisites: BIOL 305 or BIOL 204

Enrollment Limit: 10

Enrollment Preferences: senior Biology majors

Expected Class Size: 10

Department Notes: satisfies the distributional requirement for the Biology major

Distributions: (D3) (WI)

Attributes: Linguistics;

Not offered current academic year

BIOL 410 (S) Nanomachines in Living Systems

Through reading and discussing the primary literature, this course will explore how nanometer-sized biological molecules like proteins perform functions that require integration of information and transmission of force at much larger scales, microns and above. These nanoscale proteins will be considered as nanomachines that can transform a chemical energy into a mechanical one. We will focus on the cytoskeleton, which gives cells their shape, organizes the internal parts of cells and provides mechanical support for essential cellular processes like cell division and movement. An emphasis will be placed on how the biochemical properties of actin, actin-binding proteins and motors are used to generate mechanical force necessary for the respective biological function. Topics will include some controversial and emerging hypotheses in the field: sliding versus depolymerizing hypotheses for constriction of the contractile ring in cytokinesis, roles of cytoskeleton in pathogen entry and propagation, organelle...
dynamics, polarity establishment in cell migration, immunological synapse and neuronal function.

Class Format: discussion, three hours per week

Requirements/Evaluation: class participation and several short papers

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

Prerequisites: BIOL 202; open to juniors and seniors

Enrollment Limit: 24

Enrollment Preferences: senior Biology majors who have not taken a 400-level course, then juniors

Expected Class Size: 24

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

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives;

Not offered current academic year

BIOL 412 (S) Neural and Hormonal Basis of Hunger

Crosslistings: NSCI342 / BIOL412

Primary Crosslisting

Hunger and satiety are highly regulated behavioral states that maintain energy homeostasis in animals. This course will focus on readings from the primary literature to track numerous recent advances in how the brain and endocrine systems regulate appetite. Topics include how organ systems communicate with the brain to regulate appetite, how different populations of neurons in the brain interact to regulate appetite, how brain systems that regulate appetite affect other behaviors, and how the neural and hormonal basis of hunger compare with brain systems that regulate other homeostatic systems such as thirst. By tracing the advances in appetite regulation within the past decade, we will also trace the advent of cutting-edge molecular, genetic, and optical-based tools that are transforming multiple fields within physiology and neuroscience. Students in this class will have the opportunity to improve skills in written and oral scientific presentation.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on written assignments, oral presentations, and participation

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

Prerequisites: BIOL 205 or BIOL/PSYC 212, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: seniors who have not taken a 400-level course

Expected Class Size: 12

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

Distributions: (D3)

Attributes: NSCI Group A Electives

Not offered current academic year

BIOL 413 (S) Global Change Ecology  (WI)

Crosslistings: ENVI423 / BIOL413

Primary Crosslisting

Plants and animals are increasingly faced with rapid environmental change driven by human activities across the globe. How do they cope with challenges imposed by climate change, altered nutrient cycling, biological invasions, and increased urbanization? What are the impacts of organismal responses at the population and community level? This course uses an integrative approach to understand the impacts of global change at multiple levels of biological organization in both aquatic and terrestrial environments. We examine how global-scale environmental changes affect the distribution and abundance of species and alter community organization. We also consider the physiological and behavioral mechanisms underlying species responses and the role of acclimation versus adaptation in coping with rapid environmental change. Finally, we learn the analytical tools used to predict future responses to global change. Class discussions will focus on readings drawn from the primary literature.

Class Format: seminar
BIOL 414 (S) Life at Extremes: Molecular Mechanisms

All organisms face variability in their environments, and the molecular and cellular responses to stresses induced by environmental change often illuminate otherwise hidden facets of normal physiology. Moreover, many organisms have evolved unique molecular mechanisms, such as novel cellular compounds or macromolecular structural modifications, which contribute to their ability to survive continuous exposure to extreme conditions, such as high temperatures or low pH. This course will examine how chaperonins, proteases, and heat- and cold-shock proteins are regulated in response to changes in the external environment. We will then consider how these and other molecular mechanisms function to stabilize DNA and proteins and, ultimately, cells and organisms. Other extreme environments, such as hydrothermal vents on the ocean floor, snow fields, hypersaline lakes, the intertidal zone, and acid springs provide further examples of cellular and molecular responses to extreme conditions. Biotechnological applications of these molecular mechanisms in areas such as protein engineering will also be considered. Class discussions will focus upon readings from the primary literature.

Class Format: discussion, three hours per week

Requirements/Evaluation: evaluation will be based on class participation and several short papers

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

Prerequisites: BIOL 202; open to juniors and seniors

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level course; then juniors

Expected Class Size: 12

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

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives; MAST Interdepartmental Electives

Spring 2019

SEM Section: 01 TR 9:55 am - 11:10 am Sonya K. Auer
SEM Section: 02 TR 11:20 am - 12:35 pm Sonya K. Auer

BIOL 417 (F) Translational Immunology: From Bench to Bedside

Recent advances in the field of immunology have led to the development of new approaches to prevent and treat diseases that affect millions of people worldwide. Drugs that modulate the body’s natural immune response have become powerful tools in treating the world’s major diseases--infection, autoimmunity and cancer. This course will use readings from the primary literature to explore central themes involved in translating basic research to new clinical and therapeutic approaches. Topics will include vaccine development, transplantation immunology, autoimmunity and cancer immunotherapy.

Class Format: seminar/conference

Requirements/Evaluation: evaluation will be based on class participation and several short papers
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** BIOL 202; open to juniors and seniors

**Enrollment Limit:** 12

**Enrollment Preferences:** senior biology majors who have not taken a 400-level course; then juniors

**Expected Class Size:** 12

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

**Distributions:** (D3)

**Attributes:** PHLH Biomedical Determinants of Health

*Not offered current academic year*

**BIOL 418 (F) Signal Transduction to Cancer**

Division of normal cells is a highly regulated process based on input from both intrinsic and extrinsic signals. The cell's response to its environment affects all aspects of cell behavior: proliferation, death, differentiation and migration. The goal of the course is to understand the molecular mechanisms of signal transduction that guide normal cell behavior and how disruptions in this process can lead to cancer. We will focus on the Hedgehog-Gli signaling pathway that is activated in 30% of all known cancers. Genetic studies will serve as an introduction to the components of the pathway, followed by an examination of the molecular mechanisms of signal reception, transduction of intracellular information, scaffolding and transcriptional targets. The final section of the course will investigate how high throughput screens, medicinal chemistry studies and mouse models are used to identify small molecular inhibitors of pathway components. We will consider the effectiveness of these inhibitors in pharmacological studies, clinical trials and potential cancer treatments.

**Class Format:** seminar

**Requirements/Evaluation:** four papers

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

**Prerequisites:** BIOL 202 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors and then juniors

**Expected Class Size:** 12

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

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives;

Fall 2018

SEM Section: 01 TR 8:30 am - 9:45 am Robert M. Savage

SEM Section: 02 TR 9:55 am - 11:10 am Robert M. Savage

**BIOL 422 (F) Ecology of Sustainable Agriculture**

A seminar/field course investigating patterns, processes, and concepts of stability in human-dominated, food production ecosystems. As a capstone course, the course will draw upon the experiences that students have had in biology and environmental studies courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of food production, distribution systems, nutrient pools and processing in human dominated ecosystems. Two extensive field trips will be taken to agricultural operations in the region. Each student will present a seminar on a topic requiring extensive reading of primary resources and is responsible for leading the discussion that ensues. Reading question paper assignments will be due prior to the seminar. Criticism paper assignments will be made at approximately bi-weekly intervals and due two days after the seminar to which they relate.

**Class Format:** seminar; two 75 minute sessions per week

**Requirements/Evaluation:** evaluation will be based on writing assignments, seminar presentation, and course participation

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

**Prerequisites:** BIOL/ENVI 203 or BIOL 302 or permission of instructor
Enrollment Limit: 16

Enrollment Preferences: senior Biology and Environmental Studies Majors and Environmental Studies Concentrators; then Junior majors/concentrators, then seniors, then juniors

Expected Class Size: 12

Department Notes: Satisfies the distribution requirement in Biology; the ENVS biology track; the Natural World distributional requirement of the Environmental Studies program

Distributions: (D3)

Attributes: ENVI Natural World Electives; PHLH Nutrition, Food Security + Environmental Health

Fall 2018

SEM Section: 01 Cancelled

BIOL 430 (F) Genome Sciences: At the Cutting Edge (WI)
Research in genomics has integrated and revolutionized the field of biology, including areas of medicine, plant biology, microbiology, and evolutionary biology. Moreover, recent developments in "metagenomics" (genomic studies of entire communities of microorganisms in natural environments, such as the mammalian gut and the deep sea) and "metatranscriptomics" (studies of genome wide changes in expression and mRNA levels in natural communities of organisms) have generated unprecedented knowledge about the genomic potential of a community and the in situ biological activity of different ecological niches. In this course we will explore how research in these and related areas, including proteomics, have advanced our fundamental understanding of (1) organisms in the three domains of life, and their interactions and evolutionary relationships; (2) biological systems and environments, such as the human body, extreme environments, and the oceans; (3) strategies for solving global challenges in medicine, agriculture, energy resources, and environmental sciences. During the course, students will meet each week for one hour with a tutorial partner and the instructor. Every other week, students will present a written and oral critical analysis of the assigned research articles. On alternate weeks, students will question/critique the work of their colleague.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on five (4-5 page) papers, tutorial presentations, and the student's effectiveness as a critic

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

Prerequisites: BIOL 202

Enrollment Limit: 10

Enrollment Preferences: open to juniors and seniors; senior Biology majors who have not taken a 400-level course

Expected Class Size: 10

Department Notes: BIMO, BIGP; does not satisfy the distribution requirement in the Biology major

Distributions: (D3) (WI)

Attributes: BGNP Recommended Courses; BIMO Interdepartmental Electives;

Not offered current academic year

BIOL 432 (F) Evolutionary Genetics
The synthesis of evolutionary processes with the mechanistic understanding of genetics has lent insight into many mysteries of life. The goal of this course is to explore the interface between evolution and genetics to make sense of fundamental biological processes. For example, why do we expect that male and female offspring occur in 50:50 ratios? How and why do unusual sex-ratios occur? Other topics include: conflict among genes, evolution of allelic dominance, adaptation at the molecular level, and genetics of speciation. Class discussion and written assignments will emphasize critical evaluation and synthesis of the scientific literature.

Class Format: seminar

Requirements/Evaluation: class participation and several short papers

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

Prerequisites: BIOL 202; open to juniors and seniors

Enrollment Limit: 12

Enrollment Preferences: seniors who have not taken a 400 level course, then juniors and Biology majors
BIOL 493 (F) Senior Thesis Research: Biology

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Department Notes: Senior majors and concentrators are required to participate in Biology Colloquium, which are scheduled for most Fridays at 1:10pm

Distributions: (D3)

Fall 2018

HON Section: 01 TBA Steven J. Swoap

BIOL 494 (S) Senior Thesis Research: Biology

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D3)

Spring 2019

HON Section: 01 TBA Lois M. Banta

BIOL 499 (S) Biology Colloquium

Scientists from around the country who are on the cutting edge of biological research come to talk about their work. Students of Biology at any level are welcome.

Class Format: lecture

Extra Info: this is not a for-credit course; registration is not necessary to attend

Not offered current academic year
MAJOR

Through a variety of individual courses and sequential programs, the department provides an opportunity for students to explore the nature and significance of chemistry, an area of important achievement in our quest for knowledge about ourselves and the world around us. The student of chemistry is able to become aware of the special viewpoint of chemists, the general nature of chemical investigation, some of its important results, how these results are expressed, and something of their significance within the fields of science and in the area of human endeavor as a whole. The Chemistry major provides excellent preparation for graduate study in chemistry, biochemistry, chemical engineering, environmental science, materials science, medicine, and the medical sciences.

A major in chemistry can be achieved in several ways, preferably beginning in the student’s first year at Williams, but also beginning in the sophomore year. Building on a foundation in general chemistry, organic chemistry, and physical chemistry, a student elects additional advanced courses to complete a major that is consistent with their background in other sciences, interests, and goals. A student’s program might emphasize biochemistry, organic chemistry, physical chemistry, or inorganic chemistry, with additional courses available in analytical chemistry, environmental science, and materials science. Students considering a major in chemistry should consult with a member of the department as early as possible in order to plan a program which best suits their interests and abilities and which makes full use of their previous preparation.

All students begin their study in the department with either Chemistry 151, 153, or 155. Placement at the introductory level is based upon performance on the departmental placement test results and consultation with the chair; results of the College Board Advanced Placement Test or the International Baccalaureate Exam are also taken into account. The first year is completed with Chemistry 156. In the second year at the introductory level, students take Chemistry 251 (or 255) and Chemistry 256 (those students who complete 155 are exempted from 256). Completion of a Chemistry major requires either nine semester chemistry courses or eight semester chemistry courses plus two approved courses from among the following: Biology 101; Computer Science 134; Mathematics 130, 140, 150, 151; Physics 131, 141; or any courses in these departments for which the approved courses are prerequisites. CHEM 155 counts for two courses toward the major, but a single course toward graduation credit. Starting at the 300 level, at least three of the courses taken must have a laboratory component, and at least one must be selected from Chemistry 361, 366, 364, or 367. (The specific course elected, in consultation with the chair or major advisor, will depend on the student’s future plans.) In addition, the department has a number of “Independent Research Courses” which, while they do not count toward completion of the major, provide a unique opportunity to pursue an independent research project under the direction of a faculty member.

Foundational Courses

First Year

Fall: 151,153 or 155 Gateway courses

Spring: 156 Organic Chemistry: Introductory Level

Second Year

Fall: 251 (or 255) Organic Chemistry: Intermediate Level

Spring: 256 Advanced Chemical Concepts (or 300-level if completed 155)

Elective Courses

319 Integrative Bioinformatics, Genomics, and Proteomics Lab

321 Biochemistry I-Structure and Function of Biological Molecules

322 Biochemistry II-Metabolism

324 Enzyme Kinetics and Reaction Mechanisms
For the purpose of assisting students in selecting a program consistent with their interests and possible continuation of their studies at the graduate level, the following groupings of electives and faculty advisors are suggested. However, a case can be made for selecting courses from the different groups.

**Biochemistry:** Chemistry 321, Chemistry 322, Chemistry 324, Chemistry 326, Chemistry 341, Chemistry 364, Chemistry 367. Students interested in biochemistry should consult with Professors Blair, Gehring, Hart, or Rawle.

**Organic Chemistry:** Chemistry 341, Chemistry 342, Chemistry 343, Chemistry 344T, Chemistry 348, Chemistry 364, Chemistry 366, Chemistry 368T. Students interested in organic chemistry should consult with Professors Blair, S. Goh, Richardson, or Smith.

**Physical and Inorganic Chemistry:** Chemistry 335, Chemistry 336, Chemistry 338, Chemistry 361, Chemistry 364, Chemistry 366, Chemistry 368T. Students interested in physical chemistry should consult with Professors Carrasquillo, Peacock-López, or Thoman. Students interested in inorganic chemistry should consult with Professors C. Goh or Park. Students interested in materials science should consult with Professors C. Goh or Park. Students interested in environmental chemistry should consult with Professor Carrasquillo.

While any accepted route through the major would permit a student to proceed to graduate study in chemistry, four electives should be considered a minimum, and at least a semester of research is strongly recommended.

The department’s curriculum is approved by the American Chemical Society (A.C.S.), a professional body of academic, industrial, and research chemists. The A.C.S. suggests the following courses for someone considering graduate study or work in chemistry or a related area: 151 (153 or 155), 156, 251 (255), 256, 321, 335, 364, 361 (366 or 367) and at least 4 courses (two of which must have a laboratory component) from our remaining upper level electives: 319, 322, 324, 326, 336, 338, 341, 342, 343, 344T, 348, 361, 366, 367, 368T, 493, 494, 497, 498, BIMO 401. In addition, students are strongly encouraged (though not required) to pursue independent research in some form. Students completing these requirements can be designated Certified A.C.S. Majors.

**BIOCHEMISTRY AND MOLECULAR BIOLOGY (BIMO)**

Students interested in Biochemistry and Molecular Biology should consult with the general statement under the Biochemistry and Molecular Biology Program (BIMO) in the Courses of Instruction. Students interested in completing the BIMO program are also encouraged to complete the biochemistry courses within the chemistry major by taking 321, 322, 324, and 367 in addition to the first and second year required courses.
BIOINFORMATICS, GENOMICS, AND PROTEOMICS (BiGP)

Students interested in Bioinformatics, Genomics, and Proteomics should consult the general statement under Bioinformatics, Genomics, and Proteomics in the Courses of Instruction. Students interested in these areas are also encouraged to complete the biochemistry courses within the chemistry major by taking 319, 321, 322, 324 and 367 in addition to the first and second year required courses.

MATERIALS SCIENCE

Students interested in Materials Science are encouraged to elect courses from the Materials Science program offered jointly with the Physics Department, and should consult that listing.

THE DEGREE WITH HONORS IN CHEMISTRY

The degree with honors in Chemistry provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, and to report on the nature of the work in two short oral presentations and in a written thesis.

Chemistry majors who are candidates for the degree with honors take the following in addition to a major outlined above:

Chemistry 493-W31-494 Senior Research and Thesis

The principal considerations in admitting a student to a program of independent research are mastery of fundamental materials and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation. In addition, to enroll in these courses leading to a degree with honors, a student must have at least a B- average in all chemistry courses or the permission of the chair. At the end of the first semester of the senior year, the department reviews the student’s progress and determines whether the student is a candidate for a degree with honors. The designation of a degree with honors in Chemistry or a degree with highest honors in Chemistry is based primarily on a departmental evaluation of the accomplishments in these courses and on the quality of the thesis. Completion of the research project in a satisfactory manner and preparation of a well-written thesis usually results in a degree with honors. In cases where a student has demonstrated unusual commitment and initiative resulting in an outstanding thesis based on original results, combined with a strong record in all of their chemistry courses, the department may elect to award a degree with highest honors in Chemistry.

EXCHANGE AND TRANSFER STUDENTS

Students from other institutions wishing to register for courses in chemistry involving college-level prerequisites should do so in person with a member of the Chemistry Department. Registration should take place by appointment during the spring semester prior to the academic year in which courses are to be taken. Students are requested to have with them transcripts of the relevant previous college work.

COURSES FOR NON-MAJORS WITH NO PREREQUISITES

Students with principal interests outside of the sciences may extend a secondary school foundation in chemistry by electing a basic two-semester introductory course of a general nature or they may elect semester courses designed for non-majors. All courses in chemistry satisfy the divisional distribution requirement.

STUDY ABROAD

Students who wish to complete a chemistry major (or chemistry requirements for pre-medical study) as well as to study abroad during their junior year are encouraged to begin taking chemistry in their first semester at Williams, and should consult with members of the department as early as possible.

FAQ

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

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

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. We can give provisional approval in some cases if enough detail is available, but we always ask to see the details after the course is completed before signing off on the major credit.

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

Course title and description, complete syllabus, including readings/assignments, and complete description of laboratory program. The biggest question is whether or not there is a lab component of the course and whether it is sufficient to fulfill the equivalent lab experience of Williams courses.

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

No official restrictions, but we advise our students to take the majority of their chemistry courses at Williams.

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

Yes. We have several special requirements. Only one non-lab class can be used toward the upper-level major requirements. This is usually the
restriction that causes difficulty with study abroad—where appropriate lab courses may not be available. One of the lab courses must also meet our departmental “quantitative requirement.” In principle, this could be met by a course taken abroad, but we would likely be more conservative in authorizing this equivalency.

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

No. In principle, all major requirements could be filled abroad, but laboratory programs abroad are not always sufficiently rigorous to meet our standards. We look for at least 40 hours of wet-lab time for the lab component. Importantly, this cannot be work in a professor's research lab, but must be “exercises” giving our students practice with standard techniques and methods of analysis.

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

Yes. The lab requirements that I've mentioned above are the main complicating factors. Also our first two years of (“introductory”) chemistry courses are taught in an unconventional way. If a student had not yet completed all four of those courses before studying abroad, they would need to be aware of special timing that might complicate things. For our first two years of instruction, we teach one semester of introductory chemistry followed by two semesters of organic chemistry, and top things off with a final semester of a course that is somewhat specific to Williams. There are ways to take “equivalent” courses elsewhere, but we would need to work very closely with the student to ensure that all of the pieces fit together appropriately.

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

None to date, but there may have been times when the lab component of a course was not sufficient and we were only able to assign major credit for a non-lab course instead of a course-with-a-lab.

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

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

Class Format: afternoons

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

Prerequisites: none

Enrollment Limit: 12

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

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

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

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

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

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

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

Prerequisites: after signing up for this course please email Nicole at nicole@zentreewellness.com with a brief statement describing your interest in the course and what you hope to achieve in it

Enrollment Limit: 15

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

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

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Nicole Anagnos

CHEM 14 (W) Epidemiology, Public Health, and Leadership in the Health Professions

Crosslistings: PHLH14 / ANSO14 / CHEM14

Secondary Crosslisting

More and more, decisions in the health professions are being made on evidence from the medical literature rather than solely from the “experience” of the physician or other health practitioner. What kinds of questions (hypotheses) are being asked, and how are they answered, and answered reliably? How does a conscientious health professional keep up with this evidence and evaluate it both critically and efficiently? After a brief introduction to the history of epidemiology, the class will study a selection of “unknown” historic epidemics, and contemporary data sets in small groups, and present their conclusions in class. The remainder of roughly the middle third or so of the class will explore systematically the approaches and research designs epidemiologists use to answer, among others, questions of treatment effectiveness, preventive strategies, and to study cause and effect, e.g., is this exposure reliably related to an outcome of interest. And finally, how does one decide whether that relationship might be a causal one, and therefore actionable. The various research design applications will be illustrated by appropriate historic—some from the “canon” of the public health and clinical literature—or by more current papers. Although the first two weeks of this ambitious course is more about design issues than one of current topics in public health, about week 3—through lecture and perhaps student presentations—will apply the methodological “tool kit” to major current athletic health issues, e.g., athletic concussions and their short and long-term effects. The last week of the course the class will operate as a Journal Club, with individual and/or groups of students responsible for presenting and critiquing the design, conduct and analysis of a paper(s) concerning a current issue. These presentations may also look at athletic health issues. This WS course is designed to be a serious academic experience, with the rigor of a regular course. Adjunct Instructor Bio: Dr. Wright is a medical epidemiologist who first worked with maternal and child health and family planning programs in Alabama and Georgia. Later, after training as an EIS officer at the CDC, he was a resident consultant to both the Sri Lankan and Thai Ministries of Public Health. Still later, he was a faculty member in the Robert Wood Johnson Medical School, in New Jersey.

Class Format: at least three times a week for a total of 6 hours

Requirements/Evaluation: 10-page paper, final project

Prerequisites: course in Biostat helpful, but not required

Enrollment Limit: 18

Department Notes: all interested students will be interviewed by the instructor

Materials/Lab Fee: Cost of books
CHEM 16 (W) Glass and Glassblowing
Crosslistings: ARTS16 / CHEM16

Primary Crosslisting

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

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

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

Prerequisites: none

Enrollment Limit: 10

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

Materials/Lab Fee: $75

Distributions: (D3)

Attributes: EXPE Experiential Education Courses

CHEM 18 (W) Introduction to Research in Biochemistry

An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, and the molecular basis of bacterial gene regulation.

Class Format: daily

Requirements/Evaluation: a 10-page written report

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

Enrollment Limit: POI

Enrollment Preferences: expression of student interest

Department Notes: enrollment limited to space in faculty research lab; since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the department chair before electing this course

Materials/Lab Fee: $0

Distributions: (D3)

CHEM 19 (W) Methods in Environmental Chemistry

Crosslistings: CHEM19 / ENVI19
Primary Crosslisting

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

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

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

Enrollment Limit: 10

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

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Anthony J. Carrasquillo

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

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

Class Format: mornings

Requirements/Evaluation: a 10-page written report

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

Enrollment Limit: POI

Enrollment Preferences: expression of student interest

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    M-F 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm   John W. Thoman

CHEM 24 (W)  Introduction to Research in Physical Chemistry

An independent experimental project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, molecular modeling of water clusters, laser spectroscopy of chlorofluorocarbon substitutes, and observing the dynamics in glasses using single molecule spectroscopy and molecular dynamics simulations.

Class Format: mornings

Requirements/Evaluation: a 10-page written report

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

Enrollment Limit: POI

Enrollment Preferences: expression of student interest

Materials/Lab Fee: $0

Distributions: (D3)
CHEM 31 (W) Senior Research and Thesis: Chemistry
To be taken by students registered for Chemistry 493, 494.
Class Format: independent study
Distributions: (D3)

CHEM 99 (W) Independent Study: Chemistry
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D3)

CHEM 113 (F) Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science
In this course, designed for students who do not plan to major in the natural sciences, we use a case-oriented approach to explore selected topics of forensic science. These include: (1) the scientific and technological foundation for the examination of physical, chemical, and biological items of evidence, and (2) the scope of expert qualifications and testimony, the legal status of scientific techniques, and the admissibility of the results in evidence. The analysis of trace evidence, including glass, soil, gunpowder residues and bullet fragments, and inorganic and heavy metal poisons are discussed through an understanding of the basic concepts of chemistry and analytical chemistry. Forensic toxicology and pharmacology are applied to the analysis of alcohol, poisons, and drugs based upon the principles of organic chemistry and biochemistry. The characterization of blood and other body fluids necessitate an understanding of serology and molecular genetics. The cases which stimulate the exploration of these areas include: the John and Robert Kennedy assassinations, the Jeffrey MacDonald case (*Fatal Vision*), the Wayne Williams case, the deaths of celebrities Marilyn Monroe, John Belushi, and Janis Joplin, the authenticity of the Shroud of Turin, the Casey Anthony case, the Tylenol poisonings, and the identity of Anastasia. Interactive demonstration sessions provide an appreciation of scientific experimentation in general and the work of a crime lab in particular. It includes an analysis of evidence and provides an opportunity to learn forensic techniques such as chromatography (for ink, drug, and fire accelerant analysis), spectroscopy (for alcohol and drug analysis), and electrophoresis (for DNA fingerprinting).
Class Format: lecture, three times per week
Requirements/Evaluation: evaluation is based on problem sets and/or quizzes, hour tests, a final exam, and papers
Prerequisites: none; designed for the non-science major who does not intend to pursue a career in the natural sciences; not open to students who have taken CHEM 151, 153, 155, 156/251, or 256
Enrollment Limit: 30
Enrollment Preferences: seniors and juniors
Expected Class Size: 30
Distributions: (D3)
Attributes: SCST Elective Courses
Not offered current academic year

CHEM 115 (F) AIDS: The Disease and Search for a Cure
Since the discovery of the human immunodeficiency virus (HIV-1) in 1983, modern techniques of molecular biology have revealed much about its structure and life cycle. The intensity of the scientific investigation directed at HIV-1 is unprecedented in history. We now know more about this virus than any other known pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine has now waned and HIV strains that are resistant to drug therapies are common. We are now three decades into the AIDS pandemic and the World Health Organization estimates that there are more than 34 million HIV-infected persons worldwide. After an introduction to chemical structure, we examine the molecular biology of the HIV virus, the molecular targets of anti-HIV drugs, and the prospects for a cure. We look at how HIV-1 interacts with the human immune system and discuss prospects for developing an effective HIV vaccine.

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

**Requirements/Evaluation:** evaluation is based on problem sets, a midterm, quizzes, a final exam, and a presentation/discussion

**Prerequisites:** none; designed for the non-science major who does not intend to pursue a career in the natural sciences

**Enrollment Limit:** 45

**Expected Class Size:** 45

**Distributions:** (D3)

**Attributes:** PHLH Biomedical Determinants of Health; SCST Related Courses

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**CHEM 116 (S) Chemistry and Physics of Cooking** (QFR)

Cooking is a creative and artistic process, but it is based on fundamental chemical and physical principles. In this course, which is intended for students who do not plan to major in the natural sciences, we explore these scientific principles and their application to the kitchen. We draw on edible examples such as chemical bonding and intermolecular forces (salting, emulsification, and spherification), acid-base chemistry (leavening, making jam, and macaroni and cheese), kinetics and thermodynamics (cooking styles and times), states of matter (carbonation, ices, foams, and gels), types of chemical reactions (baking bread, grilling vegetables, tenderizing meat), and energy transfer (kitchen equipment and gadgets). The kitchen is a laboratory—in the classroom, we carry out experiments to demonstrate and to test these scientific concepts. This course also considers the science behind contemporary ideas in cooking known as "modernist cuisine" and/or "molecular gastronomy". Bon appetit!

**Class Format:** lecture

**Requirements/Evaluation:** weekly quizzes and problem sets, two exams, and a paper

**Prerequisites:** none, but students who have not taken high school chemistry should consult the instructor

**Enrollment Limit:** 45

**Enrollment Preferences:** seniors and juniors; not appropriate for CHEM, BIOL, or PHYS majors, or for those for have taken CHEM 151, 153, or 155

**Expected Class Size:** 45

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

Not offered current academic year

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**CHEM 151 (F) Introductory Chemistry** (QFR)

This course provides an introduction to chemistry for those students with little or no high school chemistry. Students will be introduced to concepts fundamental to studying matter at the molecular level. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilibrium, acid-base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation-reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education.

**Class Format:** lecture, three times per week; laboratory, four hours per week

**Requirements/Evaluation:** evaluation is based on frequent electronic and quantitative written weekly problem set assignments, laboratory work and reports, quizzes, two tests, and a final exam

**Extra Info:** information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/
CHEM 153 (F)  Concepts of Chemistry  (QFR)

This course broadens and deepens the foundation in chemistry of students who have had typically one year of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, and the model of an atom is expected. Principal topics for this course include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies. Laboratory work includes synthesis, qualitative and quantitative chemical analysis, and molecular modeling. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamental ideas of chemistry as part of their general education.

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

Requirements/Evaluation: evaluation is based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam

Extra Info: information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: all students are required to take the online Chemistry Placement Test prior to registering for the course (and incoming first year students are required to meet with a faculty member during First Days)

Enrollment Limit: 16/lab

Enrollment Preferences: incoming first year students also must meet with a faculty member during First Days

Expected Class Size: 70

Department Notes: one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses;

Fall 2018

LEC Section: 01  MWF 9:00 am - 9:50 am  John W. Thoman
LAB Section: 02  M 1:00 pm - 5:00 pm  John W. Thoman
LAB Section: 03  T 1:00 pm - 5:00 pm  Bob Rawle
LAB Section: 04  W 1:00 pm - 5:00 pm  Bob Rawle
CHEM 155 (F) Principles of Modern Chemistry (QFR)

This course is designed for students with strong preparation in secondary school chemistry, including a laboratory experience, such as provided by an Advanced Placement chemistry course (or equivalent) with a corresponding score of 5 of the AP Chemistry Exam (or a 7 on the IB Exam, or equivalent). Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, industrial, environmental, biological, and medicinal chemistry. Laboratory work includes synthesis, characterization, and reactivity of coordination complexes, electrochemical analysis, materials chemistry, qualitative analysis, and molecular modeling. This course is of interest for students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for students who want to explore the fundamental ideas of chemistry as part of their general education.

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

Requirements/Evaluation: evaluation is based on weekly problem sets, laboratory work and reports, an hour test, and a final exam

Extra Info: information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: students planning to enroll are required to take the Chemistry Placement Survey prior to registering; incoming first year students are required to meet with faculty during First Days; for more information go to http://chemistry.williams.edu/placement/

Enrollment Limit: 16/lab

Enrollment Preferences: CHEM 151 is an introductory course for students with no or little chemistry background. Students who have studied chemistry for one or more years are directed to CHEM 153 or 155

Expected Class Size: 36

Department Notes: CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses;

Fall 2018

LEC Section: 01 MWF 8:00 am - 8:50 am Anthony J. Carrasquillo
LAB Section: 02 M 1:00 pm - 5:00 pm Anthony J. Carrasquillo
LAB Section: 03 T 1:00 pm - 5:00 pm Anthony J. Carrasquillo
LAB Section: 04 W 1:00 pm - 5:00 pm Enrique Peacock-López

CHEM 156 (S) Organic Chemistry: Introductory Level (QFR)

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkynes. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

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

Requirements/Evaluation: evaluation will be based on quantitative problem sets, laboratory performance, including written lab reports, three midterm exams, and a final exam

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

Prerequisites: CHEM 151 or 153 or 155 or placement exam or permission of instructor

Enrollment Limit: 16/lab
Expected Class Size: 120
Distributions: (D3) (QFR)
Attributes: BIMO Required Courses;

Spring 2019
LEC Section: 01    MWF 9:00 am - 9:50 am     Jimmy A. Blair
LAB Section: 02    M 1:00 pm - 5:00 pm     Jimmy A. Blair
LAB Section: 03    T 1:00 pm - 5:00 pm     Brooke Olson Blair
LAB Section: 04    W 1:00 pm - 5:00 pm     Brooke Olson Blair
LAB Section: 05    R 1:00 pm - 5:00 pm     Jenna L. MacIntire
LAB Section: 06    T 8:00 am - 12:00 pm     Jenna L. Maclntire
LAB Section: 07    M 1:00 pm - 5:00 pm     David P. Richardson
LAB Section: 08    W 1:00 pm - 5:00 pm     Jenna L. Maclntire

CHEM 251 (F) Organic Chemistry: Intermediate Level
This course is a continuation of Chemistry 156 and it concludes the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. Specific topics include radical chemistry, an introduction to mass spectrometry and ultraviolet spectroscopy, the theory and chemical reactivity of conjugated and aromatic systems, the concepts of kinetic and thermodynamic control, an extensive treatment of the chemistry of the carbonyl group, alcohols, ethers, polyfunctional compounds, the concept of selectivity, the fundamentals of organic synthesis, an introduction to carbohydrates, carboxylic acids and derivatives, acyl substitution reactions, amines, and an introduction to amino acids, peptides, and proteins. The coordinated laboratory work includes application of the techniques learned in the introductory level laboratory, along with new functional group analyses, to the separation and identification of several unknown samples. Skills in analyzing NMR, IR, and MS data are practiced and further refined.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on midterm exams, problem sets, laboratory performance, including written lab reports, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CHEM 156 or permission of instructor
Enrollment Limit: 16/lab
Expected Class Size: 100
Distributions: (D3)
Attributes: BIMO Required Courses;

Fall 2018
LEC Section: 01    MWF 10:00 am - 10:50 am     David P. Richardson
LAB Section: 02    M 1:00 pm - 5:00 pm     David P. Richardson
LAB Section: 03    T 1:00 pm - 5:00 pm     Brooke Olson Blair
LAB Section: 04    W 1:00 pm - 5:00 pm     Brooke Olson Blair
LAB Section: 05    R 1:00 pm - 5:00 pm     Brooke Olson Blair
LAB Section: 06    T 8:00 am - 12:00 pm     Jenna L. Maclntire
LAB Section: 07    M 1:00 pm - 5:00 pm     Jimmy A. Blair

CHEM 255 (F) Organic Chemistry: Intermediate Level--Special Laboratory Section
This course is a continuation of CHEM 156 and contains the same material as CHEM 251 except for the laboratory program described below: The aim of this advanced laboratory section is to enrich and enhance the laboratory experiences of motivated students of recognized ability by providing a laboratory program that more closely resembles the unpredictable nature and immediacy of true chemical research. Students synthesize, isolate, and
characterize (using a range of modern physical and spectroscopic techniques) a family of unknown materials in a series of experiments constituting an integrated, semester-long investigation. A flexible format is employed in which the students are responsible for helping to plan the course of their laboratory work based upon discussions with the instructor about the previous week's experimental results. Students are drawn from CHEM 156 with placement based upon student selection and nomination by the CHEM 156 instructor. Participants attend their regular CHEM 251 lecture but attend the special laboratory section instead of a CHEM 251 laboratory section.

**Class Format:** lecture, three hours per week; laboratory, four hours per week; weekly one-hour discussion

**Requirements/Evaluation:** evaluation is based on the requirements for the CHEM 251 lecture and performance in this special laboratory section including written laboratory reports and participation in discussions

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

**Prerequisites:** permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomores

**Expected Class Size:** 12

**Department Notes:** course was developed under a grant from the Ford Foundation

**Distributions:** (D3)

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**CHEM 256 (S) Advanced Chemical Concepts**

This course treats an array of topics in modern chemistry, emphasizing broad concepts that connect and weave through the various subdisciplines of the field—biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. It provides necessary background in chemical science for students who are planning advanced study or a career in chemistry, biological science, geoscience, environmental science, or a health profession. Topics include coordination complexes, thermodynamics, electrochemistry, kinetics, and nuclear chemistry. Laboratory work includes experiments involving synthesis, characterization, and reactivity studies of coordination and organic complexes, spectroscopic analyses, thermodynamics, electrochemistry, kinetics, and nuclear chemistry.

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

**Requirements/Evaluation:** evaluation is based on homework assignments, laboratory work, quizzes, midterm exam and a final exam

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

**Prerequisites:** CHEM 251/255, or permission of instructor

**Enrollment Limit:** 16 lab

**Expected Class Size:** 100

**Department Notes:** for the BIMO concentration, CHEM 256 not required if CHEM 155 was taken

**Distributions:** (D3)

**Attributes:** BIMO Required Courses;

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**CHEM 319 (F) Integrative Bioinformatics, Genomics, and Proteomics Lab** (QFR)
Crosslistings: BIOL319 / CHEM319 / MATH319 / PHYS319 / CSCI319

Secondary Crosslisting

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

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

Distributions: (D3) (QFR)

Attributes: BGNP Core Courses; BIMO Interdepartmental Electives;

Not offered current academic year

CHEM 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Crosslistings: BIOL321 / CHEM321 / BIMO321

Secondary Crosslisting

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from these structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

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

Requirements/Evaluation: evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

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

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

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

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses; BIMO Required Courses;
CHEM 322 (S)  Biochemistry II: Metabolism  (QFR)

Crosslistings: CHEM322 / BIMO322 / BIOL322

Secondary Crosslisting

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

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

Requirements/Evaluation: evaluation is based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated

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

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

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

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses; BIMO Required Courses;

CHEM 324 (S)  Enzyme Kinetics and Reaction Mechanisms

Enzymes are complex biological molecules capable of catalyzing chemical reactions with very high efficiency, stereo-selectivity and specificity. The study of enzymatically-catalyzed reactions gives insight into the study of organic reaction mechanisms in general, and into the topic of catalysis especially. This course explores the methods and frameworks for determining enzymatic reaction mechanisms. These methods are based on a firm foundation of organic reaction mechanisms and chemical kinetics. We will investigate the major types of biochemical reactions, focusing on their catalytic mechanisms and how those mechanisms can be elucidated. We will lay the foundation for this mechanistic consideration with discussion of transition state theory, structure-reactivity relationships, steady state and pre-steady kinetics, use of isotopes, genetic modification, and other tools for
probing enzymatic reactions. We will also examine the catalytic roles of a variety of vitamins and cofactors.

Class Format: lecture, three hours per week

Requirements/Evaluation: evaluation is based on problem sets, quizzes, a midterm exam, a paper, and a final exam

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

Prerequisites: CHEM/BIOL/BIMO 321 or permission of instructor

Enrollment Limit: none

Expected Class Size: 10

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives;

Not offered current academic year

CHEM 326 (F) Chemical Biology: Discoveries at the Interface

Complex biological behavior is driven by the chemistry of biological molecules including secondary messengers, lipids, proteins, and nucleic acids. Chemists and biologists have recognized that manipulating the chemistry of these systems affords a powerful method to regulate and study cellular activity. The burgeoning field of chemical biology encompasses these efforts. This course introduces the tools of chemical biology, focusing on how small chemical molecules directed at biological systems facilitate answering important questions in biology. Building upon this foundation of chemical and biological techniques, this course will study current applications of these techniques through case studies of recent discoveries. Example topics that may be covered include bioconjugation, chemical genetics, extending the genetic code, activity-based probes and fragment-based drug discovery.

Class Format: lecture, three hours per week

Requirements/Evaluation: evaluation is based on class participation, short papers, examinations, and a final research project

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

Prerequisites: CHEM/BIOL/BIMO 321

Enrollment Limit: 19

Expected Class Size: 16

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives;

Fall 2018
LEC Section: 01    TR 9:55 am - 11:10 am    Jimmy A. Blair

CHEM 335 (F) Inorganic/Organometallic Chemistry

This course covers fundamental aspects of the chemistry of transition metals and main group elements and highlights how these properties are key to understanding the roles of these elements in a range of applications, from the catalysis of synthetic organic transformations, the functions of enzymatic processes, the production of commodity chemicals such as plastics, to the actions of metal-based drugs such as cis-platin. The course introduces concepts of symmetry and group theory, and applies them in a systematic approach to the study of the structure, bonding, and spectroscopy of coordination and inorganic compounds. The course also covers the kinetics and mechanism of selected inorganic and organometallic reactions. Through exploration of primary literature and review articles we will discuss recent developments and applications in inorganic chemistry, such as finding molecular solutions to the capture of solar energy, to cancer treatments and to optimizing industrial-scale reactions.

Class Format: lecture, three hours per week

Requirements/Evaluation: evaluation is based on problem sets, exams, presentations, and group-based literature reviews

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

Prerequisites: CHEM 155 or 256 and 251/255

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D3)
CHEM 336 (F) Materials Chemistry

Materials Science focuses on the study of bulk physical properties such as hardness, electrical conductivity, optical behavior, and elasticity. Materials chemists bridge the gap between traditional synthetic chemists and materials scientists, by working to understand the relationships between bulk physical properties, length scale (mesoscale, nanoscale), and molecular structure. This course will cover a variety of different types of materials and their properties including solids (insulators, semiconductors, conductors, superconductors, magnetic materials), soft materials (polymers, gels, liquid crystals), nanoscale structures, and organic electronics. We'll examine some of the latest developments in materials chemistry, including new strategies for the synthesis and preparation of materials on different length scales, as well as a variety of potential applications of emerging technologies.

Class Format: lecture, three hours per week
Requirements/Evaluation: evaluation is based on problem sets, reviews of research articles, hour exams, and a final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: CHEM 155 or 256 and 251/255
Enrollment Limit: 24
Expected Class Size: 16
Distributions: (D3)
Attributes: MTSC Courses

Not offered current academic year

CHEM 338 (S) Bioinorganic Chemistry: Metals in Living Systems

Bioinorganic chemistry is an interdisciplinary field that examines the role of metals in living systems. Metals are key components of a wide range of processes, including oxygen transport and activation, catalytic reactions such as photosynthesis and nitrogen-fixation, and electron-transfer processes. Metals perform regulatory roles and stabilize the structures of proteins. In medical applications, the metals are central to many diagnostic and therapeutic tools. To understand the role metals in these biological processes, we will cover principles of coordination chemistry: topics such as structure and bonding, spectroscopic methods, electrochemistry, kinetics and reaction mechanisms. Building on this fundamental understanding of the nature of metals, students explore topics of current interest in the field.

Class Format: lecture and tutorial-style meetings, 3 hours per week
Requirements/Evaluation: evaluation based on problem sets, two exams, tutorial participation, a class presentation, and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CHEM 155 or CHEM 256 and 251/255
Enrollment Limit: 10
Expected Class Size: 10
Distributions: (D3)
Attributes: BIMO Interdepartmental Electives;

Not offered current academic year

CHEM 341 (S) Toxicology and Cancer

Crosslistings: CHEM341 / ENVI341

Primary Crosslisting

What is a poison and what makes it poisonous? Paracelcus commented in 1537: "What is not a poison? All things are poisons (and nothing is without poison). The dose alone keeps a thing from being a poison." Is the picture really this bleak; is modern technology-based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the
same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons?

This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair.

Class Format: lecture, three times per week

Requirements/Evaluation: evaluation is based on two hour tests, a class presentation and paper, participation in discussion sessions, a self-exploration of the current toxicological literature, and a final exam

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

Prerequisites: CHEM 156; may be taken concurrently with CHEM 251/255; a basic understanding of organic chemistry

Enrollment Limit: 30

Expected Class Size: 24

Department Notes: satisfies the Natural World requirement for the Environmental studies concentration

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives; ENVI Natural World Electives; PHLH Biomedical Determinants of Health

Not offered current academic year

CHEM 342 (S) Synthetic Organic Chemistry (WI)

The origins of organic chemistry are to be found in the chemistry of living things and the emphasis of this course is on the chemistry of naturally-occurring compounds. This course presents the logic and practice of chemical total synthesis while stressing the structures, properties and preparations of terpenes, polyketides and alkaloids. Modern synthetic reactions are surveyed with an emphasis on the stereochemical and mechanistic themes that underlie them. To meet the requirements for the semester's final project, each student chooses an article from the recent synthetic literature and then analyzes the logic and strategy involved in the published work in a final paper. A summary of this paper is also presented to the class in a short seminar. Laboratory sessions introduce students to techniques for synthesis and purification of natural products and their synthetic precursors.

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

Requirements/Evaluation: evaluation is based on problem sets, midterm exams, laboratory work, a final project, and class participation

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

Prerequisites: CHEM 256 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 12

Distributions: (D3) (WI)

Attributes: BIMO Interdepartmental Electives;

Spring 2019

LEC Section: 01 TR 9:55 am - 11:10 am David P. Richardson
LAB Section: 02 W 1:00 pm - 5:00 pm David P. Richardson

CHEM 344 (S) Physical Organic Chemistry

This course extends the background derived from previous chemistry courses to the understanding of organic reaction mechanisms. Correlations between structure and reactivity are examined in terms of kinetic and thermodynamic parameters including: solvent effects, isotope effects, stereochemical specificity, linear free energy relationships, acid/base theory, delocalized bonding, and aromaticity. For the first 6 weeks, the class meets once a week for an introductory lecture. A second tutorial meeting between the instructor and 2 other students occurs early the following week, for example during the laboratory time period. During this time, students work through and present solutions to an assigned problem set. For the remaining 6 weeks, students execute a self-designed set of laboratory experiments that revolve around physical organic methods. Students present and critique results each week (in the hour time slot). The experiments culminate in a final paper.
CHEM 348 (F) Polymer Chemistry
From synthetic to natural macromolecules, we encounter polymers everywhere and everyday. This course explores the multitude of synthetic techniques available and discusses how structure defines function. Topics include condensation and chain (anionic, cationic, radical) polymerizations, dendrimers, controlling molecular weight, ring opening, and biopolymer syntheses. Fundamentals of composition and physical properties of polymers, and methods of characterization are also covered.

CHEM 361 (F) Quantum Chemistry and Chemical Dynamics
This course provides an introduction to quantum mechanics which serves as the basis for understanding atomic and molecular structure as well as spectroscopic methods. This leads to a discussion of chemical kinetics and molecular reaction dynamics in the gas phase and in solution. Computational chemistry methods are used to illustrate chemical concepts, to interpret experimental data, and to extend hypotheses. Applications of these principles are chosen from contemporary research fields, including polymer chemistry, photochemistry, atmospheric chemistry, and solid and liquid state chemistry. Quantitative laboratory experiments and consultation with the scientific literature provide the background necessary for carrying out an independent theoretical or experimental project.
CHEM 364 (S) Instrumental Methods of Analysis
Crosslistings: ENVI364 / CHEM364

Primary Crosslisting
This course provides the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Student will gain knowledge and understanding of the theory and practical use of a variety of instrumental techniques; including, but not limited to, chromatography, mass spectrometry, thermal methods, electroanalytical techniques, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies, with examples drawn from the current literature. Analytical chemical and instrumental techniques will be developed in the lecture and extensively applied within the laboratory. These skills are useful in a wide variety of scientific areas. Through exploration of primary literature and review articles we will discuss recent developments in instrumental methods and advances in the approaches used to address modern analytical questions.

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

Requirements/Evaluation: evaluation is based on class participation, 2 exams, problem sets, oral presentations and discussions of selected topics, laboratory work, and an independent project

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

Prerequisites: CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

Enrollment Limit: 12

Expected Class Size: 12

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives; ENVI Natural World Electives; EVST Methods Courses; MTSC Courses

Spring 2019

LEC Section: 01    TR 8:30 am - 9:45 am    Lee Y. Park
LAB Section: 02    M 1:00 pm - 5:00 pm    Anthony J. Carrasquillo
LAB Section: 03    T 1:00 pm - 5:00 pm    Nathan  Cook

CHEM 366 (S) Thermodynamics and Statistical Mechanics

The thermodynamic laws provide us with our most powerful and general scientific principles for predicting the direction of spontaneous change in physical, chemical, and biological systems. This course develops the concepts of energy, entropy, free energy, temperature, heat, work, and chemical potential within the framework of classical and statistical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, industrial processes, and environmental science. Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.

Class Format: lecture, three hours per week; laboratory, four hours per week; discussion, one hour per week

Requirements/Evaluation: evaluation is based on class participation, oral presentations, problem sets, laboratory work, and an independent project.

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

Prerequisites: CHEM 155 or 256, and basic knowledge of applied integral and differential calculus

Enrollment Limit: none

Expected Class Size: 12

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives;

Spring 2019

LEC Section: 01    MWF 11:00 am - 12:15 pm    Enrique  Peacock-López
LAB Section: 02    T 1:00 pm - 5:00 pm    Enrique  Peacock-López

CHEM 367 (S) Biophysical Chemistry

This course is designed to provide a working knowledge of basic physical chemistry to students primarily interested in the biochemical, biological, or
medical professions. Topics of physical chemistry are presented from the viewpoint of their application to biochemical problems. Three major areas of biophysical chemistry are discussed: 1) the conformation of biological macromolecules and the forces that stabilize them; 2) techniques for the study of biological structure and function including spectroscopic, hydrodynamic, electrophoretic, and chromatographic; 3) the behavior of biological macromolecules including ligand interaction and conformational transitions.

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

Requirements/Evaluation: evaluation is based on problem sets and/or quizzes, laboratory work, hour tests, and a final exam

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

Prerequisites: CHEM 155 or 256 and 251/255, and MATH 140 or equivalent

Enrollment Limit: 8 per lab

Enrollment Preferences: junior and senior Chemistry majors

Expected Class Size: 16

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives;

Spring 2019

LEC Section: 01   TR 9:55 am - 11:10 am    Katie M. Hart
LAB Section: 02   W 1:00 pm - 5:00 pm    Katie M. Hart
LAB Section: 03   R 1:00 pm - 5:00 pm    Bob Rawle
LAB Section: 04   M 1:00 pm - 5:00 pm    Katie M. Hart

CHEM 368 (S) Computational Chemistry and Molecular Spectroscopy (QFR)

This course provides an introduction to the principles of computational quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon modern electronic structure calculations, their fundamentals, practical considerations, interpretation, and applications to current research questions. Under guidance in the laboratory session and through independent work, students will use computational methods to explore assigned weekly research problems. The research results will be presented to and discussed with the tutorial partner at the end of each week.

Class Format: tutorial, meeting time to be determined

Requirements/Evaluation: evaluation is based on tutorial participation, presentations, and submitted papers

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

Prerequisites: CHEM 361 or equivalent background in Physics

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D3) (QFR)

Spring 2019

TUT Section: T1    Cancelled

CHEM 393 (F) Junior Research and Thesis: Chemistry

Chemistry junior research and thesis.

Class Format: independent study

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

Distributions: (D3)

Fall 2018

HON Section: 01   F 1:10 pm - 2:25 pm    Amy Gehring
CHEM 394 (S)  Junior Research and Thesis: Chemistry
Chemistry junior research and thesis.

Class Format: independent study

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

Distributions: (D3)

Spring 2019
HON Section: 01  F 1:10 pm - 2:25 pm  Lee Y. Park

CHEM 397 (F)  Independent Study, for Juniors: Chemistry
Chemistry independent study for juniors.

Class Format: independent study

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

Distributions: (D3)

Fall 2018
IND Section: 01  TBA  Lee Y. Park

CHEM 398 (S)  Independent Study, for Juniors: Chemistry
Chemistry independent study for juniors.

Class Format: independent study

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

Distributions: (D3)

Spring 2019
IND Section: 01  TBA  Lee Y. Park

CHEM 493 (F)  Senior Research and Thesis
Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis.
Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

Class Format: independent study

Requirements/Evaluation: this is part of a full-year thesis (493-494)

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

Distributions: (D3)

Fall 2018
HON Section: 01  F 1:10 pm - 2:25 pm  Amy Gehring

CHEM 494 (S)  Senior Research and Thesis
Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis.
Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

Class Format: independent study

Requirements/Evaluation: this is part of a full-year thesis (493-494)
Chemistry independent study for seniors. Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

**Class Format:** independent study

**Distributions:** (D3)

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Spring 2019
HON Section: 01  F 1:10 pm - 2:25 pm  Lee Y. Park

**CHEM 497 (F) Independent Study, for Seniors: Chemistry**

Chemistry independent study for seniors. Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

**Class Format:** independent study

**Distributions:** (D3)

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Fall 2018
IND Section: 01  TBA  Lee Y. Park

**CHEM 498 (S) Independent Study, for Seniors: Chemistry**

Chemistry independent study for seniors. Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

**Class Format:** independent study

**Distributions:** (D3)

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Spring 2019
IND Section: 01  TBA  Lee Y. Park
Mission Statement and Learning Objectives

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

Learning Objectives for the Chinese Major

Consisting of a core language curriculum and a variety of courses in the various disciplines represented in the department, the Chinese major track enables students to achieve proficiency in aural comprehension, speaking, reading, and writing in Mandarin Chinese, as well as to understand the cultural traditions and diversity of the Chinese-speaking regions in the world. Majors in Chinese are expected to function as responsible global citizens, able to use the Chinese language to interact and collaborate in their community and the globalized world, while remaining keenly aware and respectful of varying cultural beliefs, norms, and sensitivities.

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate-High level in writing based on the ACTFL proficiency guidelines.
- Understand the basic grammar and vocabulary of Classical Chinese.
- Master intercultural skills to competently navigate a wide range of social and cultural contexts.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Acquire research, problem-solving, and critical thinking skills by engaging in cross-linguistic, cross-cultural, and comparative historical analysis.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

THE MAJOR

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as
One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Chinese are indicated below:

**Chinese Major**

- Four additional semesters of Chinese language (300-level or higher).
- One semester of Classical Chinese.
- One approved course in Chinese literature, linguistics, or culture.

**STUDY ABROAD**

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.

**FAQ**

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

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

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.

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

Course title and description, complete syllabus including readings/assignments, and exams or other written work.

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

Yes, maximum of four courses.

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

Approved courses only.

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

No.

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

Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.

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

There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

**THE DEGREE WITH HONORS**

Students interested in writing an honors thesis in Chinese should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.
Students admitted to the program should register for CHIN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student’s performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT
The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

CHIN 11 (W) Shanghai Cuisine
Food plays a quintessential role in Chinese culture. Approaching the foot ways in various regions in China provides a unique path to a better understanding of the richness and diversity of China's regional cultures. Shanghai cuisine (benbang cai), originated in Shanghai and developed its cooking style under the profound influence of those surrounding regions, is a very popular branch of Chinese food. This hands-on course introduces the culinary tradition of many famous Shanghai dishes. The instructor will demonstrate how to turn those fresh raw ingredients and special seasonings into "color-aroma-tasty" Shanghai style dishes. (e.g. soup dumplings, wantons, eight-treasure rice puddings, red braised pork, sweet and sour spare ribs, crystal shrimp etc.) Through discussions of reading and videos, hands-on practices, as well as independently cooking of certain dishes, students will gain insight into the Shanghainese way of life. Students will be expected to complete assigned readings and videos outside class, participate discussions and cook with the instructor in class, make a few recipes of what they cook, and write a 10-12-page final essay. The final essay should include 5 to 6 finalized recipes of the dishes students cook and a conclusion. There is a mandatory field trip to a traditional Shanghai restaurant. Important reminder: for students who have food allergies and/or who are vegetarians please inform the instructor and consult your healthcare professional before the course starts on January 3rd, 2019. Adjunct Instructor Bio: Wendy Wan has extensive experience teaching Chinese language and culture at K-12 levels in the United States. She is a Shanghai native and a food enthusiast.

Class Format: two three-hour sessions per week from 10:00 AM to 1:00 PM
Requirements/Evaluation: attendance of all cooking classes and mandatory field trip (50%); in-class efforts (20%); assignments including readings, videos, recipe and reflection paper writing (15%); 10-12-page final essay, which includes student made recipes and conclusion (15%)
Prerequisites: none
Enrollment Limit: 8
Enrollment Preferences: preference is given to Chinese language students and based on class years
Materials/Lab Fee: $200
Attributes: EXPE Experiential Education Courses

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

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

Class Format: travel
Requirements/Evaluation: evaluation will be based on satisfactory completion of the language course, a 10-page paper on a topic related to Taiwan, and active participation in all scheduled activities
Prerequisites: none; not open to first-year students
Enrollment Limit: 10

Enrollment Preferences: statement of rationale and goals for wishing to participate; CHIN and ASST majors and intended majors who have no previous experience in Taiwan may receive preference

Materials/Lab Fee: $3,800

Distributions: (D1)

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

Winter 2019

TVL Section: 01  TBA  Cornelius C. Kubler

CHIN 31 (W) Senior Thesis: Chinese
To be taken by all students who are candidates for honors in Chinese.

Class Format: independent study

Distributions: (D1)

Winter 2019

HON Section: 01  TBA  George T. Crane

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

Class Format: independent study

Distributions: (D1)

Winter 2019

IND Section: 01  TBA  George T. Crane

CHIN 101 (F) Basic Chinese
An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing at about the 200-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

Class Format: (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral reading, questions and discussion in Chinese, translation and explanation in English

Requirements/Evaluation: evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Extra Info: students registered for CHIN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken

Extra Info 2: not available for the fifth course option

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 12

Distributions: (D1)

Fall 2018
CHIN 102 (S)  Basic Chinese
An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing in both the simplified and the traditional script at about the 500-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.
Class Format: (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral reading, questions and discussion in Chinese, translation and explanation in English
Requirements/Evaluation: evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam
Extra Info: students registered for CHIN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken
Extra Info 2: not available for the fifth course option
Prerequisites: CHIN 101 or equivalent
Enrollment Limit: none
Expected Class Size: 12
Distributions: (D1)

Spring 2019

CHIN 131 (S)  Basic Cantonese
An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 70 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in Southeast Asia, Hawaii, and North America. Due to the pervasive influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within China has been rising steadily over the past few decades. Our focus in this course will be on developing basic listening and speaking skills, though some attention will also be paid to written Cantonese, including the special characters which have been used for centuries to write colloquial Cantonese and which have become even more widely used in Hong Kong since 1997. Since students will ordinarily possess prior proficiency in Mandarin, a closely related language, they should be able to attain in one semester approximately the same proficiency level that is attained in the first two semesters of Mandarin.
Class Format: dialog performance, drills, communicative exercises, oral reading, questions and discussion
Requirements/Evaluation: evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CHIN 202 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: Chinese and Asian Studies majors who have no prior background in Cantonese
Expected Class Size: 12
Distributions: (D1)
Not offered current academic year

CHIN 134 (S)  Leaving the World Behind: The Literature of Reclusion  (WI)
Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134

Primary Crosslisting

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion---living a life of seclusion from society---in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state---to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial

Requirements/Evaluation: tutorial papers, responses, and a final project

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CHIN or COMP; meets Division 2 requirement if registration is under ANTH or REL WI; Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. The final project will be a self-designed experiment in reclusion.

Spring 2019

TUT Section: T1    TBA    Christopher M. B. Nugent

CHIN 140 (F) Introduction to Traditional Chinese Literature

Crosslistings: CHIN140 / COMP140

Primary Crosslisting

With a written record stretching over 3000 years, China's literary cultures are some of the richest and most varied in human history. Their influence continues to be felt not only in modern China, but also throughout much of the world. This course examines the origins and development of the different literatures of China from their earliest stages up until the end of the imperial system in 1911. We will read texts ranging from the Analects of Confucius to the medieval poetry of the Tang dynasty, from Buddhist sutras to plays about prostitutes and singing girls. An invulnerable monkey god may make an appearance to sow chaos as well. He's difficult to pin down. Some important themes will include: the role of the individual versus that of the community, responses to catastrophe and disorder, the fantastic, the articulation of the self through literature, and ways of dealing with historical and literary legacies. All readings are in English translation.

Class Format: lecture

Requirements/Evaluation: five short writing assignments (2 pages each), one paper (6-7-pages), and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D1)

Not offered current academic year
This course, which includes a required, fully-funded two-week field trip to Taipei, Quemoy (Jinmen), and Xiamen over Spring Break, constitutes an introduction to Taiwanese, the majority language of Taiwan, which is essentially the same as the native language of Xiamen, China and environs. Different varieties of this language, which is also known as Amoy, Hokkien, Fukienese, and Southern Min are spoken by about 50 million people in Taiwan, southern Fujian, the Philippines, Indonesia, Malaysia, and Singapore. Suppressed in Taiwan by the Japanese from 1895-1945 and by the KMT Chinese government from 1945 through the 1970s, Taiwanese—in both its spoken and written forms—has been experiencing a fascinating revival in recent decades. The most divergent of all the major Chinese "dialects," this language is of special linguistic interest because it has preserved a number of features of Old Chinese. Our focus will be on developing basic listening and speaking skills, though we will also study some of the special characters used to write Taiwanese. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Since students in the course will ordinarily possess prior proficiency in Mandarin, a related language, we should be able to cover in one semester about as much as is covered in the first two semesters of Mandarin. Classes will include dialog performance, drills, communicative exercises, and oral reading and discussion of written Taiwanese. Required Spring Break field trip to Taiwan and China, funded by the Global Initiatives Fund.

Class Format: seminar

Requirements/Evaluation: classroom performance, homework, quizzes, tests, a journal and term paper based on the field trip, and an oral and written final exam; Spring Break field trip to Taiwan and China, funded by the Global Initiatives Fund

Prerequisites: CHIN 301 or permission of the instructor

Enrollment Limit: 8

Enrollment Preferences: if course is over-enrolled, students will be selected based on a statement of rationale and goals for wishing to participate, with CHIN and ASST majors receiving priority

Expected Class Size: 8

Distributions: (D1)

Spring 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     Cornelius C. Kubler

CHIN 201 (F)  Intermediate Chinese

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. Conducted in Mandarin.

Class Format: drill/discussion/reading

Requirements/Evaluation: evaluation will be based on classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam

Extra Info: not available for the fifth course option

Prerequisites: CHIN 102 or permission of instructor

Enrollment Limit: none

Expected Class Size: 12

Distributions: (D1)

Fall 2018

LEC Section: 01    M-F 9:00 am - 9:50 am     Li Yu

LEC Section: 02    M-F 10:00 am - 10:50 am     Li Yu

CHIN 202 (S)  Intermediate Chinese

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a
CONducted in Mandarin.

Class Format: drill/discussion/reading

Requirements/Evaluation: evaluation will be based on classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam

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

Prerequisites: CHIN 201 or permission of instructor

Enrollment Limit: none

Expected Class Size: 12

Distributions: (D1)

Spring 2019

LEC Section: 01  M-F 9:00 am - 9:50 am  Lu Kou
LEC Section: 02  M-F 10:00 am - 10:50 am  Lu Kou

CHIN 214 (F) Foundations of China

Crosslistings: ANTH212 / CHIN214 / REL218 / HIST214 / GBST212

Primary Crosslisting

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled “Foundations of China,” we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single “civilization.”

Class Format: lecture

Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors

Expected Class Size: 25

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under CHIN; meets Division 2 requirement if registration is under ANTH, REL, HIST OR GBST

Attributes: HIST Group B Electives - Asia

Fall 2018

LEC Section: 01  MW 12:00 pm - 12:50 pm  Christopher M. B. Nugent
CON Section: 02  F 11:00 am - 11:50 am  Christopher M. B. Nugent
CON Section: 03  F 12:00 pm - 12:50 pm  Christopher M. B. Nugent

CHIN 225 (F) The Fantastic in Chinese Literature

Crosslistings: CHIN225 / COMP225

Primary Crosslisting

From the famous human/butterfly metamorphosis in the Daoist text Zhuangzi to contemporary writer Liu Cixin's award-winning "Three Bodies
Problem," the "fantastic" has always been part of Chinese literature that pushes the boundary of human imagination. Readers and writers create fantastic beasts (though not always know where to find them), pass down incredible tales, assign meanings to unexplainable phenomena, and reject--sometimes embrace--stories that could potentially subvert their established framework of knowledge. Meanwhile, the "fantastic" is also historically and culturally contingent. What one considers "fantastic" reveals as much about the things gazed upon as about the perceiving subject--his or her values, judgment, anxiety, identity, and cultural burden. Using "fantastic" literature as a critical lens, this course takes a thematic approach to the masterpieces of Chinese literature from the first millennium BCE up until twenty-first century China. We will read texts ranging from Buddhist miracle tales to the avant-garde novel about cannibalism, from medieval ghost stories to the creation of communist superheroes during the Cultural Revolution. The topics that we will explore include shifting human/non-human boundaries, representations of the foreign land (also the "underworld"), the aestheticization of female ghosts, utopia and dystopia, and the fantastic as social criticism and national allegory. All materials and discussions are in English.

Class Format: seminar

Requirements/Evaluation: participation, weekly posting, 3 writing assignments, final paper, oral presentation

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D1)

Fall 2018
SEM Section: 01    TF 1:10 pm - 2:25 pm     Lu Kou

CHIN 226 (S) Chinese Film and Its Significant Others

Crosslistings: CHIN226 / COMP296

Primary Crosslisting

From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the $527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2016, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Class Format: lecture

Requirements/Evaluation: attendance and participation, short response papers (1-2 pages each), one final project

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors

Expected Class Size: 15

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

CHIN 227 (S) Made in China or Making "China"?: Twentieth-Century Chinese Performative Culture

Crosslistings: THEA227 / CHIN227 / COMP227

Primary Crosslisting

This course explores the ways in which twentieth-century Chinese performative culture fashioned our contemporary understanding of "China."
Starting with Chinese hybrid theatres staged in the US, Japan, and semi-colonial Shanghai in the early 1900s and ending with the 2008 Beijing Olympic Opening Ceremonies, this course examines performative works drawn from the breadth of an expanded 20th century; including film, spoken drama, inter-cultural reproductions of Peking and Kun Operas, revolutionary and avant-garde theatre, Chinese Rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onstage and the performance-making backstage) placed "China" on the global stage; and shaped racial, gender, and national identities among play-makers and audiences. We will also explore how Chinese operas were reinvented as "traditional culture" and a "national essence" in the early 20th century; and how agents of Chinese performance, as makers of imaginary worlds, serve as both assets and threats to real-life arbiters of power. The class will be structured around the themes of "Inventing Tradition on the World Stage," "Acting the Right Part," and "Performing the Nation." Students will learn to engage performances as cultural texts embedded in national and global histories. By gaining knowledge about major playwrights, directors, artists, networks, and ideas, students will also become fluent in the landscape of performance culture in China. All class materials and discussions are in English.

Class Format: lecture/discussion
Requirements/Evaluation: regular in-class participation, three short papers (3-5 pages), and one final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: students who major or plan to major in Chinese and/or Asian Studies
Expected Class Size: 15
Distributions: (D1)
Not offered current academic year

CHIN 237 (F) Present Past: The Politics of Memory in Contemporary Chinese Literatures and Films (WI)
Crosslistings: CHIN237 / COMP297
Primary Crosslisting
What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "past" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies.
Class Format: tutorial
Requirements/Evaluation: attendance and participation, five short papers, five short critiques of a partner's paper, one final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: current or prospective Chinese, Asian Studies, and Comparative Literature majors
Expected Class Size: 10
Distributions: (D1) (WI)
Attributes: FMST Core Courses;
Not offered current academic year

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

All readings in English with some examples in Chinese.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, several oral presentations and short papers, and a final research project

Prerequisites: CHIN 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 12

Distributions: (D1)

Attributes: EXPE Experiential Education Courses; Linguistics

Not offered current academic year

CHIN 253 (F) "Disease" in Modern Chinese Literature and Culture

Crosslistings: WGSS255 / CHIN253 / COMP254

Primary Crosslisting

From early modern anxieties about China’s status as the “sick man of Asia” to contemporary concerns regarding the prospect of transnational pandemics, “diseases” and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes “disease”--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "disease"; the relationship between diseases on the one hand, and the politics of body, gender, and class on the other; we ask how infectious (sexual) disease, and mental illness are defined, represented, and understood in both male and female writers’ analytical essays and fictional writings in the 20th century; we examine how metaphorical “diseases,” such as infectious cannibalism and fin-de-siècle “virus,” are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the "Second New Wave" film director of Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud's psychoanalysis and post-Freudian psychotherapy are “practiced” in literature circulated in both print and internet cultures. Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: lecture/discussion

Requirements/Evaluation: regular in-class presentation, three short papers (3-5 pages) and one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP or CHIN

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

CHIN 272 (S) The History and Mythology of Chinese Scripts

Crosslistings: COMP272 / CHIN272

Primary Crosslisting

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters

Class Format: lecture/discussion

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

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 15

Distributions: (D1)

Not offered current academic year

CHIN 301 (F) Upper-Intermediate Chinese
The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. Conducted in Mandarin.

Class Format: drill/discussion/reading

Requirements/Evaluation: evaluation will be based on classroom performance, short essays, homework, quizzes, tests, and a final exam

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

Prerequisites: CHIN 202 or permission of instructor

Enrollment Limit: none

Expected Class Size: 12

Distributions: (D1)

Fall 2018
LEC Section: 01  TR 11:20 am - 12:35 pm  Cecilia Chang
CON Section: 02  WF 11:00 am - 11:50 am  Cecilia Chang
CON Section: 03  WF 12:00 pm - 12:50 pm  Cecilia Chang

CHIN 302 (S) Upper-Intermediate Chinese
The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. Conducted in Mandarin.

Class Format: drill/discussion/reading

Requirements/Evaluation: evaluation will be based on classroom performance, short essays, homework, quizzes, tests, and a final exam

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

Prerequisites: CHIN 301 or permission of instructor

Enrollment Limit: none

Expected Class Size: 12

Distributions: (D1)

Spring 2019
LEC Section: 01  TR 11:20 am - 12:35 pm  Cecilia Chang
CON Section: 02  WF 11:00 am - 11:50 am  Cecilia Chang
CON Section: 03  WF 12:00 pm - 12:50 pm  Cecilia Chang

CHIN 312 (S) Introduction to Classical Chinese
This course is an introduction to the grammar and basic vocabulary of Classical Chinese, the standard written language of China from around the seventh century BCE through the 1920s (and for many centuries an important written language in Japan, Korea, and Vietnam as well). Aspects of Classical Chinese continue to play a role in both written (e.g., in newspaper, academic, and legal writing) and in spoken (e.g., proverbs and aphorisms) modern Chinese. Our work in this course will be based on reading, translating, and discussing philosophical, political, literary, and historical anecdotes from the Spring and Autumn (770-481 BCE) through the Han (206 BCE-220 CE) periods, as they served as the foundation for the language. We will conduct discussions of grammatical and philological issues primarily in English and most of our translation work will be from Classical Chinese into English. We will, however, frequently discuss the points of intersection between Classical and Modern Chinese. Students are required to have completed CHIN 202 or the equivalent. Students who have extensive reading knowledge of Chinese characters through other languages (such as Japanese) may also take this course with the instructor's permission.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 202 or extensive reading knowledge of Chinese characters through other languages

Enrollment Limit: none

Expected Class Size: 12

Distributions: (D1)

Spring 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Christopher M. B. Nugent

CHIN 401 (F) Advanced Chinese

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. Conducted in Mandarin.

Class Format: two 75-minute classes plus a conversation session

Requirements/Evaluation: evaluation will be based on classroom performance, short essays every other week, homework, quizzes, tests, and a final exam

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

Prerequisites: CHIN 302 or permission of instructor

Enrollment Limit: none

Expected Class Size: 12

Distributions: (D1)

Fall 2018

LEC Section: 01 MR 1:10 pm - 2:25 pm Lu Kou

CON Section: 02 W 1:10 pm - 2:00 pm Lu Kou

CON Section: 03 W 2:10 pm - 3:00 pm Lu Kou

CHIN 402 (S) Advanced Chinese

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. Conducted in Mandarin.

Class Format: two 75-minute classes plus a conversation session

Requirements/Evaluation: evaluation will be based on classroom performance, short essays every other week, homework, quizzes, tests, and a final exam
CHIN 413 (S)  Intermediate Classical Chinese: Ideas of Authority in Classical Chinese Literature

This course builds on the foundation established in Introduction to Classical Chinese (CHIN 412) by examining longer and more complicated texts from the Warring States (403-221 BCE) and Han (206 BCE-220 CE) periods. While our focus will be on careful linguistic analysis and translation, we will also discuss these texts in terms of their philosophical ideas, rhetorical methods, and cultural and historical contexts. The works we will read include some of the foundational texts of Chinese philosophical and political thought, including the Confucian Analects, the Mencius, and the Zhuangzi. While this course is a continuation of Chinese 312, students with prior work in Classical Chinese (through study abroad, attending high school in a Chinese speaking region, etc.) are welcome as well.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 312 or prior coursework in Classical Chinese

Enrollment Limit: none

Expected Class Size: 10

Distributions: (D1)

Not offered current academic year

CHIN 420 (S)  Masterpieces in Modern Chinese Literature

"To modernize the Chinese people, it has to start from the modernization of the genre 'novel.'" Liang Qichao, the famous Chinese intellectual in the early twentieth century, envisioned a collapsing China to be salvaged by, first, its modernized literature. Indeed, throughout China's long century of struggle, exploration, and transformation, literature has been playing a crucial role in negotiating (the consequence of) modernity, fueling revolution, investigating human interiority, constructing national identity, and coping with trauma and diaspora. This course introduces students to the masterpieces in modern Chinese literature and their representations of critical events in twentieth-century Chinese history. In this course, we will focus on the genre "novel" and pay close attention to the language and literary devices that the authors use for storytelling, characterization, and self-representation. The class is organized by themes, such as, for example, modernity, revolution, diaspora, root-seeking, trauma, science fiction and so on. Through class discussions, writing assignments, and oral presentation on the final project, this course will further develop students' language proficiency, especially reading ability and effective communication in a formal setting. This course also trains students to be a critical reader who will be able to not only analyze the key moments and literary masterworks of modern China but also reflect on the complexity of Chinese culture vis-à-vis its tradition and the global context. The course is conducted in Mandarin.

Class Format: lecture/discussion

Requirements/Evaluation: participation, presentations, quizzes, discussion questions posting, 3 writing assignments, final project

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

Prerequisites: CHIN 402 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Distributions: (D1)
CHIN 422 (S)  Old Shanghai, New Shanghai  (WI)
Crosslistings: ASST122 / CHIN422
Primary Crosslisting

Once nicknamed as "Paris of the East," Shanghai, now a megalopolis with a population of 25 million, is the industrial, commercial and financial center of contemporary China. Shanghai is often depicted as a metropolis that marked the beginning of China's modernity and urban culture. People from other regions in China see Shanghai as a city full of opportunities, but characterize its people as astute and shrewd, cocky and unwelcoming. Foreigners, however, find the city appealing and its people open-minded. Jews fleeing Nazi persecutions during WWII found Shanghai to be a "paradise of ghetto" that provided the only haven of survival. For local people, there have always been two Shanghai: an old one and a new one. They are proud of the new Shanghai but constantly nostalgic about the old one. This tutorial examines the multifaceted city of Shanghai and its people from historical and cultural perspectives. We will look at the city's history (from the late nineteenth century to present day), its local language and culture, and everyday life of the people (including migrants and foreigners) living in it. The central ideas we will explore are "modernity" and "regional identity." We will investigate how these theoretical constructs play out in the making of the city of Shanghai and the formation of its unique local identity. Course readings include historical and cultural studies as well as documentaries in English about Shanghai, and primary sources in Chinese in a wide range of genres including fiction, essays, and films (English translation of the primary sources are available for students taking the course in English). The course is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST 122T and students wishing to take the course in Chinese should register under CHIN 422T. Students will come away with a critical understanding about China's regional cultures and one of its most important metropolitan cities. Chinese language learners will be able to improve their reading and writing skills in Chinese through this course. The course has a required field trip to a Chinese restaurant on a Saturday or Sunday, depending on all students' schedules.

Class Format: tutorial
Requirements/Evaluation: each tutorial pair will meet with the instructor for one hour per week, during which time we will discuss a 5-page paper that one of the partners has submitted
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none for students taking ASST 122T; CHIN 402 or permission of the instructor for students taking CHIN 422T
Enrollment Limit: 10
Enrollment Preferences: current or prospective Asian Studies, Chinese, or Japanese majors
Expected Class Size: 10
Department Notes: students wishing to take the course in English should register under ASST 122T and students wishing to take the course in Chinese should register under CHIN 422T
Materials/Lab Fee: $100
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ASST or CHIN
Not offered current academic year

CHIN 425 (F)  Becoming Taiwan: Social, Cultural, and Economic Discourses of Modern Day Taiwan

A small island in East Asia and home to 23 million people, Taiwan is the largest economy that is not a member of the United Nations. From 1949, when the Nationalist Party (KMT) retreated to Taiwan after the Chinese Civil War, to becoming one of the Four Asian Tigers in the latter half of the 20th century, Taiwan has developed into a multifaceted society through an array of social/cultural/economic changes associated with industrialization, globalization and identity formation. In this course, we will examine some of the signal examples of these experiences that define the Taiwan society that it is today through literary works and films, as well as journalistic and academic articles. By way of group discussions and individual projects, students will acquire domain-specific vocabulary and develop abilities to analyze and discuss in Mandarin complex ideas related to the aforementioned issues. Using a semi-tutorial format and collaborating with a graduate program in Chinese pedagogy in Taiwan, this course is designed to provide opportunities for Williams students to engage in direct conversation with a language partner on course assignments and for the MA students in Taiwan to gain practical training in helping non-native speakers of Mandarin Chinese develop linguistic proficiency at the levels of Advanced Low to the Advanced Mid based on the ACTFL proficiency guidelines.

Class Format: seminar; semi-tutorial format; students will meet as a large group periodically for linguistic development and two to three people groups
CHIN 431 (S) Introduction to Chinese Linguistics

Is Chinese—whose nouns "lack" number and whose verbs have no tense—-a monosyllabic, "primitive" language? Are the Chinese characters a system of logical symbols or "ideographs," which indicate meaning directly without regard to sound? Could (and should) the characters be done away with and alphabetized? Are Cantonese, Hakka, and Taiwanese dialects or languages? And what is the relationship between Chinese, Japanese, Korean, and Vietnamese? These are some of the questions we will be taking up in this one-semester introduction to the scientific study of the Chinese language.

Topics to be covered include: the phonological, syntactical, and lexical structure of Modern Standard Chinese; the Chinese writing system; the modern Chinese dialects; the history of the Chinese language; sociolinguistic aspects of Chinese; and language and politics in various Chinese-speaking societies. *Readings in English and Chinese, with class discussion in Mandarin*

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on classroom performance, homework, two short papers, and one longer paper

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

Prerequisites: CHIN 302 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: current or prospective Chinese or Asian Studies majors

Expected Class Size: 12

Distributions: (D1)

Attributes: Linguistics

Not offered current academic year

CHIN 493 (F) Senior Thesis: Chinese

Chinese senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Enrollment Limit: none

Distributions: (D1)

Fall 2018

HON Section: 01 TBA George T. Crane

CHIN 494 (S) Senior Thesis: Chinese

Chinese senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)
CHIN 497 (F) Independent Study: Chinese
For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.
Class Format: independent study
Distributions: (D1)

Fall 2018
IND Section: 01 TBA George T. Crane

CHIN 498 (S) Independent Study: Chinese
For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.
Class Format: independent study
Distributions: (D1)

Spring 2019
IND Section: 01 TBA George T. Crane
CLASSICS (Div I)
Chair: Professor Edan Dekel


The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives, including literature, history, archaeology, art, philosophy, and religion. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both surveys and more specialized study of the classical world from earliest historical times through late antiquity.

MAJOR

Majors and prospective majors are encouraged to consult with the department’s faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Classics and Classical Civilization

Classics: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments; 3) Participation in the Senior Colloquium.

Classical Civilization: (1) Either Classics 101 or 102 and one of Classics 222, 223, or 224; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level; (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy; 4) Participation in the Senior Colloquium.

A number of courses from other departments are cross-listed with Classics and may be elected for the major, for instance, Art History 213 Greek Art and Myth, Philosophy 201 Greek Philosophy, and Religion 210 Reading Jesus, Writing Gospels. Appropriate courses that are not cross-listed may also count toward the major with the approval of the chair of Classics. Examples of such courses, which vary from year to year, are Art History 105 Picturing God in the Middle Ages, Religion/Jewish Studies 201 The Hebrew Bible, Religion 212 The Development of Christianity, and Political Science 231 Ancient Political Thought.

Senior Colloquium: Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which normally meets every other week for an hour, vary according to the interests of the participants. Junior majors are also encouraged to participate.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302, or equivalent language preparation. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies. Students may enter the rotation at any point.

Classical Civilization Courses: The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a given area of classical studies. Most of these courses do not assume prior experience in Classics or a cross-listed field.
STUDY ABROAD

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Greco-Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department’s faculty are always available to advise students, the chair has materials to share, and students can visit the department’s website for information and links to helpful sites.

FAQ

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

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

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

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

Complete syllabus and course description, including readings/assignments.

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

No.

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

No.

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

Yes. Senior Colloquium.

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

No.

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

None to date.

CLAS 10 (W)  From Metal to Money: Ancient Numismatics

Crosslistings: ARTH10 / CLAS10

Primary Crosslisting

How were coins made and circulated in the ancient world? Why did a city or individual choose to mint coins? What role did coins play in people’s lived experience, as well as in Greek and Roman visual culture? In this course, we will explore the Western coinage tradition from its origins through Late Antiquity, using the college’s own numismatic collection as a basis for methodological discussions and for individual research. In consultation with the professor, each student will select coins from the collection and relate it to each of the different methodological issues under investigation. These topics will include mint and die studies; analysis of coin hoards; approaches to coin finds in archaeological excavation; the use of coins as historical "documents"; and the iconography of Greco-Roman coinage as it relates to classical art history. For most class meetings, students will present a short report on how the methodological issue under discussion relates to specific coins they have selected from the college’s collection, before choosing a final research project. In addition to the hands-on experience of working with these coins, we will also survey the different historical coinages from antiquity (e.g., Classical Greek, Hellenistic Greek, Roman Republican) through a series of illustrated lectures.

Class Format: afternoons

Requirements/Evaluation: 10-page paper and a presentation

Prerequisites: none
Enrollment Limit: 15

Enrollment Preferences: preference will be given to students majoring in Classics, Art History, and History

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01    TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Nicole G. Brown

CLAS 15 (W) Plato’s Symposium and Its Afterlife

Crosslistings: CLAS15 / PHIL15 / WGSS15 / COMP15

Primary Crosslisting

Plato’s Symposium commemorates a gathering held at the home of the poet Agathon of Athens, in 416 BCE, shortly after his first victory in the tragedy contest. The attendees of Agathon's drinking party agree to dedicate their evening to delivering speeches in praise of love (eros/Eros). This dialogue has long been one of Plato's most widely appreciated works and its influence has ranged far beyond the purview of academic philosophy. We will read and analyze the dialogue itself, then turn to an eclectic array of works inspired by the Symposium to study its artistic and philosophical "afterlife."

Class Format: mornings

Requirements/Evaluation: 5-page paper and an in-class presentation of independent research

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: preference given to majors or intending majors in Classics, Comparative Literature, WGSS, or Philosophy

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01    Cancelled

CLAS 31 (W) Senior Thesis: Classics

May be taken by students registered for Classics 493-494.

Class Format: independent study

Distributions: (D1)

Winter 2019

HON Section: 01    TBA     Edan Dekel

CLAS 99 (W) Independent Study: Classics

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

Class Format: independent study

Distributions: (D1)

Winter 2019

IND Section: 01    TBA     Edan Dekel

CLAS 101 (S) The Trojan War (WI)

Crosslistings: COMP107 / CLAS101
The Trojan War may or may not have taken place near the end of the Bronze Age (c. 1100), but it certainly provided poets, visual artists, historians, philosophers, and many others in archaic and classical Greece (750-320) with a rich discourse for engaging questions about gender, exchange, desire, loss, and remembrance, and about friendship, marriage, family, army, city-state and religious cult. This discourse of "The Trojan War" attained a remarkable coherence yet also thrived on substantial variations and changes over the 300-400 years of Greek literature we will explore, a dynamic of change and continuity that has persisted through the more than two millenia of subsequent Greek, Roman, Western, and non-Western participation in this discourse. More than half of the course will be devoted to the Homeric Iliad and Odyssey; we will also read brief selections from lyric poetry (e.g. Archilochus, Sappho of Lesbos), some selections from the historians Herodotus and Thucydides, and several tragedies (e.g. Aeschylus' Oresteia, Sophocles' Ajax, Euripides' Trojan Women). We may briefly consider a few short selections from other ancient Greek and Roman authors and/or one or two modern poets. We will also watch several films, e.g. Troy, Oh Brother, Where Art Thou? Gods and Monsters, Fight Club, In the Bedroom, Grand Illusion.

Class Format: lecture and discussion

Requirements/Evaluation: evaluation will be based on a series of short papers involving close textual analysis, two 5-page papers, and contributions to class discussion

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors in Classics and Comparative Literature, with attention also given to assuring a balance of class years and majors

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: MAST Interdepartmental Electives;

Not offered current academic year

CLAS 102 (F) Roman Literature: Foundations and Empire

Crosslistings: CLAS102 / COMP108

Primary Crosslisting

In the first book of Vergil's Aeneid, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the Aeneid but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and expression of virtue in the public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. All readings will be in translation.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on short written assignments, midterm and final exams with essays, and contributions to class discussion

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-year students and sophomores and majors in Classics and Comparative Literature

Expected Class Size: 15

Distributions: (D1)

Not offered current academic year

CLAS 203 (F) History of Ancient Greek Philosophy

Crosslistings: PHIL201 / CLAS203
Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that some people are natural slaves. Why then should we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of western thought in every area of philosophy. No one can have an adequate understanding of western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Mediterranean world of the seventh through fifth centuries BCE, and some of the sophists active in the fifth century. We will then turn to several of Plato's dialogues, examining Plato's portrayal of Socrates and his development of a new and profoundly powerful philosophical conception. We will then read some of Aristotle's works on metaphysics, epistemology and ethics, considering some of the ways Aristotle's thought responds to that of predecessors.

Class Format: lecture/discussion

Requirements/Evaluation: short papers, possibly supplemented by one or more exams

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 20-40

Department Notes: philosophy majors must take either Phil 201 or Phil 202 (and can take both)

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL

Fall 2018
LEC Section: 01    MWF 11:00 am - 12:15 pm    Keith E. McPartland

CLAS 205 (S)  Ancient Wisdom Literature

Crosslistings: JWST205 / REL205 / COMP217 / CLAS205

Secondary Crosslisting

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of hokhmah, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's Works and Days, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's Poor Richard's Almanack. All readings are in translation.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D2)

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

Attributes: JWST Core Electives

Not offered current academic year
CLAS 207 (F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis
Crosslistings: COMP250 / REL207 / JWST207 / CLAS207

Secondary Crosslisting
How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. All readings are in translation.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation and several writing assignments
Extra Info: core course for COMP
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students who have already taken a course in Biblical literature
Expected Class Size: 19
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP or CLAS
Attributes: JWST Core Electives
Not offered current academic year

CLAS 210 (F) Art and Experience in Ancient Rome
Crosslistings: ARTH210 / CLAS210

Primary Crosslisting
To see and be seen—it could be argued that this was the very definition of Roman culture. Much like today, spectacle and the dissemination of images lay at the heart of political and social life. The visual arts were crucial both to how the Romans rehearsed their identity and goals as a community, and to how individual Romans communicated their achievements and values. In this course, lectures on the art and architecture of ancient Rome (ca. 300 B.C.-A.D. 400) will provide the backdrop for an investigation into the role visual culture played in the lives of all Romans, including slaves and former slaves, women and children. Special topics will include the funeral and funerary portraiture; the military triumph and monuments of victory; the house as a site of memory; the use of images on coins; participation in religious celebrations; displays of war booty and prisoners of war; experience and audience at the racetrack and in the amphitheater; the spectacle of food and dining; and the Roman street as both contested space and a place for art. Readings will include a combination of primary and secondary sources. All readings are in translation.

Class Format: lecture
Requirements/Evaluation: attendance and preparation, a mid-term, a final, and a medium-length paper
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 15
Distributions: (D1)
CLAS 211 (F) Performing Greece
Crosslistings: CLAS211 / THEA211 / COMP248

Primary Crosslisting
Modern readers often encounter Homer, Sappho, Sophocles, and the Greek orators as written texts, yet their first ancient audiences experienced the words of these authors not in silence and solitude, but in live performance contexts. This course, therefore, will take up performance as a critical lens for interpreting ancient Greek literature, situating these works within a rich culture of song, dance, speech, and debate. From the Homeric epics and the masterpieces of Greek tragedy and comedy to the speeches and dialogues of Demosthenes, Thucydides, and Plato, we will survey the evidence for the musical, visual, and embodied aspects of Greek literature. At the same time, we will reflect on the rewards and limits of enlivening the ancient world through the reconstruction and re-imagination of its performative dimensions. Our attention to performance will give us a distinct perspective on many important topics within the study of Greek civilization, including the construction of personal and collective identity, the workings of Athenian democracy, and the development of literary genres. In addition to a wide selection from Greek poetry, drama, and prose, our readings will include works by ancient and modern theorists of performance and culture. All readings are in translation.

Class Format: lecture
Requirements/Evaluation: class participation, two essays (5 pages), midterm, final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first-year students and sophomores and majors in Classics, Comparative Literature, and Theatre
Expected Class Size: 35
Distributions: (D1)

Fall 2018
LEC Section: 01    MR 1:10 pm - 2:25 pm    Sarah E. Olsen

CLAS 212 (F) The Art of Friendship
Crosslistings: CLAS212 / COMP267 / REL267

Primary Crosslisting
The idea of friendship has captivated poets, philosophers, and their audiences for over three millennia. The subtle dynamics of this fundamental relationship between humans have been a source of inspiration, consolation, and consternation for countless writers and readers. What are the different types of friendship? How does one make a friend, and what makes a good friend? How does a friend differ from an acquaintance, an ally, an accomplice, an enemy? Can the beloved also be a friend? Ancient Greek and Latin writers took up these and other questions about friendship in philosophical dialogues and treatises, epic and lyric poems, tragic and comic plays, oratory, and correspondence. This course will explore ancient theories and representations of friendship through readings from many of the most important texts and authors of antiquity, including Gilgamesh, the Hebrew Bible, Homer, Sappho, Euripides, Plato, Aristotle, Cicero, Virgil, Seneca, and the Epistles of Paul. We will also consider the wide-ranging responses to these meditations and depictions in later traditions from the Middle Ages to modernity, in such writers as Heloise and Abelard, Aelred of Rievaulx, Aquinas, Montaigne, Ralph Waldo Emerson, Emily Dickinson, Elizabeth Bishop, Jack Kerouac, and Susan Sontag. All readings are in translation.

Class Format: seminar
Requirements/Evaluation: class participation, short written assignments, and a final paper/project
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 25
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under REL

Not offered current academic year

Crosslistings: CLAS215 / REL215

Secondary Crosslisting

In this course, students will be introduced to the New Testament through an exploration of how the New Testament became--and continues to be produced as--a book. We will start by examining the letters of Paul--its earliest texts--in terms of the habits and traditions of ancient letter-writing. We will similarly place the other texts of the New Testament in the context of Greek, Roman, and Jewish literary traditions and conventions. As the semester moves forward, we will examine how the New Testament itself became a material object--a book--and how its changing material status shaped its meaning and functioning. We will see the New Testament transform from a library of separate scrolls and/or codices (a library which was occasionally bound together into a single codex), to a luxury object in the Middle Ages, to a cheap printed object in the wake of the printing revolution of the 19th century, to its modern life as both a highly marketed object and a searchable digital "thing" in online spaces and mobile apps.

Class Format: seminar

Requirements/Evaluation: active preparation and participation, two short papers (3-5 pages), midterm, and final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10-12

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS

Not offered current academic year

CLAS 219 (S) Judaism Under Ancient Greek and Roman Imperialisms

Crosslistings: JWST219 / CLAS219 / REL219

Secondary Crosslisting

How did ancient Greek and Roman empires shape the beginnings of Judaism? In this course, we will examine how Greek and Roman imperial systems of identity, ethnicity, law, religion, and knowledge affected Judaism as a religious and cultural system. We will pay particular attention to the ways that Jews/Judaean responded to these imperial pressures, especially as those responses articulated "hybrid" versions of Judaism that were informed both by resistance to imperial centers as well as the sheer hegemony of those cultural systems. The course thus uses (and introduces students to) postcolonial theory to study the history of Judaism under Greek and Roman empires. Readings for this course will include a wide array of ancient Jewish works, such as the books of Maccabees, Flavius Josephus, Philo of Alexandria, the Dead Sea Scrolls, and the Mishnah. The course will also include select readings from early Christian texts and postcolonial theory.

Class Format: seminar

Requirements/Evaluation: active preparation and participation, short reading response papers (1-page), midterm, and final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10-12

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS

Not offered current academic year

CLAS 221 (F) Technologies of Religion in the Early Christian World

Crosslistings: CLAS221 / REL221

Secondary Crosslisting

What is the relationship between religion and technology? How do various technologies affect the production and distribution of religious knowledge? Facilitate communication and interaction with the divine? Transform the religious self? In this course, we will look specifically at the uses and effects of technology on religion in the early Christian world. While focused most directly on the influence of technology on the development of early Christianity, the course will also explore the place of technology in coterminous movements: in "pagan" sacrifice, Neoplatonic divination, and Stoic practices of the
self. By examining technologies of text production, sacrifice, memory, and the self, the course will shed light on early Christianity and its competing religious and philosophical movements, as well as on the nature of technology's relationship to religion.

Class Format: seminar

Requirements/Evaluation: active preparation and participation, short reading response papers (1 page), and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10-12

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS

Not offered current academic year

CLAS 222 (S)  Greek History

Crosslistings: CLAS222 / HIST222

Primary Crosslisting

Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest developments in Greek culture, and will conclude with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the confrontations with the East, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium-length paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: preference will be given to majors in Classics, History, and Art History.

Expected Class Size: 25

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS

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

Not offered current academic year

CLAS 223 (S)  Roman History

Crosslistings: HIST223 / CLAS223

Primary Crosslisting

The study of Roman history involves questions central to the development of Western institutions, religion, and modes of thought. Scholars have looked to Rome both for actual antecedents of European cultural development and for paradigmatic scenes illustrating what they felt were cultural universals. Yet Roman history also encompasses the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until perhaps contemporary times. A close analysis of Roman history on its own terms shows the complex and fascinating results of an ambitious, self-confident nation's encounter both with unexpected events and crises at home, and with other peoples. As this course addresses the history of Rome from its mythologized beginnings through the reign of the emperor Constantine, it will place special emphasis on the impressive Roman ability to turn the unexpected into a rich source of cultural development, as well as the complex tendency later to interpret such ad hoc responses as predestined and inevitable. The Romans also provide a vivid portrait of the relationship between power and self-confidence on the one
hand, and violence and ultimate disregard for dissent and difference on the other. Readings for this course will concentrate on a wide variety of original sources, and there will be a strong emphasis on the problems of historical interpretation.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, occasional response papers, one 6- to 8-page paper, a midterm, and a final exam

Prerequisites: none; open to all

Enrollment Limit: 25

Expected Class Size: 25

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS

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

Spring 2019

LEC Section: 01  MR 2:35 pm - 3:50 pm  Kerry A. Christensen

CLAS 226 (S) The Ancient Novel

Crosslistings: CLAS226 / COMP226

Primary Crosslisting

Pirates, prostitutes, witches, and donkeys: the novels of ancient Greece and Rome often surprise their modern readers with a striking blend of humor, violence, and eroticism. From damsels in distress and daring rescues to impossible journeys and magical transformations, this course will consider these remarkable and varied texts within their own literary and cultural contexts. By reading the works of such authors as Longus, Lucian, Apuleius, and Heliodorus, we will survey the different forms of extended prose fiction that have traditionally been called the ancient "novel." We will confront the challenges of defining the genre itself, and consider both its ancient literary heritage and its later reception and afterlife. We will also explore the ways in which these texts engage with the complex and diverse world of the ancient Mediterranean, paying close attention to the representation of gender, sexuality, ethnicity, and cultural identity. All readings are in translation.

Class Format: seminar

Requirements/Evaluation: class participation, in-class presentations, brief reading responses (1-page), and a final paper (8-10 pages)

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

Prerequisites: none, although some prior knowledge of the ancient Mediterranean will be useful

Enrollment Limit: 19

Enrollment Preferences: Classics and Comparative Literature majors

Expected Class Size: 19

Distributions: (D1)

Spring 2019

SEM Section: 01  TF 1:10 pm - 2:25 pm  Sarah E. Olsen

CLAS 230 (F) From Alexander to Cleopatra: Remodeling the Mediterranean World

Crosslistings: ARTH230 / CLAS230

Primary Crosslisting

The period between Alexander the Great (323 B.C.) and Cleopatra (30 B.C.), like our own, was characterized by internationalism, migration, wide-ranging cultural values and religious practices, and ethnically diverse urban populations. Large numbers of non-Greeks came under the control of newly established Hellenistic kingdoms, while in the west Rome's emergence as a superpower offered both new opportunity and danger. The Hellenistic world was a place of vibrant change in the spheres of art, architecture, urban planning, and public spectacle. In this course, we will consider the art and archaeology of this period in their political, social, and religious contexts, focusing on the visual language of power and royalty; developments in painting, sculpture, mosaics, and monumental architecture; interactions between Greeks and non-Greeks; and the impact of Greek
culture in Rome.

Class Format: lecture
Requirements/Evaluation: class participation, quizzes, midterm, final exam, and one medium-length paper
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: students with an interest in the ancient Mediterranean world and in the history of western art and architecture
Expected Class Size: 35
Distributions: (D1)

Not offered current academic year

CLAS 235 (S) The Garden in the Ancient World
Crosslistings: ENVI232 / REL235 / CLAS235 / COMP235

Primary Crosslisting
Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

Class Format: seminar
Requirements/Evaluation: class participation, short written assignments, and a final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Classics majors
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under CLAS, COMP or ENVI; meets Division 2 requirement if registration is under REL

Spring 2019
SEM Section: 01 MR 1:10 pm - 2:25 pm Nicole G. Brown

CLAS 236 (S) Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern
Crosslistings: ARTH530 / CLAS236

Secondary Crosslisting
Embodied in satyrs, centaurs, nympha, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of the environment, and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides and Lucretius. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallermé, "L'Apres midi d'une faune," Aby Warburg, and Stoppard's Arcadia. Problems include the relationship between nympha and prostitutes in Manet, and the meaning of fauns and the
Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

**Class Format:** seminar

**Requirements/Evaluation:** attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper

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

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** first year graduate students, then second year graduate students, then advanced undergraduates

**Expected Class Size:** 12

**Department Notes:** pre-1600 undergraduate requirement

**Distributions:** (D1)

**Attributes:** ARTH pre-1600 Courses;

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Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

**Class Format:** seminar

**Requirements/Evaluation:** attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper

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

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** first year graduate students, then second year graduate students, then advanced undergraduates

**Expected Class Size:** 12

**Department Notes:** pre-1600 undergraduate requirement

**Distributions:** (D1)

**Attributes:** ARTH pre-1600 Courses;

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Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

**Class Format:** seminar

**Requirements/Evaluation:** attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper

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

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** first year graduate students, then second year graduate students, then advanced undergraduates

**Expected Class Size:** 12

**Department Notes:** pre-1600 undergraduate requirement

**Distributions:** (D1)

**Attributes:** ARTH pre-1600 Courses;

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Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

**Class Format:** seminar

**Requirements/Evaluation:** attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper

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

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** first year graduate students, then second year graduate students, then advanced undergraduates

**Expected Class Size:** 12

**Department Notes:** pre-1600 undergraduate requirement

**Distributions:** (D1)

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Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

**Class Format:** seminar

**Requirements/Evaluation:** attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper

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

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** first year graduate students, then second year graduate students, then advanced undergraduates

**Expected Class Size:** 12

**Department Notes:** pre-1600 undergraduate requirement

**Distributions:** (D1)

**Attributes:** ARTH pre-1600 Courses;
role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside - not just as places, but also as states of mind. All readings are in translation.

**Class Format:** seminar

**Requirements/Evaluation:** informed participation, two short papers (2-5 pages), final paper (8-10 pages)

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

**Prerequisites:** none, although prior knowledge of the ancient world will be useful

**Enrollment Limit:** 25

**Enrollment Preferences:** declared and intending majors in Classics and Environmental Studies

**Expected Class Size:** 20

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under CLAS or ENVI; meets Division 2 requirement if registration is under ANTH

Not offered current academic year

**CLAS 248 (S) Greek Art and the Gods**

**Crosslistings:** CLAS248 / REL216 / ARTH238

**Secondary Crosslisting**

In the Iliad, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, “like the coming of night,” to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

**Class Format:** lecture and discussion

**Requirements/Evaluation:** short writing assignments, midterm exam, final exam, final paper

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** preference will be given to pre-registered Art-History majors needing to fulfill the pre-1400 requirement; otherwise, the course is open to any interested student

**Expected Class Size:** 30

**Department Notes:** satisfies the pre-1400 requirement; satisfies the pre-1600 elective requirement in the art-history major.

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH and CLAS; meets Division 2 requirement if registration is under REL

**Attributes:** ARTH pre-1600 Courses;

Not offered current academic year

**CLAS 306 (S) The Good Life in Greek and Roman Ethics (WI)**

**Crosslistings:** CLAS306 / PHIL306

**Secondary Crosslisting**

Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the
moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his Republic. We will then turn to Aristotle's Nicomachean Ethics. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero's On the Ends of Good and Evil. As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.

Class Format: seminar

Requirements/Evaluation: several short response pieces. A final paper of 10-15 pages

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

Enrollment Limit: 9

Enrollment Preferences: juniors & seniors & students who can demonstrate an interest in the subject matter of the class; there will not be any preference purely on the basis of major; final selection for the course will be made on the basis of an interview with the instructor

Expected Class Size: 9

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL

Attributes: PHIL History Courses;

Spring 2019

SEM Section: 01    W 4:45 pm - 8:30 pm    Keith E. McPartland

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

Crosslistings: CLAS323 / HIST323 / LEAD323

Primary Crosslisting

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

Class Format: lecture/discussion

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

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

Enrollment Limit: 19

Expected Class Size: 12

Distributions: (D1) (WI)

Distribution Notes: meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS

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

Fall 2018

LEC Section: 01    MR 2:35 pm - 3:50 pm    Kerry A. Christensen
In the wake of Alexander the Great's extension of the borders of the classical world all the way to the banks of the Indus River in the fourth century BCE, the small city-states of the Greek peninsula were replaced by far-flung kingdoms as important centers of power and culture. Vastly increased trade and the movement of individuals between Greece, Egypt, and the Near and Middle East encouraged a new internationalism marked by a cross-cultural hybridization of religion, and innovations in philosophy, medicine, literature and art. This cosmopolitan attitude brought about a revolution in artistic ideas and forms centered on the social and ethnic diversity of human experience. Royal patrons, and wealthy private citizens including an increasing number of women, commissioned artworks for cities, sanctuaries, tombs, palaces, and estates on a scale rarely seen before. With the rise of Rome in the west, plundered artworks of earlier periods soon became the desired objects of wealthy collectors, and commissions in the Hellenistic style continued well into the Roman period. In this course we'll look closely at influential works of art in bronze, marble, fresco, and mosaic, and consider their archaeological, social and political contexts. We'll discuss the changing status of artists as patronage shifts to include the private as well as the public realm, and research the broader philosophical, religious, literary and cultural forces that encouraged artistic innovations of the fourth century BCE through first century CE. Reading material includes ancient literature in translation, recent surveys of Hellenistic art, and recent critical essays.

Class Format: seminar

Requirements/Evaluation: students will lead discussions based on selected readings; a 5- to 7-page midterm paper and 20 minute oral report will form the basis for an 18- to 20-page research paper

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art majors, and then to students of any major interested in art and thought in the ancient Mediterranean world, with permission of instructor

Expected Class Size: 14

Department Notes: ARTH Seminar Requirement

Distributions: (D1)

Attributes: ARTH pre-1600 Courses;

Spring 2019

SEM Section: 01  T 1:10 pm - 3:50 pm  Elizabeth P. McGowan

CLAS 493 (F) Senior Thesis: Classics

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D1)

Fall 2018

HON Section: 01  TBA  Edan Dekel

CLAS 494 (S) Senior Thesis: Classics

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D1)
CLAS 497 (F) Independent Study: Classics
Classics independent study. Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.
Class Format: independent study
Distributions: (D1)

CLAS 498 (S) Independent Study: Classics
Classics independent study. Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.
Class Format: independent study
Distributions: (D1)

CLAS 499 (F) Senior Colloquium
This two-semester course is required for all senior Classics majors and usually meets four times each semester. Our activities vary from year to year but normally include presentations by seniors who are taking independent studies or writing Honors theses in Classics, as well as meetings with guest speakers and distinguished visiting professors. Although required for the Classics major, this is a non-credit course and does not count toward the number of semester courses required for the Classics major or for graduation. Senior majors are expected to attend every colloquium unless excused in advance.
Class Format: colloquium
CLASSICS (Div I)
GREEK
Chair: Professor Edan Dekel


The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives, including literature, history, archaeology, art, philosophy, and religion. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both surveys and more specialized study of the classical world from earliest historical times through late antiquity.

MAJOR

Majors and prospective majors are encouraged to consult with the department’s faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Classics and Classical Civilization

Classics: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments; 3) Participation in the Senior Colloquium.

Classical Civilization: (1) Either Classics 101 or 102 and one of Classics 222, 223, or 224; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level; (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy; 4) Participation in the Senior Colloquium.

A number of courses from other departments are cross-listed with Classics and may be elected for the major, for instance, Art History 213 Greek Art and Myth, Philosophy 201 Greek Philosophy, and Religion 210 Reading Jesus, Writing Gospels. Appropriate courses that are not cross-listed may also count toward the major with the approval of the chair of Classics. Examples of such courses, which vary from year to year, are Art History 105 Picturing God in the Middle Ages, Religion/Jewish Studies 201 The Hebrew Bible, Religion 212 The Development of Christianity, and Political Science 231 Ancient Political Thought.

Senior Colloquium: Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which normally meets every other week for an hour, vary according to the interests of the participants. Junior majors are also encouraged to participate.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302, or equivalent language preparation. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies. Students may enter the rotation at any point.

Classical Civilization Courses: The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a
given area of classical studies. Most of these courses do not assume prior experience in Classics or a cross-listed field.

STUDY ABROAD

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Greco-Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department’s faculty are always available to advise students, the chair has materials to share, and students can visit the department’s website for information and links to helpful sites.

FAQ

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

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

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

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

Complete syllabus and course description, including readings/assignments.

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

No.

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

No.

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

Yes. Senior Colloquium.

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

No.

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

None to date.

CLGR 99 (W) Independent Study: Greek

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

Class Format: independent study

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Edan Dekel

CLGR 101 (F) Introduction to Greek

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second
semester, to works of the classical period (usually Xenophon and Euripides).

**Class Format:** recitation/discussion

**Requirements/Evaluation:** evaluation will be based on frequent quizzes, tests, and a final exam

**Extra Info:** credit granted only if both semesters (CLGR 101 and 102) are taken

**Prerequisites:** none; designed for students who are beginning Greek or have studied less than two years of Greek in secondary school; students with some previous experience in Greek may want to enroll in CLGR 102 only (consult the department)

**Enrollment Limit:** 15

**Expected Class Size:** 8-10

**Distributions:** (D1)

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**Fall 2018**

LEC Section: 01  MWF 11:00 am - 12:15 pm  Sarah E. Olsen

**CLGR 102 (S) Introduction to Greek**

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

**Class Format:** recitation/discussion

**Requirements/Evaluation:** evaluation will be based on frequent quizzes, tests, and a final exam

**Extra Info:** credit granted only if both semesters (CLGR 101 and 102) are taken

**Prerequisites:** CLGR 101 or permission of department

**Enrollment Limit:** 15

**Expected Class Size:** 8-10

**Distributions:** (D1)

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**Spring 2019**

LEC Section: 01  MWF 11:00 am - 12:15 pm  Kerry A. Christensen

**CLGR 201 (F) Intermediate Greek**

Reading of selections from Hesiod and from Plato, combined with grammar review. The primary goal of this course is to develop fluency in reading Greek. We will also read the texts closely to explore important continuities and changes in Greek culture between the archaic and classical periods. The emphasis will vary from year to year, but possible subjects to be explored include: the education and socialization of the community's children and young adults; religion and cult practices; the performative aspects of epic (and choral) poetry and of prose genres like oratory and the philosophical dialogue; traditional oral poetry and storytelling and the growth of literacy; the construction of woman, of man; the development of the classical polis.

**Class Format:** recitation/discussion

**Requirements/Evaluation:** evaluation will be based on classroom participation, quizzes, tests, and a final exam

**Prerequisites:** CLGR 101-102 or two years of Greek in secondary school

**Enrollment Limit:** 12

**Expected Class Size:** 5-10

**Distributions:** (D1)

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**Fall 2018**

LEC Section: 01  MWF 8:30 am - 9:45 am  Kerry A. Christensen

**CLGR 401 (S) Homer: The Iliad**

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community,
leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Iliad* in Greek and the entire epic in translation.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, short written exercises and/or oral reports, midterm and final exams, and a final paper

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** majors in Classics, Comparative Literature, English and other literatures

**Expected Class Size:** 5-6

**Distributions:** (D1)

Not offered current academic year

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**CLGR 402 (S) Homer: The Odyssey**

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Odyssey* in Greek and the entire epic in translation.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, short written assignments and/or oral reports, a midterm and final exams, and a final paper

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** majors in Classics, Comparative Literature, English and other literatures

**Expected Class Size:** 5-6

**Distributions:** (D1)

Not offered current academic year

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**CLGR 404 (S) Tragedy**

Tragedy was a hybrid genre invented in sixth-fifth century Athens, where tragic performances in the city's festival of the Greater Dionysia played a vital role in the democratic polis. This course will focus on reading in Greek a complete tragedy of Sophokles or Euripides; we will also read in translation several other tragedies, a satyr-play, and a comedy of Aristophanes. While focusing on questions of particular importance for the play we are reading in Greek, we will also situate that play in a larger context by exploring, for instance: aspects of the social and political situations in and for which fifth-century tragedies were first produced; the several performance genres out of which tragedy was created; developments in the physical characteristics of the theater and in elements of staging and performance; problems of representation particularly relevant to theatrical production and performance.

**Class Format:** seminar/recitation/discussion

**Requirements/Evaluation:** evaluation will be based on contributions to class, several 1- to 2-page papers involving close textual analysis, perhaps a midterm exam, a final exam, and a final paper

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 12

**Expected Class Size:** 4-5

**Distributions:** (D1)

Spring 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm    Sarah E. Olsen

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**CLGR 405 (F) Greek Lyric Poetry**
This course will explore the development of Greek lyric poetry from the eighth to the fifth centuries BCE. Beginning with Archilochus, Sappho, and Alcaeus, and proceeding through such poets as Solon, Anacreon, Ibycus, and Theognis, we will examine the formal, social, and performative contexts of lyric, the influence of epic and choral poetry on the evolution of the genre, and the difficulties of evaluating a fragmentary corpus. Finally, we will explore the influence of political and economic changes in the early fifth century on the work of Simonides. The goal throughout is to investigate the structures, innovations, and problems of poetic self-expression in early Greek poetry.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 5

Distributions: (D1)

Fall 2018

SEM Section: 01    TF 2:35 pm - 3:50 pm     Edan Dekel

CLGR 407 (F) Rhetoric and Democracy: the Greek Orators

The Greek orators of the 4th-century BCE were specialists in rhetoric and persuasive discourse, and in the deployment of the one to produce the other. They wrote forensic oratory intended to sway juries; political speeches with which they argued policy before the Athenian Assembly and aspired to be the city's leaders; attack speeches which they hoped would destroy their rivals; and show pieces intended to dazzle the listener with their rhetorical brilliance. In this course the most influential orators of 4th-century Athens will instruct us in rhetoric, demonstrate the stylistic versatility of the Greek language, teach us about what Athenians in the 4th century cared about, reveal theories of human psychology, and persuade us of a thing or two. We will read selected speeches by Lysias, Isocrates, and Demosthenes, as well as portions of speeches by other orators such as Aeschines, Antiphon, and Dinarchus.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class translation and discussion, several short exercises, a midterm, a final paper, and a final translation exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 6-8

Distributions: (D1)

Not offered current academic year

CLGR 409 (F) Plato

Plato's writing has exercised an incalculable influence on the development of subsequent philosophy and literature, but his dialogues are equally compelling when they are read independently of the works they have inspired. In this course we will read substantial selections from one or more of the so-called middle dialogues (Symposium, Phaedo, Republic, Phaedrus), in which a variety of speakers, including Socrates, ask and provisionally answer questions such as what are love, beauty, and justice, and how does the human soul in possession of these goods participate in the divine?

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, several short written assignments, a midterm and final exam, and a longer final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: if oversubscribed, preference given to majors in Classics, Philosophy, Comparative Literature, English or another literature

Expected Class Size: 5-6

Distributions: (D1)

Not offered current academic year
CLGR 412 (F) Herodotus

This course will focus on the reading in Greek of Herodotus' Histories, his multivalent and deeply human account of how and why several hundred years of contact and conflict between the Greek city-states and non-Greek peoples to the east culminated in the Persian invasion of Greece. We will explore the ways in which his rich narrative style and intellectual landscape reflect the influence of Greek and near-eastern oral traditions, Ionian philosophical thought, Greek tragedy, and contemporary Athenian rhetoric and philosophy. We will also study his use of anthropological methods, ethnography, and geography in explaining human events. Among the many themes that permeate his work, we will pay special attention to the working of divine versus human justice, the mutability of human affairs, the nature of authority, the role of family, and the quest for wisdom.

Class Format: seminar

Requirements/Evaluation: class participation, two short written assignments, a midterm exam, a final paper, and a final exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 8

Distributions: (D1)

Not offered current academic year

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CLGR 414 (F) Thucydides

This course will focus on Thucydides' powerful history of the Peloponnesian War. It is a rich text with much to say about human nature, human motivation, power, morality, the fragility of civilized life, the nature of democracy, leadership, causality in human affairs, and the impact on the Greek city-states of thirty years of nearly continuous war.

Class Format: seminar

Requirements/Evaluation: class preparation and participation, a midterm exam, a final paper, and a final translation exam

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

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 6

Distributions: (D1)

Not offered current academic year
The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives, including literature, history, archaeology, art, philosophy, and religion. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both surveys and more specialized study of the classical world from earliest historical times through late antiquity.

**MAJOR**

Majors and prospective majors are encouraged to consult with the department’s faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Classics and Classical Civilization

**Classics:** (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments; 3) Participation in the Senior Colloquium.

**Classical Civilization:** (1) Either Classics 101 or 102 and one of Classics 222, 223, or 224; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level; (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy; 4) Participation in the Senior Colloquium.

A number of courses from other departments are cross-listed with Classics and may be elected for the major, for instance, Art History 213 Greek Art and Myth, Philosophy 201 Greek Philosophy, and Religion 210 Reading Jesus, Writing Gospels. Appropriate courses that are not cross-listed may also count toward the major with the approval of the chair of Classics. Examples of such courses, which vary from year to year, are Art History 105 Picturing God in the Middle Ages, Religion/Jewish Studies 201 The Hebrew Bible, Religion 212 The Development of Christianity, and Political Science 231 Ancient Political Thought.

**Senior Colloquium:** Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which normally meets every other week for an hour, vary according to the interests of the participants. Junior majors are also encouraged to participate.

**THE DEGREE WITH HONORS IN CLASSICS**

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

**COURSE NUMBERING SYSTEM**

**Language Courses:** The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level
The course is Greek 201 or Latin 302, or equivalent language preparation. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies. Students may enter the rotation at any point.

**Classical Civilization Courses:** The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a given area of classical studies. Most of these courses do not assume prior experience in Classics or a cross-listed field.

**STUDY ABROAD**

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Greco-Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department’s faculty are always available to advise students, the chair has materials to share, and students can visit the department’s website for information and links to helpful sites.

**FAQ**

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

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

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

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

Complete syllabus and course description, including readings/assignments.

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

No.

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

No.

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

Yes. Senior Colloquium.

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

No.

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

None to date.

**CLLA 99 (W) Independent Study: Latin**

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

**Class Format:** independent study

**Distributions:** (D1)

Winter 2019

IND Section: 01   TBA   Edan Dekel
CLLA 101 (F)  Introduction to Latin
This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (e.g., Ovid's Metamorphoses) and from Latin prose (e.g., Pliny's Letters).

Class Format: recitation/discussion
Requirements/Evaluation: evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam
Extra Info: credit granted only if both semesters (CLLA 101 and 102) are taken
Prerequisites: none; this course is designed for the student with no previous preparation in Latin or with only a little Latin who wishes a refresher; students with some previous experience in Latin may want to enroll in CLLA 102 only (consult the department)
Enrollment Limit: 15
Expected Class Size: 8-10
Distributions: (D1)

Fall 2018
LEC Section: 01    MWF 11:00 am - 12:15 pm     Nicole G. Brown

CLLA 102 (S)  Introduction to Latin
This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (e.g., Ovid's Metamorphoses) and from Latin prose (e.g., Pliny's Letters).

Class Format: recitation/discussion
Requirements/Evaluation: evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam
Extra Info: credit granted only if both semesters (CLLA 101 and 102) are taken
Prerequisites: CLLA 101 or permission of department
Enrollment Limit: 18
Expected Class Size: 10-12
Distributions: (D1)

Spring 2019
LEC Section: 01    MWF 11:00 am - 12:15 pm     Nicole G. Brown

CLLA 201 (F)  Intermediate Latin: The Late Republic
Reading of selections from Latin prose and poetry, normally from a speech or letters by Cicero and from the poetry of Catullus. This course includes a comprehensive review of Latin grammar and aims primarily at developing fluency in reading Latin. At the same time it acquaints students with one of the most turbulent and important periods in Roman history and attends to the development of their interpretative and analytic skills.

Class Format: recitation/discussion
Requirements/Evaluation: evaluation will be based on classroom performance, quizzes, a midterm, and a final exam; occasional oral presentations or short essays may be required as well
Prerequisites: CLLA 101-102 or 3-4 years of Latin in secondary school; consult the department
Enrollment Limit: 12
Expected Class Size: 6-10
Distributions: (D1)

Fall 2018
CLLA 302 (S)  Vergil’s “Aeneid”

This course is a comprehensive introduction to Vergil’s *Aeneid*. Students will develop their ability to read and translate the Latin text of the poem, while at the same time exploring the major interpretive issues surrounding the definitive Roman epic. Through a combination of close reading and large-scale analysis, we will investigate the poem’s literary, social, and political dimensions with special attention to Vergil’s consummate poetic craftsmanship.

**Class Format:** discussion/recitation

**Requirements/Evaluation:** evaluation will be based on class participation, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLLA 201 or permission of instructor

**Enrollment Limit:** 12

**Expected Class Size:** 10

**Distributions:** (D1)

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CLLA 405 (F)  Livy and Tacitus: Myth, Scandal, and Morality in Ancient Rome

Mythical stories of Rome’s founding, which were formulated by many generations of Roman authors and public figures, served as a framework for these very thinkers to analyze and articulate Roman self-image in rich and creative ways; one who stands out among these figures is the Augustan historian Livy. The “second founding” of the Republic by Augustus, and the careers of his successors, in turn gave later Roman writers like Tacitus fresh inspiration for Roman self-imagining and self-analysis. We will begin the semester in mythical Rome, reading selections from Book 1 of Livy’s history which present figures like Aeneas, the Trojan refugee whose arrival in Italy was conceptually crucial to Rome’s development and position in Italy and the Mediterranean; Romulus, by whom Rome was founded in an act of fratricide; the Sabine women, whose nobility prevented a deadly war between their fathers and their Roman kidnappers; and Lucretia, whose virtue and self-sacrifice led to the liberation of Rome from a decadent and violent monarchy and to the founding of the Roman Republic. We will examine how Livy deploys the storyteller’s art to excite his readers’ pathos, indignation, and sympathy; we will examine as well how Livy often filters his account of mythical Rome through the lens of his own time, thereby constructing Rome’s past through the Augustan present. Writing more than a century after Livy, Tacitus offers a different view of Augustus, and his account of the rude and dissolute Tiberius, the unscrupulous Livia, Rome’s craven and dispirited senators, and the many scandals attached to the imperial family, figures a Rome once again suffering under a decadent monarchy. Tacitus’s compressed, fastidious, inimitable prose is the vehicle for his stern yet often sardonic psychological insights, which subtly manage to combine moral judgment with prurient pleasure in the scandals of others.

**Class Format:** discussion

**Requirements/Evaluation:** evaluation will be based on class preparation and participation, an 8- to 10-page paper, a midterm, and a final exam

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Expected Class Size:** 6

**Distributions:** (D1)

*Not offered current academic year*

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CLLA 407 (F)  Caesar and Cicero

The one a brilliant strategist, the other preeminent in the courts, Caesar and Cicero were both master politicians whose ambitions for their country and themselves brought them into bitter conflict. Their combined oeuvres provide compelling, detailed accounts of the events and personalities that ended the Roman republic and ushered in an era of prolonged civil war. Moreover, despite striking stylistic differences, their works jointly are regarded as the acme of classical Latin prose. In this course we will read extensive selections from Caesar’s commentaries and Cicero’s speeches and correspondence, aiming throughout at better understanding their rhetorical brilliance and pragmatic persuasive goals.

**Class Format:** recitation/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, several short written assignments (such as article reviews), a midterm
exam and essay of moderate length, plus a final exam and longer paper

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 6-9

Distributions: (D1)

Fall 2018

LEC Section: 01 MR 2:35 pm - 3:50 pm Amanda R. Wilcox

CLLA 408 (S) Roman Comedy
Roman comedy flourished only briefly, between the second and third Punic Wars, but its cultural-historical importance is undeniable. In these fabulae palliatae, Latin comedies staged in Greek costume and featuring ostensibly Greek characters, Roman attitudes are questioned and mocked but ultimately reasserted. We will read the Menaechmi of Plautus and the Adelphoe of Terence, two plays that burlesque the stereotypical relationships between fathers, brothers, sons, and slaves. We may also consider selections from Cato the Elder, Cicero's letters, and other primary and secondary texts that shed additional light on Roman familial relationships and their place in republican society.

Class Format: discussion/recitation

Requirements/Evaluation: evaluation will be based on class participation, several papers of varying length, a midterm and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: if the course is oversubscribed, preference will be given to majors and potential majors in Classics and Comparative Literature

Expected Class Size: 8-10

Distributions: (D1)

Not offered current academic year

CLLA 409 (S) Seneca and the Self
This course considers ethical and literary dimensions of self-fashioning, self-examination, and the conception of selfhood in the Stoic philosophy of the younger Seneca through close reading of extensive selections from his philosophical works and tragedies. The focus of this course lies squarely in the first century CE and on the analysis of Seneca's own texts. We begin, however, with an introduction to the ethics of Roman Stoicism through the personae theory of Panaetius as transmitted by Cicero's De Officiis. Moreover, we will read and discuss reflections on selfhood from some of Seneca's most famous philosophical and literary heirs, including Montaigne, Emerson, and Foucault, both to enrich our understanding of his work and to gain an appreciation of his considerable influence on later writing about the self.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, several short written and oral assignments, midterm and final exams, and a final paper

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 5-10

Distributions: (D1)

Spring 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Amanda R. Wilcox

CLLA 414 (F) Vergil's Eclogues and Georgics
This course will explore the two major works of Vergil that precede the Aeneid: the Eclogues, a series of ten pastoral poems that range widely across personal, political, and mythological themes; and the Georgics, a longer didactic poem in four books that uses an agricultural framework to examine
issues of life, death, power, suffering, and love. The goal throughout is to investigate the literary, political, and social dimensions of the poems with special attention to their relationship to earlier models, as well as their exquisite poetic craftsmanship.

Class Format: seminar
Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam
Prerequisites: CLLA 302 or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: Classics majors
Expected Class Size: 10
Distributions: (D1)
Not offered current academic year

CLLA 416 (S) Praise, Blame, and Performance in Flavian and Trajanic Rome

In this course, we will consider how authors of imperial Rome represent the spectacle of their urban surroundings. Poets such as Martial and Statius describe the lavish entertainments that Domitian put on in the newly constructed Colosseum: Saturnalia festivities, beast hunts, gladiatorial combats. But their interest in these imperial displays is just one aspect of a greater preoccupation with social performance and self-fashioning during this time. Statius invites readers to marvel at imperial statues, aristocratic villas, and even an impressive new road built by Domitian. Martial, on the other hand, dispenses not praise but blame: in his epigrams, he encourages readers to laugh at the ridiculous displays of upstarts, flatterers, and deviants, casting vice as entertainment. As we read selections from Statius' Silvae, Martial's De Spectaculis and epigrams, Pliny's letters about public and literary life, and his speech of praise for the emperor Trajan, we will pay particular attention to questions such as the following: What do these authors' representations of spectacle tell us about the values of Flavian and Trajanic Rome? How do their works constitute performances in their own right? What do these texts reveal about the social functions of literature under autocratic rule?

Class Format: seminar
Requirements/Evaluation: class participation, short writing assignments, two translation exams, and a final paper
Prerequisites: CLLA 302 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: majors and potential majors in Classics and Comparative Literature
Expected Class Size: 5-10
Distributions: (D1)
Not offered current academic year
COGNITIVE SCIENCE (Div II)
Chair: Professor Safi Zaki

Advisory Committee: Professors: J. Cruz, A. Danyluk, K. Kirby, H. Williams, S. Zaki. Associate Professor: N. Kornell.
On leave Fall/Spring: Professor A. Danyluk.
On leave Fall only: Professor J. Cruz.

Cognitive science is concerned with how humans, non-human animals, and computers acquire, represent, manipulate, and use information. As an interdisciplinary field it combines research and theory from computer science (e.g., artificial intelligence), cognitive psychology, philosophy, linguistics, and neuroscience, and to some extent evolutionary biology, math, and anthropology. Complex issues of cognition are not easily addressed using traditional intra-disciplinary tools. Cognitive researchers in any discipline typically employ a collection of analytic and modeling tools from across traditional disciplinary boundaries. Thus, the methods and research agenda of cognitive science are broader than those of any of the fields that have traditionally contributed to cognitive science. The Cognitive Science Program is designed to provide students with the broad interdisciplinary foundation needed to approach issues of cognition.

THE CONCENTRATION

The concentration in Cognitive Science consists of six courses, including an introductory course, four electives, and a senior seminar.

Minds, Brains, and Intelligent Behavior (COGS 222) is the entry point into the concentration, and provides an interdisciplinary perspective on issues of cognition. Ideally, it should be taken before the end of the sophomore year. Emphasizing the highly interdisciplinary nature of the field, the four electives must be distributed over at least three course prefixes. In the fall of the senior year, concentrators will participate in a senior seminar (COGS 493) or a senior tutorial, depending on enrollments.

Required Courses

- COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
- COGS 493 Senior Seminar or Senior Tutorial (In years where 493 is not offered, students should contact the Program Chair for details).

Elective Courses

Four electives are required, chosen from at least three prefixes, at most two of which can be at the 100 level.

- ASST 258 Language and Literacy Development
- BIOL 204/NSCI 204 Animal Behavior
- CHIN 431 Introduction to Chinese Linguistics
- CSCI 134 Introduction to Computer Science
- CSCI 136 Data Structures and Advanced Programming
- CSCI 361/MATH 361 Theory of Computation
- CSCI 373 Artificial Intelligence
- CSCI 374 Machine Learning
- JAPN 130 Intro. to Linguistic Analysis
- JAPN 258/PSYC 258 Language and Literacy Development
- NSCI 201/BIOL 212/PSYC 212 Neuroscience
- PHIL 207 Contemporary Philosophy of Mind
- PHIL 216/ENVI 216 Philosophy of Animals
- PHIL 388 Consciousness
- PSYC 221 Cognitive Psychology
- PSYC 322 Concepts: Mind, Brain, and Culture
Recommended Courses
The following courses are recommended for students seeking a richer background in cognitive science. These will not count as electives for the cognitive science concentration.

- BIOL 209/NSCI 209 Animal Communication
- BIOL 305 Evolution
- MATH 250 Linear Algebra
- MATH 433 Mathematical Modeling
- PHIL 209 Philosophy of Science
- PSYC 201 Experimentation and Statistics
- STAT 101 Elementary Statistics and Data Analysis
- STAT 201 Statistics and Data Analysis
- STAT 231 Statistical Design of Experiments

THE DEGREE WITH HONORS IN COGNITIVE SCIENCE

Formal admission to candidacy for honors will occur at the end of the fall semester of the senior year and will be based on promising performance in COGS 493. This program will consist of COGS W31-494(S), and will be supervised by members of the advisory committee from at least two departments. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors.

STUDY ABROAD
Students who wish to discuss plans for study abroad are invited to meet with any member of the Cognitive Science advisory committee.

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

Can your department or program typically pre-approve courses for major/concentration credit?
Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
No. As long as the study abroad courses conform to the interdisciplinary distribution requirements of the concentration.

Are there specific major requirements that cannot be fulfilled while on study away?
No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
None to date.
COGS 31 (W) Senior Thesis: Cognitive Science
May be taken by students registered for Cognitive Science 494.

Class Format: independent study
Distributions: (D2)

Winter 2019
HON Section: 01   TBA   Safa R. Zaki

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

Class Format: independent study
Distributions: (D2)

Winter 2019
IND Section: 01   TBA   Safa R. Zaki

COGS 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
Crosslistings: PHIL222 / COGS222 / PSYC222

Primary Crosslisting

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: lecture/discussion
Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises
Extra Info: not available for the fifth course option
Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 25
Department Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributions: (D2)
Attributes: Linguistics; PHIL Contemp Metaphysics & Epistemology Courses; PSYC 200-level Courses

Not offered current academic year

COGS 493 (F) Advanced Topics in Mind and Cognition
Crosslistings: COGS493

Primary Crosslisting

In the last decade the science of the mind has continued to draw on its 20th century history as well as expand its methodological repertoire. In this seminar we will investigate current trends in mind and cognition by considering research in cognitive neuroscience, embodied cognition, dynamic
systems theory, and empirical approaches to consciousness. Throughout, we will attend both to the specific empirical details as well as the conceptual foundations of this work. We will discuss how it elaborates, expands, and sharpens early views of the domain and methodology of philosophy of mind and cognitive science.

Class Format: seminar

Requirements/Evaluation: weekly short essays 1000 words, seminar presentation, final paper/project 7,000 words

Extra Info: may not be taken on a pass/fail basis

Prerequisites: senior Cognitive Science concentrator

Enrollment Limit: 12

Enrollment Preferences: open only to senior COGS concentrators

Expected Class Size: 7

Distributions: (D2)

Fall 2018
SEM Section: 01  Cancelled

Spring 2019
SEM Section: 01  W 1:00 pm - 4:00 pm  Joseph L. Cruz

COGS 494 (S)  Senior Thesis: Cognitive Science

The senior concentrator, having completed the senior seminar and with approval from the advisory committee, may devote winter study and the spring semester to a senior thesis based on the fall research project.

Class Format: independent study

Prerequisites: permission of program chair

Distributions:  (D2)

Spring 2019
HON Section: 01  TBA  Safa R. Zaki

COGS 497 (F)  Independent Study: Cognitive Science

Cognitive Science independent study.

Class Format: independent study

Prerequisites: permission of program chair

Distributions:  (D2)

Fall 2018
IND Section: 01  TBA  Joseph L. Cruz

COGS 498 (S)  Independent Study: Cognitive Science

Cognitive Science independent study.

Class Format: independent study

Prerequisites: permission of program chair

Distributions:  (D2)

Spring 2019
IND Section: 01  TBA  Safa R. Zaki

COGS Interdepartmental Electives
BIOL 204 (S)  Animal Behavior
Crosslistings: NSCI204 / BIOL204

Primary Crosslisting

Making sense of what we see while watching animals closely is both an enthralling pastime and a discipline that draws on many aspects of biology. Explanations can be found on many levels: evolutionary theory tells us why certain patterns have come to exist, molecular biology can help us understand how those patterns are implemented, neuroscience gives insights as to how the world appears to the behaving animal, endocrinology provides information on how suites of behaviors are regulated. The first part of the course focuses upon how descriptive studies provide the basis for formulating questions about behavior as well as the statistical methods used to evaluate the answers to these questions. We then consider the behavior of individuals, both as it is mediated by biological mechanisms and as it appears from an evolutionary perspective. The second half of the course is primarily concerned with the behaviors of groups of animals from a wide variety of vertebrate and invertebrate species, concentrating upon the stimuli, responses, and internal mechanisms that maintain social systems and on the selection pressures that drive animals toward a particular social system.

Class Format: lecture/laboratory, six hours per week
Requirements/Evaluation: evaluation will be based on examinations, lab reports, and a research paper
Extra Info: not available for the fifth course option
Prerequisites: BIOL 102, or PSYC 101, or permission of instructor
Enrollment Limit: 32
Enrollment Preferences: Biology majors and Neuroscience concentrators
Expected Class Size: 32
Department Notes: satisfies the distribution requirement in the Biology major
Distributions: (D3)
Attributes: COGS Interdepartmental Electives; NSCI Group A Electives

Spring 2019
LEC Section: 01  TR 8:30 am - 9:45 am  Manuel A. Morales
LAB Section: 02  T 1:00 pm - 4:00 pm  Manuel A. Morales
LAB Section: 03  W 1:00 pm - 4:00 pm  Manuel A. Morales

BIOL 212 (F)  Neuroscience
Crosslistings: PSYC212 / BIOL212 / NSCI201

Secondary Crosslisting

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, consciousness and clinical disorders such as schizophrenia, autism, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.

Class Format: lecture, three hours a week; laboratory, every other week
Requirements/Evaluation: evaluation will be based on a lab practical, lab reports, two hour exams and a final exam
Extra Info: not available for the fifth course option
Prerequisites: PSYC 101 or BIOL 101; open to first-year students only with permission of instructor
Enrollment Limit: 72
Enrollment Preferences: sophomores and Biology and Psychology majors
Expected Class Size: 72
Department Notes: does not satisfy the distribution requirement in the Biology major
Distributions: (D3)
Distribution Notes: meets Division 3 requirement if registration is under PSYC
Attributes: COGS Interdepartmental Electives; NSCI Required Courses; PSYC 200-level Courses
CSCI 134 (F) Introduction to Computer Science: Objects, Events, and Graphics  (QFR)

Computing is central to many aspects of our lives and the world. This course introduces fundamental ideas in computer science and builds the skills necessary to create computer programs in the Java programming language, with an emphasis on graphics and user interfaces. Students learn to design programs in a wide range of application areas, from games to spam filters and image editing to scientific simulations. Programming topics include object-oriented programming, control structures, arrays, recursion, and event-driven programming, as well as how to construct correct, understandable, and efficient programs. This course is appropriate for all students who want to create software and have little or no prior computing experience.

Class Format: lecture/laboratory

Requirements/Evaluation: evaluation will be based on weekly assignments, final programming projects, and examinations

Prerequisites: none, except for the standard prerequisites for a (Q) course; previous programming experience is not required

Enrollment Limit: 90

Enrollment Preferences: If the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 90

Department Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses; COGS Interdepartmental Electives;

Not offered current academic year

CSCI 134 (S) Introduction to Computer Science: Digital Communication and Computation  (QFR)

A digital revolution has transformed the way we communicate and process information. Digital cameras have replaced film, MP3s have replaced LPs, communications through email, chat systems, and the Web have become part of daily life. This course explores the principles that underlie such digital information processing and communication systems. All digital information processing and communication systems are driven by precise rules or algorithms expressed as computer programs. We will develop an appreciation for the nature and limitations of such algorithms by exploring abstract algorithms for complex processes and by learning the basics of computer programming in Java. Programming topics covered will include object-oriented programming, control structures, arrays, recursion, and event-driven programming. Programming projects will include network applications like chat clients, tools to process and compress digital images, and simple network servers.

Class Format: lecture/laboratory

Requirements/Evaluation: evaluation will be based on weekly assignments, final programming projects, and examinations

Prerequisites: none, except for the standard prerequisites for a (Q) course; previous programming experience is not required

Enrollment Limit: 90

Enrollment Preferences: If the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 90

Department Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses; COGS Interdepartmental Electives;

Not offered current academic year
CSCI 134 (F) Introduction to Computer Science: Diving into the Deluge of Data  (QFR)

We are surrounded by information: weather forecasts, twitter feeds, restaurant reviews, stock market tickers, music recommendations, among others. This course introduces fundamental computational concepts for representing and manipulating data. Using the programming language Python, this course explores effective ways to organize and transform information in order to solve problems. Students will learn to design algorithms to search, sort, and manipulate data in application areas like text and image processing, social networks, scientific computing, databases, and the World Wide Web. Programming topics covered include object-oriented and functional programming, control structures, types, recursion, arrays, lists, streams, and dictionaries. This course is appropriate for all students who want to create software and learn computational techniques for manipulating and analyzing data. More details are available on the department website, http://www.cs.williams.edu

Class Format: lecture/laboratory

Requirements/Evaluation: evaluation will be based on weekly assignments, programming projects, and examinations

Prerequisites: none, except for the standard prerequisites for a (Q) course; previous programming experience is not required

Enrollment Limit:  75

Enrollment Preferences: If the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size:  75

Department Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

Distributions: (D3) (QFR)

Attributes: BGPNP Recommended Courses; COGS Interdepartmental Electives;

Fall 2018
LEC Section: C1    MWF 9:00 am - 9:50 am     Duane A. Bailey
LAB Section: C4    M 2:30 pm - 4:00 pm     Iris Howley
LAB Section: C5    T 2:30 pm - 4:00 pm     Iris Howley
LAB Section: C6    T 8:30 am - 10:00 am     Duane A. Bailey
LAB Section: C7    T 10:00 am - 11:30 am     Iris Howley
LAB Section: C3    Cancelled
LAB Section: C2    M 1:00 pm - 2:30 pm     Iris Howley

Spring 2019
LAB Section: C7    T 10:00 am - 11:30 am     Duane A. Bailey
LEC Section: C1    MWF 11:00 am - 11:50 am     Iris Howley
LAB Section: C2    M 1:00 pm - 2:30 pm     Iris Howley
LAB Section: C5    T 2:30 pm - 4:00 pm     Duane A. Bailey
LAB Section: C3    T 1:00 pm - 2:30 pm     Duane A. Bailey
LAB Section: C6    Cancelled
LAB Section: C4    M 2:30 pm - 4:00 pm     Iris Howley

CSCI 361 (F) Theory of Computation  (QFR)

Crosslistings: CSCI361 / MATH361

Primary Crosslisting

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on problem sets, a midterm examination, and a final examination

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 34

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 34

Distributions: (D3) (QFR)

Attributes: COGS Interdepartmental Electives;

Fall 2018

LEC Section: 02   MWF 11:00 am - 11:50 am   Thomas P. Murtagh
LEC Section: 01   MWF 12:00 pm - 12:50 pm   Thomas P. Murtagh

CSCI 373 (S) Artificial Intelligence (QFR)

Artificial Intelligence (AI) has become part of everyday life, but what is it, and how does it work? This course introduces theories and computational techniques that serve as a foundation for the study of artificial intelligence. Potential topics include the following: Problem solving by search, Logic, Planning, Constraint satisfaction problems, Uncertainty and probabilistic reasoning, Bayesian networks, and Automated Learning.

Class Format: lecture/laboratory

Requirements/Evaluation: several programming projects in the first half of the semester and a larger project spanning most of the second half of the semester; reading responses and discussion; midterm examination

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136 and (CSCI 256 or permission of instructor)

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Distributions: (D3) (QFR)

Attributes: COGS Interdepartmental Electives;

Not offered current academic year

CSCI 374 (S) Machine Learning (QFR)

This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a branch of Artificial Intelligence that aims to develop algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover examples of supervised learning algorithms (including decision tree learning, support vector machines, and neural networks), unsupervised learning algorithms (including k-means and expectation maximization), and possibly reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory.

Class Format: This class will follow the meeting structure of a tutorial, with groups of three or four

Requirements/Evaluation: evaluation will be based on presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136 and CSCI 256 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Computer Science majors

Expected Class Size: 18

Distributions: (D3) (QFR)

Attributes: COGS Interdepartmental Electives;

Not offered current academic year
ENVI 216 (S) Philosophy of Animals (WI)
Crosslistings: ENVI216 / PHIL216

Secondary Crosslisting

Animals are and always have been part of human life. To name just a few: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, what are animals such that they can be all these things? In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will to fuse a rigorous scientific perspective with more humanistic themes and philosophical inquiry. Topics include sentence, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

Class Format: seminar
Requirements/Evaluation: four 4- to 5-page papers and one 10- to 12-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students with at least one previous philosophy course; there is no need to email the professor in advance to indicate interest in the course
Expected Class Size: 19
Department Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributions: (D2) (WI)
Attributes: COGS Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses;

Not offered current academic year

MATH 361 (F) Theory of Computation (QFR)
Crosslistings: CSCI361 / MATH361

Secondary Crosslisting

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory -- the examination of what problems can be solved and what problems cannot be solved -- and the study of complexity theory -- the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on problem sets, a midterm examination, and a final examination
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor
Enrollment Limit: 34
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 34
Distributions: (D3) (QFR)
Attributes: COGS Interdepartmental Electives;

Fall 2018
LEC Section: 02 MWF 11:00 am - 11:50 am Thomas P. Murtagh
LEC Section: 01 MWF 12:00 pm - 12:50 pm Thomas P. Murtagh

NSCI 201 (F) Neuroscience
Crosslistings: PSYC212 / BIOL212 / NSCI201
Primary Crosslisting
A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, consciousness and clinical disorders such as schizophrenia, autism, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.

Class Format: lecture, three hours a week; laboratory, every other week
Requirements/Evaluation: evaluation will be based on a lab practical, lab reports, two hour exams and a final exam
Extra Info: not available for the fifth course option
Prerequisites: PSYC 101 or BIOL 101; open to first-year students only with permission of instructor
Enrollment Limit: 72
Enrollment Preferences: sophomores and Biology and Psychology majors
Expected Class Size: 72
Department Notes: does not satisfy the distribution requirement in the Biology major
Distributions: (D3)
Distribution Notes: meets Division 3 requirement if registration is under PSYC
Attributes: COGS Interdepartmental Electives; NSCI Required Courses; PSYC 200-level Courses

Fall 2018
LAB Section: 03 T 1:00 pm - 4:00 pm Martha J. Marvin
LAB Section: 02 M 1:00 pm - 4:00 pm Martha J. Marvin
LEC Section: 01 TR 9:55 am - 11:10 am Heather Williams, Matthew M. Clasen
LAB Section: 04 W 1:00 pm - 4:00 pm Martha J. Marvin

NSCI 204 (S) Animal Behavior
Crosslistings: NSCI204 / BIOL204

Secondary Crosslisting
Making sense of what we see while watching animals closely is both an enthralling pastime and a discipline that draws on many aspects of biology. Explanations can be found on many levels: evolutionary theory tells us why certain patterns have come to exist, molecular biology can help us understand how those patterns are implemented, neuroscience gives insights as to how the world appears to the behaving animal, endocrinology provides information on how suites of behaviors are regulated. The first part of the course focuses upon how descriptive studies provide the basis for formulating questions about behavior as well as the statistical methods used to evaluate the answers to these questions. We then consider the behavior of individuals, both as it is mediated by biological mechanisms and as it appears from an evolutionary perspective. The second half of the course is primarily concerned with the behaviors of groups of animals from a wide variety of vertebrate and invertebrate species, concentrating upon the stimuli, responses, and internal mechanisms that maintain social systems and on the selection pressures that drive animals toward a particular social system.

Class Format: lecture/laboratory, six hours per week
Requirements/Evaluation: evaluation will be based on examinations, lab reports, and a research paper
Extra Info: not available for the fifth course option
Prerequisites: BIOL 102, or PSYC 101, or permission of instructor
Enrollment Limit: 32
Enrollment Preferences: Biology majors and Neuroscience concentrators
Expected Class Size: 32
Department Notes: satisfies the distribution requirement in the Biology major
Distributions: (D3)
Attributes: COGS Interdepartmental Electives; NSCI Group A Electives
PHIL 207 (S)  Contemporary Philosophy of Mind  (WI)
The philosophy of mind has been one of the liveliest and most active areas of philosophical inquiry over the last century, and it has taken a place at the center of the field. Part of the explanation for this is the rise of compelling scientific accounts of who and what we are. The question of whether the mind can be fully understood within a physicalist, materialist framework has taken on an exciting urgency. In this course we will investigate the mind/body problem, mental representation, the conceptual and nonconceptual content of mental states, and the nature of consciousness. Throughout we will attend to the relevant empirical literature.

Class Format: seminar

Requirements/Evaluation: weekly two page papers on focused topics and two 8- to 10-page papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one prior 100- or 200-level PHIL course

Enrollment Limit: 19

Enrollment Preferences: prospective Philosophy majors and Cognitive Science concentrators

Expected Class Size: 14

Distributions: (D2) (WI)

Attributes: COGS Interdepartmental Electives;  PHIL Contemp Metaphysics & Epistemology Courses;

Not offered current academic year

PHIL 216 (S)  Philosophy of Animals  (WI)
Crosslistings: ENVI216 / PHIL216

Primary Crosslisting

Animals are and always have been part of human life. To name just a few: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, what are animals such that they can be all these things? In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will to fuse a rigorous scientific perspective with more humanistic themes and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

Class Format: seminar

Requirements/Evaluation: four 4- to 5-page papers and one 10- to 12-page final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with at least one previous philosophy course; there is no need to email the professor in advance to indicate interest in the course

Expected Class Size: 19

Department Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2) (WI)

Attributes: COGS Interdepartmental Electives;  PHIL Contemp Metaphysics & Epistemology Courses;

Not offered current academic year

PHIL 288 (S)  Embodiment and Consciousness: A Cross-Cultural Exploration
This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

**Class Format:** seminar

**Requirements/Evaluation:** regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)

**Extra Info:** not available for the fifth course option

**Prerequisites:** any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions;

**Enrollment Limit:** 18

**Enrollment Preferences:** Religion and Philosophy majors

**Expected Class Size:** 18

**Department Notes:** there is no need to email the professor in advance to indicate interest in the course

**Distributions:** (D2)

**Attributes:** COGS Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses

**Not offered current academic year**
PSYC 212 (F) Neuroscience
Crosslistings: PSYC212 / BIOL212 / NSCI201

Secondary Crosslisting
A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, consciousness and clinical disorders such as schizophrenia, autism, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.

Class Format: lecture, three hours a week; laboratory, every other week
Requirements/Evaluation: evaluation will be based on a lab practical, lab reports, two hour exams and a final exam
Extra Info: not available for the fifth course option
Prerequisites: PSYC 101 or BIOL 101; open to first-year students only with permission of instructor
Enrollment Limit: 72
Enrollment Preferences: sophomores and Biology and Psychology majors
Expected Class Size: 72
Department Notes: does not satisfy the distribution requirement in the Biology major
Distributions: (D3)
Distribution Notes: meets Division 3 requirement if registration is under PSYC
Attributes: COGS Interdepartmental Electives; NSCI Required Courses; PSYC 200-level Courses

PSYC 221 (F) Cognitive Psychology
This course will survey the experimental study of the structures and processes that make up normal human cognition. Topics include perception, attention, learning, memory, categorization, language, judgment, decision making, reasoning, and problem solving.

Class Format: lecture
Requirements/Evaluation: two midterms and a final exam (Fall); two midterms, a final exam, short essays and weekly quizzes (Spring)
Prerequisites: PSYC 101 or permission of instructor
Enrollment Limit: 50
Enrollment Preferences: Psychology majors
Expected Class Size: 50
Distributions: (D2)
Attributes: COGS Interdepartmental Electives; PSYC 200-level Courses

Fall 2018
LEC Section: 01    TR 9:55 am - 11:10 am     Heather Williams, Matthew M. Clasen

Spring 2019
LEC Section: 01    TR 8:30 am - 9:45 am     Kris N. Kirby
PSYC 322 (F) Concepts: Mind, Brain, and Culture
Every time we see something as a kind of thing, every time that we decide that an object is a cup rather than a glass, when we recognize a picture of a familiar face as a picture of ourselves, or even when we understand speech, we are employing categories. Most categorization decisions are automatic and unconscious, and therefore have the illusion of simplicity. The complexity of these decisions, however, becomes apparent when we attempt to build machines to do what humans perform so effortlessly. What are the systems in place that allow us this extraordinary ability to segment the world? Are they universal? How does conceptual knowledge differ across cultural groups? How do concepts affect our perception? How do the categories of experts differ from the categories of novices? Do children have the same kind of conceptual knowledge as adults? How are categories represented in the brain? In this course, we explore various empirical findings from cognitive psychology, cognitive neuroscience, and anthropology that address these questions.

Class Format: empirical lab course
Requirements/Evaluation: short papers, class presentation, and research paper
Prerequisites: PSYC 221 or 222 or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Psychology majors and Cognitive Science concentrators
Expected Class Size: 16
Distributions: (D2)
Attributes: COGS Interdepartmental Electives; PSYC Area 2 - Cognitive Psychology; PSYC Empirical Lab Course
Not offered current academic year

PSYC 324 (S) Great Debates in Cognition
The field of cognition is filled with controversies about how the mind really works. For example, is there sufficient evidence for a system in vision that can become aware of things without actually "seeing" them? Is it necessary to assume that babies come into the world armed with innate linguistic knowledge? Are humans inherently rational? Can we make inference about the mind using neuroimaging? These debates, and others that we will consider, help fuel scientific discovery in cognition in interesting ways. In this class, we will consider some of these contemporary debates, weigh evidence on both sides, and discuss the implications for what we know about the mind.

Class Format: tutorial; students will meet in pairs with the instructor for an hour each week
Requirements/Evaluation: evaluation will be based on weekly papers and oral arguments
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 221 or 222 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Psychology majors and Cognitive Science concentrators
Expected Class Size: 10
Distributions: (D2)
Attributes: COGS Interdepartmental Electives; PSYC Area 2 - Cognitive Psychology
Not offered current academic year

PSYC 326 (F) Choice and Decision Making
One aspect of “being human” is that we often make choices that we know are bad for us. In this course we survey theoretical and experimental approaches to understanding our strengths and weaknesses as decision makers. Topics include normative decision theories, biases in probability judgments, "fast and frugal" heuristics, impulsiveness and self-control, addictions and bad habits, gambling, and moral decision making.

Class Format: empirical lab course
Requirements/Evaluation: problem sets, essay papers, class and lab participation, and a research report
Prerequisites: PSYC 221 or 222 or permission of instructor; permission is typically given to students who have successfully completed ECON 110
Enrollment Limit: 16
Enrollment Preferences: senior Psychology majors who need the course to fulfill the major

Expected Class Size: 16

Distributions: (D2)

Attributes: COGS Interdepartmental Electives; PHLH Decision-Making by Institutions + Individuals; PSYC Area 2 - Cognitive Psychology; PSYC Empirical Lab Course

Not offered current academic year

PSYC 327 (F) Cognition and Education
This class will focus on basic research into the cognitive processes underlying learning. How does the mind encode, store, and retrieve knowledge? How do learners (and teachers) manage their own learning? How do educational practices depart from what research recommends? The readings will be scientific articles. Students will do original research.

Class Format: empirical lab

Requirements/Evaluation: class participation, daily quizzes, research papers

Prerequisites: PSYC 201 and PSYC 221 or 222, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 12

Distributions: (D2)

Attributes: COGS Interdepartmental Electives; PSYC Area 2 - Cognitive Psychology; PSYC Empirical Lab Course; TEAC Teaching Sequence

Courses

Fall 2018
LAB Section: 02 W 1:00 pm - 4:00 pm Nate Kornell
SEM Section: 01 TF 2:35 pm - 3:50 pm Nate Kornell

REL 288 (S) Embodiment and Consciousness: A Cross-Cultural Exploration
Crosslistings: PHIL288 / REL288

Primary Crosslisting

This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

Class Format: seminar

Requirements/Evaluation: regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)

Extra Info: not available for the fifth course option

Prerequisites: any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions;

Enrollment Limit: 18

Enrollment Preferences: Religion and Philosophy majors
Expected Class Size: 18
Department Notes: there is no need to email the professor in advance to indicate interest in the course
Distributions: (D2)
Attributes: COGS Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses
Not offered current academic year

COGS Related Courses

BIOL 305 (S) Evolution (QFR)
This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and the emergence of diversity). Topics include micro-evolutionary models, natural selection and adaptation, sexual selection, speciation, the inference of evolutionary history among others.
Class Format: lecture/discussion/laboratory, six hours per week
Requirements/Evaluation: evaluation will be based on independent research project, problem sets, participation in discussions and exams
Prerequisites: BIOL 202
Enrollment Limit: 24
Enrollment Preferences: Seniors and biology majors
Expected Class Size: 24
Department Notes: satisfies the distribution requirement in the Biology major
Distributions: (D3) (QFR)
Attributes: BGNP Recommended Courses; BIMO Interdepartmental Electives; COGS Related Courses;

Spring 2019
LEC Section: 01    MWF 10:00 am - 10:50 am     Luana S. Maroja
LAB Section: 03    R 1:00 pm - 4:00 pm     Luana S. Maroja
LAB Section: 02    W 1:00 pm - 4:00 pm     Luana S. Maroja

MATH 250 (F) Linear Algebra (QFR)
Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.
Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework and exams
Prerequisites: MATH 150/151 or MATH 200
Enrollment Limit: 45
Expected Class Size: 35
Distributions: (D3) (QFR)
Attributes: COGS Related Courses;

Fall 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm     Haydee M. A. Lindo
PHIL 209 (S) Philosophy of Science
Crosslistings: SCST209 / PHIL209

Primary Crosslisting

It is a generally held belief, in our time and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive. The course will begin with the "received view" of science, advanced by logical empiricists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science which emerged out of various criticisms of this view - especially those of Popper, Lakatos, Kuhn and Feyerabend - and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about cognitive credentials of science and proper approach to the study of science, which came to be known as "the science wars."

Class Format: seminar with a short lecture component in each class

Requirements/Evaluation: class attendance, preparedness and participation; three short assignments; three 5 pages long papers, the last of which will be the final paper, due a week after the end of classes

Extra Info: may not be taken on a pass/fail basis

Prerequisites: one PHIL course, or declared major in a natural science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Philosophy majors and prospective majors

Expected Class Size: 10-15

Distributions: (D2)

Attributes: COGS Related Courses; HSCI Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses; SCST Elective Courses

PSYC 201 (F) Experimentation and Statistics (QFR)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis.

Class Format: lecture/lab

Requirements/Evaluation: papers, exams, and problem sets

Extra Info: two sections; must register for the lab and lecture with the same instructor

Extra Info 2: may not be taken on a pass/fail basis

Prerequisites: PSYC 101; not open to first-year students except with permission of instructor

Enrollment Limit: 22

Enrollment Preferences: Psychology majors

Distributions: (D2) (QFR)

Attributes: COGS Related Courses; PHLH Statistics Courses;
Spring 2019

LAB Section: B2    W 1:00 pm - 4:00 pm     Kris N. Kirby
LEC Section: B1    MR 1:10 pm - 2:25 pm     Kris N. Kirby
LEC Section: A1    TF 1:10 pm - 2:25 pm     Safa R. Zaki
LAB Section: A2    W 1:00 pm - 4:00 pm     Safa R. Zaki

SCST 209 (S) Philosophy of Science
Crosslistings: SCST209 / PHIL209

Secondary Crosslisting

It is a generally held belief, in our time and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive. The course will begin with the "received view" of science, advanced by logical empiricists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science which emerged out of various criticisms of this view - especially those of Popper, Lakatos, Kuhn and Feyerabend - and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about cognitive credentials of science and proper approach to the study of science, which came to be known as "the science wars."

Class Format: seminar with a short lecture component in each class

Requirements/Evaluation: class attendance, preparedness and participation; three short assignments; three 5 pages long papers, the last of which will be the final paper, due a week after the end of classes

Extra Info: may not be taken on a pass/fail basis

Prerequisites: one PHIL course, or declared major in a natural science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Philosophy majors and prospective majors

Expected Class Size: 10-15

Distributions: (D2)

Attributes: COGS Related Courses; HSCI Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses; SCST Elective Courses

Spring 2019

SEM Section: 01    MR 1:10 pm - 2:25 pm     Bojana Mladenovic

STAT 101 (F) Elementary Statistics and Data Analysis (QFR)

It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on performances on quizzes and exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 50
Expected Class Size: 40

Department Notes: Students with calculus background and social science interest should consider STAT 161. Students with MATH 150 should enroll in STAT 201. Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stat should consult the department.

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses; COGS Related Courses; PHLH Statistics Courses;

Fall 2018
LEC Section: 01    MWF 9:00 am - 9:50 am    Xizhen Cai
LEC Section: 02    MWF 10:00 am - 10:50 am    Xizhen Cai

Spring 2019
LEC Section: 01    MWF 11:00 am - 11:50 am    Xizhen Cai

STAT 201 (F) Statistics and Data Analysis  (QFR)
Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on quizzes and exams
Prerequisites: MATH 150 or equivalent. Not open to students who have completed STAT 101 or STAT 161 or equivalent.
Enrollment Limit: 40
Expected Class Size: 40
Department Notes: Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stats should consult the department. Students with MATH 130/140 background should consider STAT 161. Students with no calc. should consider STAT 101.
Distributions: (D3) (QFR)
Attributes: BGNP Recommended Courses; COGS Related Courses; EVST Methods Courses; PHLH Statistics Courses;

Fall 2018
LEC Section: 01    TR 8:30 am - 9:45 am    Anna M. Plantinga
LEC Section: 02    TR 9:55 am - 11:10 am    Anna M. Plantinga

Spring 2019
LEC Section: 02    TF 1:10 pm - 2:25 pm    Laurie L. Tupper
LEC Section: 01    TR 8:30 am - 9:45 am    Anna M. Plantinga

STAT 344 (F) Statistical Design of Experiments  (QFR)
What does statistics have to do with designing and carrying out experiments? The answer is, surprisingly perhaps, a great deal. In this course, we will study how to design experiments with the fewest number of observations possible that are still capable of understanding which factors influence the results. After reviewing basic statistical theory and two sample comparisons, we cover one and two-way ANOVA and (fractional) factorial designs extensively. The culmination of the course will be a project where each student designs, carries out, analyzes, and presents an experiment of interest to him or her. Throughout the course, we will use both the statistics program R and the package JMP to carry out the statistical analyses.

Class Format: lecture
Requirements/Evaluation: problem sets, midterm, final exam, project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 201, 202, or equivalent
Enrollment Limit: 20
Enrollment Preferences: Statistics majors, seniors
Expected Class Size: 15
Distributions: (D3) (QFR)
Attributes: COGS Related Courses;

Fall 2018
LEC Section: 01   TF 2:35 pm - 3:50 pm   Richard D. De Veaux

-------------------------------------------------------------
Students motivated by a desire to study literary art in the broadest sense of the term will find an intellectual home in the Program in Comparative Literature. The Program in Comparative Literature gives students the opportunity to develop their critical faculties through the analysis of literature across cultures, and through the exploration of literary and critical theory. By crossing national, linguistic, historical, and disciplinary boundaries, students of Comparative Literature learn to read texts for the ways they make meaning, the assumptions that underlie that meaning, and the aesthetic elements evinced in the making. Students of Comparative Literature are encouraged to examine the widest possible range of literary communication, including the metamorphosis of media, genres, forms, and themes.

Whereas specific literature programs allow the student to trace the development of one literature in a particular culture over a period of time, Comparative Literature juxtaposes the writings of different cultures and epochs in a variety of ways. Because interpretive methods from other disciplines play a crucial role in investigating literature’s larger context, the Program offers courses intended for students in all divisions of the college and of all interests. These include courses that introduce students to the comparative study of world literature and courses designed to enhance any foreign language major in the Williams curriculum. In addition, the Program offers courses in literary theory that illuminate the study of texts of all sorts. Note: the English Department allows students to count one course with a COMP prefix as an elective within the English major.

Students majoring in comparative literature choose one of two tracks. Both tracks prepare students for a range of options after graduation, by developing analytical, interpretive, and evaluative skills and by allowing the student, within a framework of general requirements, to create a program of study primarily shaped by the student’s own interests.

**MAJOR**

**Track 1**

This track within the Comparative Literature major combines the focused study of a single foreign-language literature with a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Each student on this track must select a single foreign language as their specialty, although the serious study of literature in foreign languages other than the student’s specialty is strongly encouraged. The languages currently available are French, German, Ancient Greek, Latin, Russian, and Spanish. Each student should choose a faculty advisor with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

Eleven courses are required for Track 1 of the major—students should aim to complete core requirements by the end of junior year:

- Comparative Literature 110 Introduction to Comparative Literature,
- or Comparative Literature 111 The Nature of Narrative

Any three comparative literature core courses. A core course is any course that meets at least one of the following criteria: a) it must be genuinely comparative across cultures and/or b) it must primarily treat literary theory. The three core courses may be chosen from the offerings of the Program in Comparative Literature or from the offerings of other departments and programs, including, but not limited to, the foreign language programs and English, Religion, Africana Studies, Latino/Latina Studies, and Women’s, Gender, and Sexuality Studies. Examples of core courses include the following (please be aware that this is not an exhaustive list; consult with a major advisor about which courses may count as cores):

- COMP 117 Introduction to Cultural Theory
- COMP 200 European Modernism—and its Discontents
- COMP 205 The Book of Job and Joban Literature
- COMP 223 Comparative Middle Eastern and Latin American Cultural Studies
- COMP 242 Americans Abroad
Three literature courses in the student’s specialty language, in which texts are read in the original. At least one of the three must be at the 300-level or above. Students should aim to acquire intermediate-level proficiency in their specialty language by the end of the sophomore year. Three courses in which most of the course work concerns literature other than that of the student’s specialty language or literary theory. These courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student’s major advisor. Only one may be in English or American literature.

Comparative Literature 401 Senior Seminar (variable topics). Students are expected to take the version of 401 offered in their senior year.

With the permission of their advisor or the chair, students may also count appropriate courses in music or art toward major requirements. Students pursuing the Comparative Literature major are strongly encouraged to study abroad during their junior year and may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. At least one of the courses counted toward the major must be Writing Intensive.

**Track 2**

This track within the Comparative Literature major allows for a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Students in this track are not required to choose a specialty language, although the serious study of literature in one or more foreign languages is strongly encouraged. Each student should choose a faculty advisor, with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

**Eleven courses are required for Track 2 of the major—students should aim to complete core requirements by the end of junior year:**

- Comparative Literature 111 The Nature of Narrative,
- or Comparative Literature 110 Introduction to Comparative Literature

Any four comparative literature core courses. A core course is any course that meets at least one of the following criteria: a) it must treat primarily literature and b) it must be genuinely comparative across cultures and/or primarily theoretical. The four core courses may be chosen from the offerings of the Program in Comparative Literature or from the offerings of other departments and programs, including, but not limited to, the foreign language programs and English, Religion, Africana Studies, Latino/Latina Studies, and Women’s, Gender, and Sexuality Studies. See above under “Track 1” for some examples of core courses. (Please be aware that this is not an exhaustive list; consult with a major advisor about which courses may count as cores.)

Five courses devoted to literature or literary theory that cover at least three different national/cultural traditions. The courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student’s major advisor. Of the courses taken outside of the Program in Comparative Literature, no more than two may have the same course prefix. Students are strongly encouraged to include courses in a foreign language among these five.

Comparative Literature 401 Senior Seminar (variable topics). Students are expected to take the version of 401 offered in their senior year.

With the permission of their advisor or the chair, students may also count appropriate courses in music or art toward major requirements. Students who choose to study abroad during their junior year may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. At least one of the courses counted toward the major must be Writing Intensive.

**THE DEGREE WITH HONORS IN COMPARATIVE LITERATURE**

**Prerequisites**

Honors candidates in Comparative Literature are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

**Timing**

Students wishing to pursue a thesis in Comparative Literature are strongly urged to secure an advisor by the end of the week after Spring Break in their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a one- to two-page proposal and a
preliminary bibliography. The Advisory Committee will inform candidates by June 1 whether they may proceed with the thesis and advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

In their senior year, candidates will devote two semesters and the winter study period to their theses (493-W31-494). By the end of the Fall semester, students will normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. By the end of Winter Study, students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (COMP 493-W) will be graded as Independent Studies.

The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. At the end of the Spring term, the student will make a public presentation of the final project, to which members of the Advisory Committee will be specially invited.

**Characteristics of the Thesis, Evaluation, and Major Credit**

The topic of the thesis must be comparative and/or theoretical. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

The advisor will assign the grades for the thesis courses (COMP 493-W-494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

For students who pursue an honors thesis, the total number of courses required for the major—including the thesis course (COMP 493-W-494)—is 12, i.e., one of the thesis courses may substitute for one elective.

**STUDY ABROAD**

The Program in Comparative Literature strongly urges its students to study abroad. Students in track 1 should seriously consider study abroad in a country where their specialty language is spoken; they will likely be able to complete some of the specialty language courses required for the major during study abroad. But all students can benefit from study abroad; literature courses from abroad are often candidates for credit as major electives.

**FAQ**

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department. Some courses can be approved definitively, others provisionally. Approval for core credit may require more information.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus, including readings/assignments. Sometimes we can tell from the title, sometimes a description is needed. We often need to know the readings assigned.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes, four.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. 1 of 2 gateway courses (COMP 110 or 111) and senior seminar (COMP 401). No substitutions are allowed for these classes.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. No study abroad fall semester senior year because of senior seminar. Students should take the gateway before studying abroad, but it's not required.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:**

Not a common problem, but it has happened. The department typically doesn’t count Div II-type culture courses.
COMP 10 (W) Constructing Gender and Body in the Gym

While it may not be written on the campus map, it's common Williams knowledge that the gym on upper Lasell is called "the EstroGym." Have you ever wondered why cardio spaces, like the EstroGym, seem to be occupied predominantly by women while weight rooms (think Lower Level Lasell) are filled with men? We will explore the answers to this and many more questions in this hybrid physical and academic course. Half of this course will be a critical exploration of phenomena that are often taken for granted within the fitness industry. We will discuss the ways in which cultural understandings of gender and bodies are created and reinforced in physical activity spaces. Topics will include the cultural reinforcement of the gender binary, the policing of nonconforming identities in physical spaces, hegemonic masculinity in the gym, and the social construction of ideal femininity and masculinity. Much of our reading will be grounded in feminist and sociological theory (L. Heywood, Bodymakers: A Cultural Anatomy of Women's Body Building; Markula & Pringle, Foucault, sport, and exercise: Power, knowledge, and transforming the self) but will also include text and visual sources from CrossFit gyms, international weightlifting competitions, bodybuilding shows, and more. The other half of this course will be taught in the weight room, where students will learn proper strength training form and technique. It is a suitable introduction for novice lifters as well as an opportunity for experienced lifters to improve and refine their technique. Students will explore the differences between powerlifting, Olympic weightlifting, and bodybuilding and will have the opportunity to practice these different forms. This includes, but is not limited to, the following exercises: squat, deadlift, overhead press, bench press, clean, jerk, push-up, and pull-up. Outside of class meeting times, students will be expected to complete readings, brief writing assignments (1-2 pages max), gym observations, short film viewings, and gym selfies (seriously). Depending on class size and logistics, we may take 1-2 field trips to other local gyms for observation purposes. Details TBA. **IMPORTANT NOTE: This course is open to students with any type of lifting experience (from zero physical activity background to Olympic athlete). This also includes students with any form of disability, so long as they are cleared by a licensed medical provider.

Requirements/Evaluation: 2- to 3-page paper and final project
Prerequisites: none--open to those with any type of lifting experience (no experience to Olympic athlete), including students with any form of disability as long as they are cleared by a licensed medical provider
Enrollment Limit: 14
Enrollment Preferences: students will write a paragraph explaining why they want to take the course
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 MTR 12:00 pm - 1:00 pm PORG 12:00 pm - 1:00 pm MTR 1:00 pm - 2:50 pm Holly E. Crane

COMP 11 (W) Queer Russia

Crosslistings: RUSS11 / WGSS11 / COMP11

Secondary Crosslisting

A 2013 law banning "homosexual propaganda" represents the latest in a long series of efforts by the Russian state to erase the existence and experience of its LGBTQ citizens. This course will explore Russia's suppressed queer archive from the imperial, Soviet, and post-Soviet eras, focusing on the vibrant literature, art, and film about LGBTQ Russians. We will examine works produced by and about queer Russians in an attempt to understand distinctly Russian notions of gender and sexual identity, as well as how LGBTQ Russians have formed their own identity within the country's evolving gender regime. Our survey will include works of fiction, poetry, visual art, and film from before and after the Bolshevik revolution, Stalinism and its aftermath, and the post-Soviet era. Throughout our discussions, we will work towards an alternative cultural history of Russia that will allow us to determine how and why the country's queer citizens have become the despised Other under Putin. Knowledge of Russian is not required. All readings will be in English, and all films will include English subtitles.

Class Format: afternoons

Requirements/Evaluation: completion of reading and viewing assignments, attendance in class, active participation in discussions, and completion of a collaborative project with other members of the class
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: preference to Comparative Literature, Russian, and Women's, Gender, and Sexuality Studies majors

Materials/Lab Fee: $10 plus cost of books

Winter 2019
LEC Section: 01  MTR 1:00 pm - 2:50 pm  PORG 1:00 pm - 2:50 pm  Julie A. Cassiday

COMP 12 (W)  The Grand Hotel in Modern Fiction and Film
Crosslistings: COMP12 / GERM12

Secondary Crosslisting
The grand hotel with its dual promise of luxury and estrangement was considered a theater of social transformations in the age of travel. We will discuss novels, short stories and films that feature the hotel as a space of both class distinction and possible class confusion, of sexual taboo breaking, and gendered performance, and a transnational extension of colonialist oppression. Authors will include Edith Wharton, Thomas Mann, Vicki Baum, Ali Smith, Rick Moody. Films may include: The Last Laugh, Grand Hotel, Grand Hotel Budapest, Anomalisa, Screaming Man, Hotel Sahara, Hotel Rwanda, A Single Girl, Maid in Manhattan. We will also consider short theoretical readings on conspicuous consumption, branding, modernity and metropolitan spaces, and postcoloniality. In the present, hotel dramas focus on issues of the invisible worker, neoliberalism (Anomalisa, Single Girl), or the trauma of civil war and the raced body (Hotel Rwanda, Screaming Man), or cultural alienation and the inability to feel joy (Lost in Translation, Hotels of North America). Comedies explore the fantasy of a dramatic social climb through identity confusion in a hotel setting (Maid in Manhattan), satires highlight the confidence man/trickster who profits from social pretensions (Felix Krull, Grand Hotel). Class lines are straddled and the boundaries between death and life blurred (Hotel World, Hotel Sahara) as the hotel space becomes a riotous echo chamber, mirroring precarious lives of illegal migrants and displaced workers.

Class Format: mornings
Requirements/Evaluation: 10-page paper
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: $10 plus cost of books

Winter 2019
LEC Section: 01  MWR 10:00 am - 11:50 am  PORG 10:00 am - 11:50 am  Helga Druxes

COMP 13 (W)  Fanon: Anticolonialism and Revolution
Crosslistings: COMP13 / ENGL13

Secondary Crosslisting
This course will serve as an intensive introduction to Fanon's philosophical and political writings, which continue to stand as some of the most influential and rousing works of the twentieth century. Born in Martinique and trained in France as a psychiatrist, Fanon spent the last decade of his life in Algeria, where he joined the struggle for national liberation. Marked by a layered history of anti-colonial struggle in the Caribbean, Europe, and North Africa, as much as by a commitment to the world-wide projects of decolonization and revolution, Fanon's writing was has been taken up by protest movements around the world, from South Africa to Sri Lanka, from the Black Panthers to queer theory.

Class Format: afternoons
Requirements/Evaluation: 10-page paper; 5-page paper; 2- to 3-page paper
Extra Info: tutorial-style pairing
Prerequisites: none
Enrollment Limit: 10
Materials/Lab Fee: cost of books

Winter 2019
COMP 15 (W) Plato’s Symposium and Its Afterlife
Crosslistings: CLAS15 / PHIL15 / WGSS15 / COMP15

Secondary Crosslisting
Plato’s Symposium commemorates a gathering held at the home of the poet Agathon of Athens, in 416 BCE, shortly after his first victory in the tragedy contest. The attendees of Agathon's drinking party agree to dedicate their evening to delivering speeches in praise of love (eros/Eros). This dialogue has long been one of Plato's most widely appreciated works and its influence has ranged far beyond the purview of academic philosophy. We will read and analyze the dialogue itself, then turn to an eclectic array of works inspired by the Symposium to study its artistic and philosophical "afterlife."

Class Format: mornings
Requirements/Evaluation: 5-page paper and an in-class presentation of independent research
Prerequisites: none
Enrollment Limit: 8
Enrollment Preferences: preference given to majors or intending majors in Classics, Comparative Literature, WGSS, or Philosophy
Materials/Lab Fee: cost of books

Winter 2019
LEC Section: 01 Cancelled

COMP 16 (W) The Ayn Rand Cult
Crosslistings: COMP16 / ANSO16 / RLSP16

Secondary Crosslisting
The broad, "underground" influence of publicist-novelist Ayn Rand stands as one of the more curious sociocultural phenomena to have emerged out of post-War America. Examples: A youthful Alan Greenspan was a dedicated disciple of Rand's in the 1940s and 50s; Michael Milken was reported to have kept twenty-six copies of Atlas Shrugged in his jail cell while serving time for securities fraud; Congressman Paul Ryan and Exxon CEO (and current Secretary of State) Rex Tillerson both are avowed fans of Ayn Rand; each year to this day, Rand's books sell hundreds of thousands of copies; and, in a crowning instance of "canonization," the U.S. Postal Service issued a commemorative stamp in Rand's honor (as part of its "Great American Authors" series) in April 1999. This course will examine the nature and origins of the Rand phenomenon through reading of relevant works of journalism, fiction, and philosophy. Titles to be studied: Jeffrey Walker, The Ayn Rand Cult; Mary Gaitskill, Two Girls: Fat and Thin; Gene H. Bell-Villada, The Pianist Who Liked Ayn Rand (selections) and On Nabokov, Ayn Rand and the Libertarian Mind; and John Locke, Second Treatise of Government. We will also view two films: the movie version of The Fountainhead (1949) and the 1996 documentary Ayn Rand: A Sense of Life. Note: No books by Rand will be read in this class! It is a course not "about" Rand but rather about the cultural sociology and anthropology of Randism.

Requirements/Evaluation: class attendance and participation, short weekly journal entries, and a final 10-page paper
Prerequisites: some previous acquaintance with Rand's novels
Enrollment Limit: 30
Enrollment Preferences: by seniority (i.e. first seniors, then juniors, then sophomores, etc.)
Materials/Lab Fee: approximately $90 for books
Distributions: (D1)

Winter 2019
LEC Section: 01 MWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Gene H. Bell-Villada

COMP 31 (W) Senior Thesis: Comparative Literature
To be taken by students registered for Comparative Literature 493-494.
Class Format: independent study
Distributions: (D1)
COMP 99 (W) Independent Study: Comparative Literature

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D1)

COMP 106 (F) Temptation (WI)

Crosslistings: COMP106 / ENGL107

Secondary Crosslisting

We want most those things we can't--or shouldn't--have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

Class Format: seminar

Requirements/Evaluation: four five-page papers, in-class presentation, thoughtful participation in discussions

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Distributions: (D1) (WI)

Not offered current academic year

COMP 107 (S) The Trojan War (WI)

Crosslistings: COMP107 / CLAS101

Secondary Crosslisting

The Trojan War may or may not have taken place near the end of the Bronze Age (c. 1100), but it certainly provided poets, visual artists, historians, philosophers, and many others in archaic and classical Greece (750-320) with a rich discourse for engaging questions about gender, exchange, desire, loss, and remembrance, and about friendship, marriage, family, army, city-state and religious cult. This discourse of "The Trojan War" attained a remarkable coherence yet also thrived on substantial variations and changes over the 300-400 years of Greek literature we will explore, a dynamic of change and continuity that has persisted through the more than two millennia of subsequent Greek, Roman, Western, and non-Western participation in this discourse. More than half of the course will be devoted to the Homeric Iliad and Odyssey; we will also read brief selections from lyric poetry (e.g. Archilochus, Sappho of Lesbos), some selections from the historians Herodotus and Thucydides, and several tragedies (e.g. Aeschylus' Oresteia, Sophocles' Ajax, Euripides' Trojan Women). We may briefly consider a few short selections from other ancient Greek and Roman authors and/or one or two modern poets. We will also watch several films, e.g. Troy, Oh Brother, Where Art Thou? Gods and Monsters, Fight Club, In the Bedroom, Grand Illusion.

Class Format: lecture and discussion

Requirements/Evaluation: evaluation will be based on a series of short papers involving close textual analysis, two 5-page papers, and contributions
to class discussion

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors in Classics and Comparative Literature, with attention also given to assuring a balance of class years and majors

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: MAST Interdepartmental Electives;

Not offered current academic year

COMP 108 (F) Roman Literature: Foundations and Empire

Crosslistings: CLAS102 / COMP108

Secondary Crosslisting

In the first book of Vergil's Aeneid, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the Aeneid but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and expression of virtue in the public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. All readings will be in translation.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on short written assignments, midterm and final exams with essays, and contributions to class discussion

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-year students and sophomores and majors in Classics and Comparative Literature

Expected Class Size: 15

Distributions: (D1)

Not offered current academic year

COMP 110 (F) Introduction to Comparative Literature

Crosslistings: ENGL241 / COMP110

Primary Crosslisting

Comparative literature involves reading and analyzing literature drawn from different times, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary; literary movements including romanticism, realism, and postmodernism; national traditions arising in Western and Eastern Europe, Asia, and Latin America; and media including prose fiction, graphic memoir, and film. Throughout the course, we will consider what it means to think about all these different works as literary texts. To help with this, we will also read selections of literary theory that define literature and its goal in abstract or philosophical terms. Assignments will focus on close, creative reading of relatively short texts by authors like Homer, Sei Shônagon, Kleist, Lermontov, Zola, Borges, Wilde, Mamet, Bechdel, and others. All readings will be in English.

Class Format: lecture

Requirements/Evaluation: attendance, participation, two 5-page papers, a few short responses, midterm exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 40
Enrollment Preferences: students considering a major in Comparative Literature

Expected Class Size: 35

Distributions: (D1)

Not offered current academic year

COMP 111 (S) The Nature of Narrative (WI)

Crosslistings: COMP111 / ENGL120

Primary Crosslisting

This course examines the nature and workings of narrative using texts drawn from a wide range of literary traditions, media, and genres. Readings will include Western and Asian classics (Homer, Sei Shōnagon), 19th century French, German, and Russian fiction (Zola, Kleist, Lermontov), Latin American magic realism (Marquez), and visual literature from stage drama to film and graphic memoir (Oscar Wilde, Sam Mendes, Tezuka Osamu, Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, several short response assignments, two 4- to 5-page papers, and one paper rewrite

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students considering a major in a related field

Expected Class Size: 19

Distributions: (D1) (WI)

Spring 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm    Christopher A. Bolton

COMP 111 (F) The Nature of Narrative (WI)

Crosslistings: COMP111 / ENGL120

Primary Crosslisting

This course focuses on the nature and function of narrative using a wide range of texts from different periods, traditions and genres. We will analyze the ways in which works of fiction communicate their concerns; in other words: how do they say what they say? And why does "how" matter as much as, if not more than, "what"? We will also look at film, articles, and other relevant texts, accompanying the readings with a few pertinent theoretical texts. The authors we will study may include Homer, Cervantes, Kleist, Kafka, Zweig, García Márquez, Rankine, and Farhadi. All readings in English, although those with foreign language competency are invited to make comparisons with the original where possible.

Class Format: seminar

Requirements/Evaluation: meaningful class participation, two short papers, and a final paper of 10 pages, which will consist of a draft and a final version

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students considering a major in Comparative Literature and/or who have studied a foreign language

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: FMST Related Courses;

Not offered current academic year
COMP 111 (F) Nature of Narrative (WI)
Crosslistings: ENGL120 / COMP111

Primary Crosslisting
This course examines the nature and workings of narrative through a wide range of texts from different traditions, genres, and periods. We will explore the ways in which stories are told, how they convey meaning, and how they are shaped by generic conventions. Readings may include the Odyssey, the Chinese Classic of Poetry (Shijing), the Tale of Genji, the lais of Marie de France, Flaubert, Feng Menglong, and others (all readings will be in English). We will also read a few short theoretical works.

Class Format: seminar
Requirements/Evaluation: consistent and engaged class participation, several short written assignments over the course of the semester, and a longer final paper, with the opportunity to revise the final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students considering a major in Comparative Literature
Expected Class Size: 19
Distributions: (D1) (WI)

Fall 2018
SEM Section: 01    TR 11:20 am - 12:35 pm     Sarah M. Allen

COMP 115 (F) Rumble in the Jungle: Major Postcolonial Writers and Movements (DPE) (WI)
Crosslistings: COMP115 / ENGL115

Secondary Crosslisting
The antagonism between the West and the rest has been a defining feature of contemporary thought, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians stayed busy using blunt tools of violence, class and caste warfare, and fanning the flames of religious and ethnic tension, many artists, writers, and theorists challenged simple binaries that made cultures out to be at odds with one another by giving voice to complex identities and histories. Our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. In addition to encountering a postcolonial serial killer, a pterodactyl in present-day India, and a famed boxing match sponsored by an African dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi.

Class Format: seminar
Requirements/Evaluation: three short papers, one researched term paper, presentation, class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students who have not yet taken a 100-level course
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: In asking students to think broadly and comparatively in film, novel, poetry, and theory about counter-hegemonic discourses of gender, race, nation, anti-colonialism, ontology, third worldism and non-Western philosophy, this course will contribute to the college's course offerings in Difference, Power, and Equity. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.
Attributes: ASAM Related Courses; ENGL Literary Histories C;

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am     Anjuli F. Raza Kolb
This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (Ferris Bueller's Day Off, Silence of the Lambs, The Lord of the Rings) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** five short papers totaling about 20 pages, class attendance and participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Distributions:** (D1) (WI)

**Attributes:** AMST Critical and Cultural Theory Electives;
assignments that build on one another, totaling 20 pages or more, plus careful attention to writing practice in class.

Fall 2018

TUT Section: T1   TBA   Natalie E. Lozinski-Veach

**COMP 119 (S) Asian American Femininities**  (DPE) (WI)

Crosslistings: COMP119 / WGSS119

Secondary Crosslisting

This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

**Class Format:** tutorial

**Requirements/Evaluation:** weekly papers or peer responses

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 8

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP DPE: The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn. WI: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

TUT Section: T1   TBA   Vivian L. Huang

**COMP 128 (S) Reading Asian American Literature**  (WI)

Crosslistings: ENGL128 / COMP128 / AMST128

Secondary Crosslisting

Though the category and term "Asian American" came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary "movement" from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetries. This writing-intensive course closely reads a sampling of texts in a variety of genres and styles-produced by writers from various Asian American ethnic groups-from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of "Asian American"—its contradictions, heterogeneous nature, and our assumptions—and its relation to the idea of "American." Some questions we will ask: "Why have Asian Americans and Asian American writers and writing so often been viewed as 'foreign' or 'alien' to the American body politic and the English-language literary tradition?" "How might Asian American writing be linked to other English-language texts in the Asian diaspora?"

**Class Format:** seminar

**Requirements/Evaluation:** six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 15
Enrollment Preferences: prospective AMST or ENGL majors

Expected Class Size: 15

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL

Attributes: AMST Arts in Context Electives;

Not offered current academic year

COMP 134 (S) Leaving the World Behind: The Literature of Reclusion (WI)
Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134

Secondary Crosslisting

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion---living a life of seclusion from society---in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state--to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial

Requirements/Evaluation: tutorial papers, responses, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CHIN or COMP; meets Division 2 requirement if registration is under ANTH or REL WI: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. The final project will be a self-designed experiment in reclusion.

Spring 2019

TUT Section: T1 TBA Christopher M. B. Nugent

COMP 140 (F) Introduction to Traditional Chinese Literature

Crosslistings: CHIN140 / COMP140

Secondary Crosslisting

With a written record stretching over 3000 years, China's literary cultures are some of the richest and most varied in human history. Their influence continues to be felt not only in modern China, but also throughout much of the world. This course examines the origins and development of the different literatures of China from their earliest stages up until the end of the imperial system in 1911. We will read texts ranging from the Analects of Confucius to the medieval poetry of the Tang dynasty, from Buddhist sutras to plays about prostitutes and singing girls. An invulnerable monkey god may make an appearance to sow chaos as well. He's difficult to pin down. Some important themes will include: the role of the individual versus that of the community, responses to catastrophe and disorder, the fantastic, the articulation of the self through literature, and ways of dealing with historical and literary legacies. All readings are in English translation.

Class Format: lecture
COMP 141 (S) Black Autobiography
Crosslistings: AFR140 / COMP141
Secondary Crosslisting
Autobiography—whether slave narrative, memoir, or semi-fictional life account—has served as a primary form of writing for people of African descent. Although primarily understood as a textual means for articulating selfhood, Black autobiographies also ask other questions like: How do Black reflections on the self necessitate critiques of society and culture? How have Black autobiographies been utilized for political mobilization? And, what might a collective analysis of Black autobiographies reveal about changes in conceptions of Black selfhood over time? We will explore these concerns by reading autobiographies across time and space by authors like Ottobah Cugoano, W. E. B. Du Bois, and Alice Walker.
Class Format: lecture
Requirements/Evaluation: evaluation will be based on class participation, two to three short papers (5- to 7-pages), and a 15- to 20-page paper or multimedia final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: first- and second-year students
Expected Class Size: 20
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AFR; meets Division 1 requirement if registration is under COMP
Attributes: AFR Core Electives;
Not offered current academic year

COMP 151 (F) The Art of Playing: An Introduction to Theatre and Performance
Crosslistings: COMP151 / THEA101
Secondary Crosslisting
An introduction to the global art and practice of making theatre. Students will learn basic methods of acting alongside fundamentals of dramatic and live performance analysis. Emphasis will be on the comparative study of global embodied practices and literature in the fields of theatre and performance studies. Through workshops with guest artists and faculty, we will explore cutting-edge approaches to the field, deepening our engagement with theatre as a constantly evolving art form. Students are required to attend and write about live performances and art throughout the term. As a capstone project, students will perform selected scenes before a public audience, using practical and interpretive skills gained from the course. This course is open to all students, is a gateway to the major in Theatre, and is a prerequisite for THEA 201, THEA 204, THEA 301, and THEA 401.
Class Format: seminar; course will include both a seminar (1 hour and 15 minutes/week) and studio (2 hours and fifteen minutes/week); the total class meeting time will be 3 hours and 30 minutes per week
Requirements/Evaluation: two 5-page critical papers, weekly in-class writing, script analyses, studio presentations, active participation in class, and a final public performance
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: prospective Theatre majors or Theatre majors or Comparative Literature majors
COMP 153 (F) Japanese Film
Crosslistings: JAP153 / COMP153

Primary Crosslisting

From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. All texts are translated or subtitled. All levels welcome.

Class Format: lecture

Requirements/Evaluation: attendance, participation, some responses, two papers (5-7 pages), test

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: students majoring in a related field

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ASST

Attributes: FMST Core Courses

Not offered current academic year

COMP 156 (F) Thirteen Ways of Looking at Jazz (WI)
Crosslistings: AMST156 / COMP156 / AFR156 / ENGL223

Secondary Crosslisting

Taking its title from the Wallace Stevens poem, "Thirteen Ways of Looking at a Blackbird," which interprets the blackbird in different ways, this course similarly explores a more complex, multi-layered perspective on jazz, from jazz and American democracy to jazz in visual art. Accordingly, the course introduces students to several genres, including historical documents, cultural criticism, music, literature, film, photography and art. The course does not draw on a musicological method but rather a socio-cultural analysis of the concept, music and its effect--so students are not required to have any prior musical knowledge or ability. In this writing intensive course, students will write and revise short close analyses of multiple types of media, ultimately honing their writing skills on one form of media for a polished, original analysis that weds their increased critical thinking skills.

Class Format: lecture

Requirements/Evaluation: evaluation will be based upon class participation, 1 quiz, several 2-page response essays, one 3-page essay, one 5-page essay, one oral presentation/performance with 3-page critical report, totaling approximately 20 pages of written work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under AFR and AMST; meets Division 1 requirement if registration is under COMP
COMP 186 (F) Japanese Popular Visual Culture
Crosslistings: COMP186 / ARTH586 / ARTH286 / ASST186

Primary Crosslisting
The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (ukiyo-e, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Okazaki), and animation (Oshii, Miyazaki, Kon). We will focus on developing visual reading skills to come up with original interpretations of these works, and on comparing different media to make them shed light on one another.

Class Format: lecture/discussion
Requirements/Evaluation: attendance, participation, two 5-page papers, final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 35
Enrollment Preferences: students majoring or considering a major in a related discipline
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST

Fall 2018
LEC Section: 01    TF 2:35 pm - 3:50 pm     Christopher A. Bolton

COMP 200 (S) European Modernism--and Its Discontents
What is/was Modernism? An artistic movement? A new dynamic and sensibility? A transformative response to changed conditions? All these and more? This course will attempt to deal with such issues via examination of certain key works spanning the years 1850-1930. Topics to be considered: the rise of industrial capitalism and the literary market, advances in science and technology, urban alienation and social conflict, anti-"bourgeois" stances, the displacement of religion, the fragmented self, the proliferation of multiple perspectives, the breaks with the past and privileging of the present, and the horrors of war. To be studied: poetry by Baudelaire, Yeats, and Neruda; prose fiction by Dostoevsky, Kafka, Proust, Joyce, and Woolf; drama by Beckett; Futurist and Surrealist manifestoes; German Expressionist films; and theoretical writings by Marx, Freud, Nietzsche, Ortega y Gasset, and Benjamin. In addition, select portions of Bell-Villada's Art for Art's Sake and Literary Life and Peter Gay's Modernism will serve as general background to the course. All readings in English.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, brief weekly journals, one class presentation, three 6-page papers, a mid-term, and a final
Prerequisites: none; first-year students must consult with the instructor before registering for this course
Enrollment Limit: 20
Enrollment Preferences: students considering a major in Comparative Literature
Expected Class Size: 20
Distributions: (D1)

Not offered current academic year

COMP 201 (F) The Hebrew Bible
Crosslistings: COMP201 / JWST201 / REL201
Secondary Crosslisting
The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two to three longer papers
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: Jewish Studies concentrators, Religion and Comparative Literature majors
Expected Class Size: 40
Distributions: (D1)
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Attributes: JWST Gateway Courses

Fall 2018
LEC Section: 01 TR 9:55 am - 11:10 am Edan Dekel

COMP 202 (S) Modern Drama
Crosslistings: COMP202 / THEA229 / ENGL202

Secondary Crosslisting
An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, Hedda Gabler; Wilde, The Importance of Being Earnest; Chekhov, The Cherry Orchard; Pirandello, Six Characters in Search of an Author; Brecht, Mother Courage; Miller, Death of a Salesman; Beckett, Waiting for Godot; Hansberry, A Raisin in the Sun; Pinter, Betrayal; Churchill, Cloud Nine; Stoppard, Arcadia.

Class Format: lecture
Requirements/Evaluation: two 5-page papers; regular journal responses; a final exam; and active participation in class discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: Theatre, English, and Comparative Literature majors
Expected Class Size: 18
Department Notes: this course is strongly recommended for any students majoring in Theatre
Distributions: (D1)
Attributes: ENGL Literary Histories C

Spring 2019
SEM Section: 01 TF 1:10 pm - 2:25 pm James L. Pethica

COMP 203 (F) Nineteenth-Century Russian Literature: Rebels and Rebellion
Crosslistings: RUSS203 / COMP203

Secondary Crosslisting
"God save us from seeing a Russian revolt, senseless and merciless," famously proclaimed Alexander Pushkin. But is revolt always senseless? And if it's not, what is the meaning behind it? Throughout the nineteenth century, Russian literature gave different answers to these questions. In this course,
students will familiarize themselves with the masterpieces of the Golden Age of Russian literature with a particular focus on rebellion understood in its broadest sense: philosophical, psychological, social, sexual, and aesthetic. We will examine the confrontation of the archetypal figure of Russian literature, the "superfluous man," with his milieu in Pushkin, Lermontov, Turgenev, and Goncharov. The social and psychological revolt of another key figure--the "little man"--will be addressed in the works of Pushkin and Gogol. We will then discuss woman's sexual rebellion in Nikolai Leskov and the forms of spiritual rebellion in Leo Tolstoy and Dostoevsky. Finally, we will examine the aesthetic revolution of Chekhov's plays, which challenged the principles of the old theater and marked the turn to new modernist drama. All readings are in English.

Class Format: lecture

Requirements/Evaluation: participation, writing assignments, written exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: students majoring or considering a major in Russian or Comparative literature

Expected Class Size: 15

Distributions: (D1)

Attributes: GBST Russian + Eurasian Studies Electives

Not offered current academic year

COMP 204 (S) Russia's Long Revolution: a Survey of Twentieth- and Twenty-First-Century Russian Culture

Crosslistings: RUSS204 / COMP204

Secondary Crosslisting

With the one-hundredth anniversary of Russia's October Revolution just behind us and the uncertain future of post-Soviet Russia unfolding before us, we can now take stock of the long century of revolutions in art, politics, and society that has brought Russia to Putin. This course takes a comprehensive look at twentieth- and twenty-first-century Russian culture, focusing on the literature, film, theater, and visual art that defined this transformative period in Russia's modern history. Students will explore the radical aesthetic and political ideas that motivated this change, especially the utopian visions of the Russian avant-garde and early-Soviet Marxists, as well as key works that examine the tragic consequences of the failures of these revolutionary experiments for those who, willing or not, became their active participants. As we move on to the late-Soviet years, we will consider the emergence of a new, "conceptualist" avant-garde, which attempted to dismantle Soviet ideology and the totalitarian logic they attributed to the historical avant-garde using postmodern aesthetics. We will conclude the course by surveying literature, film, and performance that capture the traumatic experience of Russia's transition to market capitalism in the 1990s and its slide into authoritarian "stability" under Putin. Readings include works by Babel, Bulgakov, Platonov, Pasternak, Nabokov, Solzhenitsyn, Prigov, Pelevin, Sorokin, and recent Nobel laureate Svetlana Alexievich. Films screenings include the cinema of avant-garde masters Eisenstein and Vertov. All readings are in English.

Class Format: mixed lecture/discussion

Requirements/Evaluation: class participation, discussion leading, papers

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: declared or prospective Russian or Comparative Literature majors

Expected Class Size: 10

Distributions: (D1)

Attributes: GBST Russian + Eurasian Studies Electives

Spring 2019

SEM Section: 01  MR 2:35 pm - 3:50 pm  Jason A. Cieply

COMP 205 (F) The Latin-American Novel in Translation  (DPE)

Crosslistings: COMP205 / RLSP205

Secondary Crosslisting

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch;
Lispector, the Hour of the Star lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude.

Conducted in English

Class Format: lecture

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 22

Department Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

Attributes: GBST Latin American Studies Electives

Fall 2018

LEC Section: 01    MR 2:35 pm - 3:50 pm     Gene H. Bell-Villada

COMP 206 (S) The Book of Job and Joban Literature (WI)

Crosslistings: COMP206 / JWST206 / REL206

Secondary Crosslisting

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's The Trial, Archibald MacLeish's J.B., Robert Frost's "Masque of Reason," Carl Jung's Answer to Job, and William Blake's Illustrations to the Book of Job. All readings are in translation.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation, weekly short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP

Attributes: JWST Core Electives;

Not offered current academic year

COMP 208 (F) Through the Looking Glass: Comparative Children's Literature

Oh, the reads we will read, if you follow my lead!

We will amble at first and then soon pick up speed,

And we'll bury our noses in books thick and thin.

This I vow by the hair on my chinny-chin-chin.

There'll be picture books, fairy tales, primers, and verse,

Tales of joy, fun, and laughter; and, alas, the reverse.

Some were written in English, but most of them not.

Though we'll read in translation: Sign on up, polyglot!
For example, there's Lindgren, Collodi, and Grimm, Machado, and Sendak. Surely, you've heard of him?

We'll critique illustrations, we'll wonder, we'll ponder,
And by turns we'll divine what defines this grand genre.
Is it mere fun and games, pixie dust, sweet as pie?
Does it ask to be read with a serious eye?
Books appeal to our puzzler, our minds, after all,
And a child is a thinker, no matter how small.
You'll reflect, cogitate, then you'll write, write, write, WRITE!
And your thoughts will become this instructor's delight.

Class Format: seminar
Requirements/Evaluation: regular reading and/or viewing, class discussion, frequent writing assignments, and one final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Comparative Literature majors, then students in teaching program
Expected Class Size: 15
Distributions: (D1)
Not offered current academic year

COMP 209 (F) Dolls, Puppets and Automatons (WI)
Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later in the shape of puppets, dolls, or automatons for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automatons, regarded both as uncanny Doppelgänger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Felisberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka and at photographs by Hans Bellmer, watch a ballet by Kurt Joos and films by Fritz Lang and Ridley Scott, and watch fashion shows by Alexander McQueen, Jean-Paul Gaultier, and Viktor & Rolf. Conducted in English.

Class Format: seminar
Requirements/Evaluation: active class participation, one oral presentation, three 5- to 8-page papers
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors, or those considering a major in Comparative Literature
Expected Class Size: 12
Distributions: (D1) (WI)
Attributes: FMST Related Courses;
Not offered current academic year

COMP 210 (S) Latina/o Language Politics: Hybrid Voices
Crosslistings: AMST240 / LATS240 / COMP210
Secondary Crosslisting
In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o communities. As such, how are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic phenomena such as code-switching (popularly known as "Spanglish") and Latina/o English, we will examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the
course we will survey texts culled from a variety of literary genres as well, including theatre, autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

**Class Format:** seminar

**Requirements/Evaluation:** participation, two essays, final take-home examination

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

**Expected Class Size:** 12

**Distributions:** (D1)

**Distribution Notes:** meets Division 2 requirement if registration is under LATS or AMST; meets Division 1 requirement if registration is under COMP

**Attributes:** AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; LATS Core Electives

**Spring 2019**

**SEM Section:** 01 TR 9:55 am - 11:10 am Maria Elena Cepeda

**COMP 211 (F) Introduction to Latina/o Literatures**

Crosslistings: AMST207 / ENGL251 / LATS208 / COMP211

**Secondary Crosslisting**

This discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. We will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). Students will endeavor to understand how each author defines Latinidad. What characterizes Latina/os for each of these writers and how do their works articulate the historical conditions out of which they emerge? How is Latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? The readings will provide both a survey of general ideas in the study of Latina/o literatures as well as specific case studies and historical examples from which we will extrapolate about the larger field. Readings include works by Tómas Rivera, Cristina García, Cristy C. Road, Oscar Zeta Acosta, Junot Díaz, Alisa Valdes-Rodriguez, and more.

**Class Format:** lecture

**Requirements/Evaluation:** students will be evaluated based on weekly online discussion forum posts, two short papers, a midterm exam, a final comprehensive project, as well as classroom participation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies and Comparative Literature majors

**Expected Class Size:** 20

**Distributions:** (D2)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST or LATS

**Attributes:** AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; LATS Core Electives

Not offered current academic year

**COMP 213 (S) Reading the Qur'an (WI)**

Crosslistings: ARAB236 / REL236 / COMP213 / GBST236

**Secondary Crosslisting**

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic
exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

Class Format: seminar

Requirements/Evaluation: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Arabic Studies majors

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under REL or GBST; meets Division 1 requirement if registration is under ARAB or COMP

Not offered current academic year

COMP 214 (S) Moses: Stranger in a Strange Land

Crosslistings: COMP214 / JWST202 / REL202

Secondary Crosslisting

As chieftain, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God's chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick-tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self-described "stranger in a strange land." We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include renaissance visual depictions, literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. All readings are in translation.

Class Format: seminar

Requirements/Evaluation: class participation, short written assignments, and two or three longer papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in biblical literature

Expected Class Size: 19

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP

Attributes: JWST Core Electives

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am     Edan Dekel

COMP 216 (F) Folk and Fairy Tales in Literature and Beyond (WI)

From cannibalistic crones in sugary cottages to frogs who can be transformed with a kiss, the English term "folktale" covers a broad range of stories
that been beloved and belittled, transmitted and transformed for hundreds of years in many cultures. This course will look broadly at folktales from different traditions, ranging from early China to medieval Europe and contemporary America. We will approach the folktale from a number of perspectives, including typological approaches; moral notions embedded in such tales; and the often porous borders between the natural and the supernatural, the animal and the human, and living and dead. We will consider the way normative gender and ethnic roles are portrayed and sometimes undermined. We will also consider the complex literary histories of folktales, looking at sources, the interplay of oral and written traditions, folktales as alternative histories, notions of authorship, and the ways stories transform in the course of transmission.

Class Format: seminar

Requirements/Evaluation: class participation, two or three short written assignments during the semester, and a 9-10-page final paper (with opportunity for revision of the final paper)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: comparative literature majors

Expected Class Size: 12

Distributions: (D1) (WI)

Not offered current academic year

COMP 217 (S) Ancient Wisdom Literature

Crosslistings: JWST205 / REL205 / COMP217 / CLAS205

Secondary Crosslisting

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of hokhmah, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's Works and Days, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's Poor Richard's Almanack. All readings are in translation.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS or COMP

Attributes: JWST Core Electives

Not offered current academic year

COMP 218 (F) Gender and Sexuality in Asian American Theater

Crosslistings: THEA225 / COMP218 / WGSS225

Secondary Crosslisting

This class begins with the premise that intersectional and interdisciplinary studies of gender and sexuality need to be, and in significant ways already are, in conversation with Asian American studies and theater. How might contemporary Western discourses of masculinity and heterosexuality, for example, depend upon theatrical constructions of Eastern sexual alterity? How have Asian American artists managed and critiqued historically
gendered and sexualized stereotypes (e.g., hypersexual Dragon Lady, virginal Lotus Blossom, asexual Charlie Chan) through theatrical intervention? This seminar will closely read dramatic literature written by Asian American artists, as well as engage scholarship in Asian American gender and sexuality studies and performance studies. We will read the work of playwrights including Ayad Akhtar, Ping Chong, Frances Ya-Chu Cowhig, Velina Hasu Houston, David Henry Hwang, Young Jean Lee, Diana Son, Lauren Yee, and Chay Yew.

Class Format: seminar

Requirements/Evaluation: in-class participation, weekly reading responses, midterm reflection, in-class reading, short essay, final essay

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: declared WGSS majors

Expected Class Size: 16

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under THEA or COMP

Not offered current academic year

COMP 219 (S) The Monkey King: Transformation of a Legend
Crosslistings: ASST220 / COMP219

Primary Crosslisting

The devious and irascible Monkey King, born of stone, defying all authority yet compelled to behave by a dubious Buddhist magic, is one of the most beloved figures in Chinese culture. This course will trace the transformation of the Monkey King legend from its origins in early representations of monkeys in folklore and a seventh-century Chinese monk's arduous journey to India in search of Buddhist learning, through its maturation in the sixteenth century, and into works of the Asian diaspora in the U.S. We will examine textual and visual representations of the Monkey King in popular culture, folklore, and literature, to explore topics including ideas about conformity and individual autonomy, morality and law, and the cultural negotiations necessitated by travel and contact with people (or monkeys) of other civilizations.

Class Format: seminar

Requirements/Evaluation: 5 short (1-2 page) papers, a mid-term paper (4-5 pages), and a take-home final

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: comparative literature and asian studies majors

Expected Class Size: 12

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ASST

Not offered current academic year

COMP 220 (S) Contemporary Russian Culture and Politics
Crosslistings: GBST214 / RUSS214 / PSCI294 / COMP220

Secondary Crosslisting

This course explores select aspects of contemporary Russian society and politics through literary works and films of post Soviet Russia. We will study the social and political settings of particular plots and opportunities not only in fiction and film but as they emerge in the lived reality of Russians since 1991. In addition to novels and short stories by some of the best contemporary Russian authors, we will read scholarly materials explaining the social and political trends characteristic of Russia's post-socialist transformation under Boris Yeltsin and Vladimir Putin's leadership. Analysis of the political and social processes will be framed in a comparative approach, drawing on parallels and differences with countries of Eastern Europe. All course readings will be in English. Knowledge of Russian is not required.

Class Format: lecture

Requirements/Evaluation: short response essays; final exam; class participation
COMP 221 (F)  Hollywood Film
Crosslistings: ENGL204 / COMP221

Secondary Crosslisting

For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres--including action films, horror films, thrillers and romantic comedies--and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including Psycho; Casablanca; The Godfather; Schindler's List; Bridesmaids; Groundhog Day; and 12 Years a Slave. In addition to the assigned reading, students will be required to attend free screenings of course films on Sunday evenings at Images Cinema.

Class Format: lecture

Requirements/Evaluation: mandatory attendance at free Sunday 8:00 pm film screenings at Images, two 2-page essays analyzing a short film sequence, two editing exercises (produce a clip and an ~2-page essay), one midterm, and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 60

Enrollment Preferences: English majors

Expected Class Size: 60

Distributions: (D1)

Attributes: AMST Arts in Context Electives; ENGL Literary Histories C; FMST Core Courses

COMP 223 (S)  Japanese Food Culture in a Global Context
Crosslistings: COMP223 / JAPN223

Secondary Crosslisting

The bourgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

Class Format: seminar

Requirements/Evaluation: active class participation, three response papers, two small projects (including descriptions & class presentations), and one research paper & presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: none

Expected Class Size: 12

Distributions: (D1)

Not offered current academic year
COMP 224 (F) Remembering the Great War: The First World War in Literature and Film (DPE)

Crosslistings: RLFR225 / COMP224

Primary Crosslisting

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s),” World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. Readings and Discussions in English.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Distributions: (D1) (DPE)

Distribution Notes: DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Fall 2018

SEM Section: 01    MW 11:00 am - 12:15 pm    Brian Martin

COMP 225 (F) The Fantastic in Chinese Literature

Crosslistings: CHIN225 / COMP225

Secondary Crosslisting

From the famous human/butterfly metamorphosis in the Daoist text Zhuangzi to contemporary writer Liu Cixin's award-winning "Three Bodies Problem,” the "fantastic" has always been part of Chinese literature that pushes the boundary of human imagination. Readers and writers create fantastic beasts (though not always know where to find them), pass down incredible tales, assign meanings to unexplainable phenomena, and reject--sometimes embrace--stories that could potentially subvert their established framework of knowledge. Meanwhile, the “fantastic” is also historically and culturally contingent. What one considers "fantastic" reveals as much about the things gazed upon as about the perceiving subject--his or her values, judgment, anxiety, identity, and cultural burden. Using "fantastic" literature as a critical lens, this course takes a thematic approach to the masterpieces of Chinese literature from the first millennium BCE up until twenty-first century China. We will read texts ranging from Buddhist miracle tales to the avant-garde novel about cannibalism, from medieval ghost stories to the creation of communist superheroes during the Cultural Revolution. The topics that we will explore include shifting human/non-human boundaries, representations of the foreign land (also the "underworld"), the aestheticization of female ghosts, utopia and dystopia, and the fantastic as social criticism and national allegory. All materials and discussions are in English.

Class Format: seminar
COMP 226 (S) The Ancient Novel
Crosslistings: CLAS226 / COMP226

Secondary Crosslisting
Pirates, prostitutes, witches, and donkeys: the novels of ancient Greece and Rome often surprise their modern readers with a striking blend of humor, violence, and eroticism. From damsels in distress and daring rescues to impossible journeys and magical transformations, this course will consider these remarkable and varied texts within their own literary and cultural contexts. By reading the works of such authors as Longus, Lucian, Apuleius, and Heliodorus, we will survey the different forms of extended prose fiction that have traditionally been called the ancient "novel." We will confront the challenges of defining the genre itself, and consider both its ancient literary heritage and its later reception and afterlife. We will also explore the ways in which these texts engage with the complex and diverse world of the ancient Mediterranean, paying close attention to the representation of gender, sexuality, ethnicity, and cultural identity. All readings are in translation.

Class Format: seminar
Requirements/Evaluation: class participation, in-class presentations, brief reading responses (1-page), and a final paper (8-10 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none, although some prior knowledge of the ancient Mediterranean will be useful
Enrollment Limit: 19
Enrollment Preferences: Classics and Comparative Literature majors
Expected Class Size: 19
Distributions: (D1)

Spring 2019
SEM Section: 01  TF 1:10 pm - 2:25 pm  Sarah E. Olsen

COMP 227 (S) Made in China or Making "China"?: Twentieth-Century Chinese Performative Culture
Crosslistings: THEA227 / CHIN227 / COMP227

Secondary Crosslisting
This course explores the ways in which twentieth-century Chinese performative culture fashioned our contemporary understanding of "China." Starting with Chinese hybrid theatres staged in the US, Japan, and semicolonial Shanghai in the early 1900s and ending with the 2008 Beijing Olympic Opening Ceremonies, this course examines performative works drawn from the breadth of an expanded 20th century; including film, spoken drama, intercultural reproductions of Peking and Kun Operas, revolutionary and avant-garde theatre, Chinese Rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onstage and the performance-making backstage) placed "China" on the global stage; and shaped racial, gender, and national identities among play-makers and audiences. We will also explore how Chinese operas were reinvented as "traditional culture" and a "national essence" in the early 20th century; and how agents of Chinese performance, as makers of imaginary worlds, serve as both assets and threats to real-life arbiters of power. The class will be structured around the themes of "Inventing Tradition on the World Stage," "Acting the Right Part," and "Performing the Nation." Students will learn to engage performances as cultural texts embedded in national and global histories. By gaining knowledge about major playwrights, directors, artists, networks, and ideas, students will also become fluent in the landscape of performance culture in China. All class materials and discussions are in English.

Class Format: lecture/discussion
COMP 228 (S) Being American, Being Muslim: American Muslim Literature in the 21st century (DPE)
Crosslistings: AMST266 / REL266 / ENGL268 / COMP228
Secondary Crosslisting
Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.
Class Format: seminar
Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under REL or AMST; meets Division 1 requirement if registration is under COMP or ENGL. DPE: This course will explore the many complex intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences internal to Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations and power and difference in the texts that we will read, and how to analyze their workings in nuanced multidimensional ways

Spring 2019
SEM Section: 01    MW 11:00 am - 12:15 pm    Zaid Adhami

COMP 229 (S) Japanese Culture and History from Courtiers to Samurai and Beyond
Crosslistings: ASST219 / HIST219 / JAPN219 / COMP229
Secondary Crosslisting
This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Team taught by faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature, or is it even meaningful to distinguish the two?
Class Format: lecture/discussion
COMP 230 (S) The Renaissance in England and the European Continent: Self and World  (WI)
Crosslistings: COMP230 / ENGL228

Secondary Crosslisting
At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Class Format: seminar
Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories A;
Not offered current academic year

COMP 231 (F) Postmodernism  (WI)
Crosslistings: COMP231 / ENGL266

Primary Crosslisting
In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by Jean Baudrillard, Fredric Jameson,
Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: tutorial; after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week

Requirements/Evaluation: 5 papers (4-5 pages each) and 5 responses (1 page each) in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

Expected Class Size: 10

Distributions: (D1) (WI)

Attributes: ENGL Criticism Courses;

Not offered current academic year

COMP 232 (S)  Reading and Writing the Body  (WI)

Am I a body, or do I have one? The western tradition of favoring our intellectual and spiritual experience over the physical has long informed, and indeed limited, our sense of self as human beings. While some writers maintain that the creative impulse is a gift of the muse and that it is rooted entirely in the mind or spirit, there are those for whom the human body, frequently their own, plays a central role, both in the process of creation and as a subject of artistic inquiry and contemplation. In their writing, these authors tell a very different tale with regard to the human experience, and it is focused on the primacy of the body. This course will consider the work of, among others, Maupassant, Kafka, Tanizaki, Tolstoy, Dinesen, Collodi, Babel, and Atwood in order to examine how writers from different cultural and aesthetic perspectives either present or use the body as a vehicle of expression. We will also consider other areas of study that are intimately related to the life of the body, such as asceticism, pathology, prostitution, and disability.

Class Format: tutorial; weekly sessions with the instructor and a fellow student

Requirements/Evaluation: on alternate weeks students will either write and present a 5-page paper on the assigned readings or write and present a 2-page critique of a pre-circulated paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year and sophomore students considering a major in Comparative Literature

Expected Class Size: 10

Distributions: (D1) (WI)

Attributes: PHLH Bioethics + Interpretations of Health;

Not offered current academic year

COMP 233 (S)  Time, Memory, and Narrative: Twentieth-Century Literature and Film

Crosslistings: COMP233 / RUSS233

Secondary Crosslisting

Time and space belong to the most fundamental categories that define our conceptualization of the world we live in. Overcoming the restrictions that these dimensions impose on our existence has always been humanity's major preoccupation. Is there a way to break with time's linearity and irreversibility? One magic tool of overcoming time that we all possess is our memory. Another is art; specifically, such spatial-temporal forms of art as literature and film. Memory, literature, and film are similar in their use of narrative. In order to recast the past we pull out memories and "narrate" them to ourselves or others. A literary character's recollections and reminiscences often constitute the plot of a literary work or film. The sequence of cinematic images in film creates the visual narrative, while one of its main techniques "montage" replicates the seemingly random association of memories in our mind. Apart from its structural significance, time constitutes an important subject of artists' philosophical reflection in both literature and film. In this course, we will explore the themes of time and memory in their relation to different narrative strategies by way of a few masterpieces of 20th-century Russian/Soviet literature and film. How can trains on the Railroad around Moscow annihilate time? What happens if Tsar Ivan the Terrible
finds himself in Soviet Moscow? Where does the Russian Ark float and whom does it carry? To answer these and other questions we will read the novels of Vladimir Nabokov and his most congenial successor Sasha Sokolov; a play by Mikhail Bulgakov, and a novella by Vladimir Makanin, among others. We will also watch and discuss the famous films by Leonid Gaidai, Andrey Tarkovsky, and Aleksander Sokurov. In addition, we will read a few scholarly essays on time, memory, and narrative, relating them to our primary material. Readings, films, and discussions are in English.

Class Format: seminar

Requirements/Evaluation: participation, writing assignments, discussion prompts, a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: students majoring or considering a major in Russian or Comparative Literature

Expected Class Size: 10

Distributions: (D1)

Not offered current academic year

COMP 234 (S) Saharan Imaginations (DPE) (WI)
Crosslistings: COMP234 / ARAB209 / ENVI208

Secondary Crosslisting

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara’s biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiate to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am    Brahim El Guabli

COMP 235 (S) The Garden in the Ancient World
Crosslistings: ENVI232 / REL235 / CLAS235 / COMP235

Secondary Crosslisting

Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella,
and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, short written assignments, and a final project

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 15

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under CLAS, COMP or ENVI; meets Division 2 requirement if registration is under REL

Spring 2019

SEM Section: 01    MR 1:10 pm - 2:25 pm    Nicole G. Brown

**COMP 236 (F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings (WI)**

Crosslistings: WGSS207 / COMP236 / AFR205

**Secondary Crosslisting**

The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is far-reaching, influencing everything from romantic partnering, economic and educational attainment, and perceptions of beauty, attractiveness, and criminality. Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been persistent yet underexplored in Morrison's writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, The Bluest Eye (1970), Sula (1973), Song of Solomon (1977), Love (2003) and God Help the Child (2015). In our discussions of each text, we will examine the problem of the "color complex" at the intersections of race, gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically engage and interrogate fictional literature; help them identify the real and nuanced ways that color discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

**Class Format:** tutorial

**Requirements/Evaluation:** six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** this course is specifically for first-year students and they will receive preference in this class

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under AFR or WGSS; meets Division 1 requirement if registration is under COMP

**Attributes:** AFR Core Electives; AMST Arts in Context Electives;

**Not offered current academic year**

**COMP 237 (S) Medieval Worlds**

While the word “medieval” was first used to designate the period in European history between the fall of Rome and the Renaissance, historians and literary scholars frequently use the term to label periods in other regions and cultures that not only overlap chronologically with the European Middle
Ages, but also appear to share similarities in terms of technology, social structures, and religious orientation. This course examines the notion of the "medieval" primarily through the lens of literature. We will read "medieval" works ranging from the Anglo-Saxon poem Beowulf to the landscape poems and folktales of eighth-century China, from a Persian epic to a Sanskrit story-cycle, and the diary of a Japanese court lady. Topics will include the following: How did people create, experience, and transmit literary texts in different medieval cultures? What where the material conditions of literature in these cultures, and how did they impact the development of literature? What roles did religion play in texts that are not explicitly religious? What does it mean to think of the medieval as a category across different cultures?

Class Format: seminar
Requirements/Evaluation: preparation and active participation in class, several short (1- to 2-page) reflection papers, two mid-length (4- to 5-page) papers or projects
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors and prospective majors
Expected Class Size: 10
Distributions: (D1)

Spring 2019
SEM Section: 01    TF 1:10 pm - 2:25 pm     Sarah M. Allen

COMP 239 (F) What is a Novel?  (WI)
Crosslistings: COMP239 / ENGL240
Secondary Crosslisting
What is a novel? Where did it come from? Why would anyone invent such a thing in the first place? This course is an introduction to the ways literary critics have attempted to give a genre as hard-to-pin down as the novel a theoretical framework. For a long time, nobody thought the novel needed a theory--too popular, too loose and baggy to be thought of as one thing. Today, novel theory is legion. To only name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. We will move back and forth from the theory of the novel to its practice in order to see how the novel and its understanding have changed over the past 200 or so years. Novelists will come from the 19th and 20th centuries, likely Austen, Dickens, and Mieville. Theorists are likely to include Henry James, Benjamin, Lukacs, Barthes, Watt, McKeon, Jameson, Eve Sedgwick, Edward Said, Leo Bersani, and Franco Moretti.
Class Format: seminar
Requirements/Evaluation: 4-5 papers totaling about 20 pages; regular, substantial, and intensive participation in class
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: ENGL Criticism Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories B;

Fall 2018
SEM Section: 01    TF 1:10 pm - 2:25 pm     Gage C. McWeeny

COMP 240 (F) Introduction to Literary Theory  (WI)
Crosslistings: COMP240 / ENGL230
Secondary Crosslisting
This course introduces students to some of the most significant and compelling trends in modern criticism--such as gender and postcolonial theory,
deconstruction, sociological analysis, and psychoanalytic criticism—in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can Othello be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.

Class Format: seminar

Requirements/Evaluation: frequent short papers totaling 20 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL 200-level Gateway Courses;

Fall 2018

SEM Section: 01 MWF 11:00 am - 12:15 pm Christopher L. Pye

COMP 241 (S) Sex and Gender in Ancient Greece and Rome (WI)

Crosslistings: CLAS241 / COMP241 / WGSS241

Secondary Crosslisting

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students’ capacity to evaluate claims and dismantle false assumptions about the continuity of the “classical” past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Class Format: tutorial

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS

Spring 2019

TUT Section: T1 TBA Amanda R. Wilcox

COMP 242 (S) Americans Abroad (DPE) (WI)

Crosslistings: AMST242 / COMP242 / ENGL250

Primary Crosslisting
This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of “home” into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

**Class Format:** seminar

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST

DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home

**Attributes:** AMST Arts in Context Electives; GBST Borders, Exiles + Diaspora Studies Electives;

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**COMP 243 (F) Modern Women Writers and the City (WI)**

Crosslistings: WGSS252 / COMP243

**Primary Crosslisting**

Ambivalence has always been a vital part of literary responses to city life. Whether they praise the city or blame it, women writers react to the urban environment in a significantly different way from men. While male writers have often emphasized alienation and strangeness, women writers have celebrated the mobility and public life of the city as liberating. We will look at issues of women's work, class politics, sexual freedom or restriction, rituals of consumption, the conservation of memory by architecture, and community-building in cities like London, New York, Berlin, Paris. We will examine novels and short stories about the modern city by writers as diverse as Virginia Woolf, Gertrude Stein, Anzia Yezierska, Ann Petry, Jean Rhys, Marguerite Duras, Margaret Drabble, Ntozake Shange, Verena Stefan and Jhumpa Lahiri and Edwidge Danticat. We will consider theoretical approaches to urban spaces by feminists (Beatriz Colomina, Elizabeth Wilson), architectural historians (Christine Boyer) and anthropologists and sociologists (Janet Abu-Lughod, David Sibley, Michael Sorkin). Several contemporary films will be discussed. All readings in English.

**Class Format:** seminar/discussion

**Requirements/Evaluation:** two short papers of 3-5 pages, one of 5-7 pages, and one final paper of 8-10 pages

**Prerequisites:** COMP 111 or a 100-level ENGL course

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Department Notes:** formerly COMP 252

**Distributions:** (D1) (WI)
**COMP 244 (S) Mediterranean Journeys (DPE)**

Crosslistings: COMP244 / GBST244

**Primary Crosslisting**

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of the so-called "migrant intellectuals and artists" who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as a literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Behind the medium of a national language, new cultures and identities are claiming inclusion into the core of the social fabric by speaking out from a marginal position. We read both literary works (Ali Farah, Guene, Lakhous, Scego) and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films and documentaries (Carpignano, Crialese, Godard).

**Class Format:** seminar

**Requirements/Evaluation:** weekly writing assignments, midterm and final exams, final paper, oral presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

**Distributions:** (D1) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under GBST

DPE: Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     Michele Monserrati

**COMP 245 (F) Red Chamber Dreams: China's Greatest Novel as Literature and Legacy**

Crosslistings: ASST243 / COMP245

**Primary Crosslisting**

The eighteenth-century novel Dream of the Red Chamber, also known as Story of the Stone, is widely regarded as China's greatest novel due to the intricacy of its narrative and the sophistication with which it deals with themes as varied as romance, enlightenment, sexuality and gender identity, and the construction of public and private spaces. We will read the novel through a variety of critical approaches, addressing it both as a work of literature and as a cultural phenomenon.

**Class Format:** seminar

**Requirements/Evaluation:** three 2-page papers, one 5-page paper, and a final 6- to 7-page paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** COMP majors, then ASST majors

**Expected Class Size:** 20

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under ASST

Not offered current academic year
COMP 246 (S)  Bloody Vampires: From Fiction to Film and Fashion  (WI)
Crosslistings: COMP246 / ENGL287

Primary Crosslisting

This course explores the figure of the vampire and seeks to explain the popular appeal such a fictive creature has been enjoying for over two centuries. What kind of fears and fantasies does it crystalize? And what kind of discourse about sexuality, death, and disease does it validate? What does its mere existence reveal about gender and ethnicity? We will examine the emergence of the vampire in gothic literature of the late 18th and 19th centuries, its omnipresence in cinema in the 20th century and investigate its resurgence in 21st-century pop culture. In order to gain a deeper understanding of the figure of the vampire, we will read poems by August Bürger and Goethe, the first vampire story by John Polidori, novels by Sheridan LeFanu and Bram Stoker, and contemporary vampire fiction by Anne Rice and Stephenie Meyer. We will watch the films Nosferatu by Murnau and Herzog, Dracula by Browning and Coppola, the Dance of Vampires by Polanski, The Hunger by Scott, Blade by Norrington, Twilight by Hardwicke, and Daybreakers by Spierig, as well as episodes of the TV series Buffy the Vampire Slayer, True Blood, and The Vampire Diaries. We will also discuss music video clips by Lady Gaga and Marilyn Manson, and fashion shows by Alexander McQueen, John Galliano and Vivienne Westwood.

Class Format: seminar
Requirements/Evaluation: three 5-page papers and a 10- to 12-page final rewrite
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students majoring or considering a major in language or literature
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: FMST Core Courses;
Not offered current academic year

COMP 247 (F)  Gender, Sexuality and Modern Performance  (WI)
Crosslistings: COMP247 / ENGL253 / THEA250 / WGSS250

Secondary Crosslisting

This interdisciplinary tutorial explores aspects of gender, sexuality, performativity, race, class, and representations of the body in modern theatre and performance in America. While attention will be given to the still understudied role of women in the arts, we will focus primarily on the transsecionalities of social identities under interrelated systems of oppression. Close analysis of works by dramatists--such as Adrienne Kennedy, Caryl Churchill, Wendy Wasserstein, Ntozake Shange, Tony Kushner, Naomi Iizuka, Paula Vogel, Suzan-Lori Parks, David Henry Hwang, Tarell McCraney, Gina Gionfriddo, and Taylor Mac--will occur alongside consideration of works by artists such as Karen Finley, Ron Athey, Tim Miller, E. Patrick Johnson, and Young Jean Lee. Our approach to this varied material will be comparative and will be enriched by readings of critical works by writers such as: Judith Butler, bell hooks, Cherrie Moraga, Gloria Anzaldúa, Eve K. Sedgwick, Jill Dolan, José Esteban Muñoz, David Román, and Donna Haraway.

Class Format: tutorial
Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner's papers in alternate weeks
Extra Info: emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: sophomores and above; majors in Theatre, English or Women's, Gender and Sexuality Studies
Expected Class Size: 10
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGSS
COMP 248 (F) Performing Greece
Crosslistings: CLAS211 / THEA211 / COMP248

Secondary Crosslisting
Modern readers often encounter Homer, Sappho, Sophocles, and the Greek orators as written texts, yet their first ancient audiences experienced the words of these authors not in silence and solitude, but in live performance contexts. This course, therefore, will take up performance as a critical lens for interpreting ancient Greek literature, situating these works within a rich culture of song, dance, speech, and debate. From the Homeric epics and the masterpieces of Greek tragedy and comedy to the speeches and dialogues of Demosthenes, Thucydides, and Plato, we will survey the evidence for the musical, visual, and embodied aspects of Greek literature. At the same time, we will reflect on the rewards and limits of enlivening the ancient world through the reconstruction and re-imagination of its performative dimensions. Our attention to performance will give us a distinct perspective on many important topics within the study of Greek civilization, including the construction of personal and collective identity, the workings of Athenian democracy, and the development of literary genres. In addition to a wide selection from Greek poetry, drama, and prose, our readings will include works by ancient and modern theorists of performance and culture. All readings are in translation.

Class Format: lecture
Requirements/Evaluation: class participation, two essays (5 pages), midterm, final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first-year students and sophomores and majors in Classics, Comparative Literature, and Theatre
Expected Class Size: 35
Distributions: (D1)

Fall 2018
LEC Section: 01  MR 1:10 pm - 2:25 pm  Sarah E. Olsen

COMP 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WI)
Crosslistings: ARAB249 / COMP249

Secondary Crosslisting
Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given a short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Class Format: seminar
Requirements/Evaluation: active participation, short presentation, short weekly response papers, mid-term exam, and final paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Arabic Studies majors and certificate students
Expected Class Size: 15
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social
inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2018

SEM Section: 01    TR 9:55 am - 11:10 am    Brahim El Guabli

COMP 250 (F)  From Adam to Noah: Literary Imagination and the Primeval History in Genesis
Crosslistings: COMP250 / REL207 / JWST207 / CLAS207
Secondary Crosslisting
How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. All readings are in translation.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation and several writing assignments
Extra Info: core course for COMP
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students who have already taken a course in Biblical literature
Expected Class Size: 19
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP or CLAS
Attributes: JWST Core Electives
Not offered current academic year

COMP 252 (F)  Arab Women Memoirs: Writing Feminist History
Crosslistings: WGSS251 / ARAB252 / COMP252 / HIST309
Secondary Crosslisting
This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (A Mountainous Journey: An Autobiography), Fatima Mernissi (Dreams of Trespass: Tales of a Harem Girlhood), Leila Ahmed (A Border Passage: From Cairo to America--a Woman's Journey), Fadia Faqir and Shirley Eber (In the House of Silence: Autobiographical Essays by Arab Women Writers), and Jumanah Haddad (I Killed Scheherazade: Confessions of an Angry Arab Woman), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.

Class Format: seminar
Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), and a final paper (7-10 pages)
COMP 254 (F) "Disease" in Modern Chinese Literature and Culture
Crosslistings: WGSS255 / CHIN253 / COMP254

Secondary Crosslisting
From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "diseases" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "disease"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "disease"; the relationship between diseases on the one hand, and the politics of body, gender, and class on the other; we ask how infectious (sexual) disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "diseases," such as infectious cannibalism and fin-de-siècle "virus," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the "Second New Wave" film director of Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud's psychoanalysis and post-Freudian psychotherapy are "practiced" in literature circulated in both print and internet cultures. Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: lecture/discussion
Requirements/Evaluation: regular in-class presentation, three short papers (3-5 pages) and one final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: none
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP or CHIN
Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

COMP 255 (S) Love and Death in Modern Japanese Literature
Crosslistings: ASST253 / COMP255

Primary Crosslisting
One thing that surprises many first-time readers of modern Japanese fiction is its striking similarity to Western fiction. But equally surprising are the intriguing differences that lie concealed within that sameness. This course investigates Japanese culture and compares it with our own by reading Japanese fiction about two universal human experiences--love and death--and asking what inflections Japanese writers give these ideas in their work. The course begins with tales of doomed lovers that were popular in the eighteenth-century kabuki and puppet theaters, and that still feature prominently in Japanese popular culture, from comics to TV dramas. From there we move on to novels and films that examine a range of other relationships between love and death, including parental love and sacrifice, martyrdom and love of country, sex and the occult, and romance at an
advanced age. We will read novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima as well as more contemporary fiction by writers like Murakami Haruki; we will also look at some visual literature, including puppet theater, comics, animation, and Japanese New Wave film. The class and the readings are in English.

**Class Format:** seminar/lecture/discussion

**Requirements/Evaluation:** attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none; no familiarity with Japanese language or culture is required

**Enrollment Limit:** none

**Expected Class Size:** 15

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under ASST

**Attributes:** GBST East Asian Studies Electives

*Not offered current academic year*

**COMP 257 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender** (DPE)

Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213

**Secondary Crosslisting**

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. All readings will be in English, and all films will have English subtitles.

**Class Format:** seminar

**Requirements/Evaluation** active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

**Prerequisites:** none

**Enrollment Preferences:** none

**Expected Class Size:** 20

**Distributions:** (D1) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

**Attributes:** GBST Russian + Eurasian Studies Electives

*Fall 2018*

**SEM Section: 01 TF 2:35 pm - 3:50 pm Julie A. Cassiday**

**COMP 258 (F) Film and Media Studies: An Introduction**

Crosslistings: COMP258 / ENGL274

**Secondary Crosslisting**
This team-taught interdisciplinary course introduces students to concepts and skills central to the study of moving images. After familiarizing ourselves with the basic elements--visual, narrative and auditory--necessary for formal analysis, we will develop critical tools for understanding film and media in their historical and social contexts. We will discuss influential ideas, theories, and methods in the discipline of film and media studies. Students will learn to respond to works drawn from a wide range of forms: fiction and nonfiction film, animation, television, video games, and emerging forms of virtual reality. Throughout, our emphasis will be on the diverse ways in which moving pictures create meaning. How can we best think about the reciprocal relations between film, new media, and contemporary life? This course will be presented through a mixture of lectures, discussions, and exercises.

**Class Format:** lecture/discussion/studio

**Requirements/Evaluation:** class attendance and participation; frequent (probably weekly) writing assignments that will include several short responses, three essays (1000-2000 words), three production exercises; and a final long paper or project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** no prior production experience is required

**Enrollment Limit:** 30

**Enrollment Preferences:** open to first-year students; approximately 2/3 of places will be reserved for first- and second-year students

**Expected Class Size:** 30

**Distributions:** (D1)

**Attributes:** FMST Core Courses

**Not offered current academic year**

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**COMP 259 (S)  Adultery in the Nineteenth-Century Novel**  (WI)

**Crosslistings:** COMP259 / ENGL261 / WGSS259

**Primary Crosslisting**

In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress: Gustave Flaubert's *Madame Bovary* (1856), Lev Tolstoy's *Anna Karenina* (1873-77), Leopoldo Alas y Ureña's *La Regenta* (1884-85), and Theodor Fontane's *Effi Briest* (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a key role in the cultural imagination of Europe during this time. All works will be read in English translation.

**Class Format:** tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session

**Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students who have already taken at least one course devoted to literature at Williams

**Expected Class Size:** 10

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS

**Attributes:** ENGL Literary Histories B;

**Not offered current academic year**

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**COMP 260 (F)  Reading Comics from the French-Speaking World**

**Crosslistings:** COMP260 / RLFR260

**Secondary Crosslisting**

From political cartoons and satire of the 19th century to contemporary graphic novels, the *bande dessinée* has a long history in the French-speaking world. We will read classics such as Astérix and Tintin, and contemporary BD from France, Québec, Côte d'Ivoire, Morocco, Rwanda, and Guadeloupe to analyze how they tackle subjects such as nation, empire, sexuality, biography, war and human rights. We will pay attention to the visual form and
critical theory of the genre. Conducted in French.

Class Format: seminar

Requirements/Evaluation: weekly response papers, two short papers, presentation and final research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students, Comparative Literature majors

Expected Class Size: 15

Distributions: (D1)

Not offered current academic year

COMP 261 (S) Comparative Postcolonial Narratives: Novels from the Arab World, Latin-America and the Caribbean (WI)

Crosslistings: ARAB261 / COMP261

Primary Crosslisting

In this introductory course to the global postcolonial novel, we will examine novels in translation from the Arab world, Latin America and the Caribbean that are in conversation with each other. Through textual and formal analysis of selected novels in translation, we will ask questions concerning the legacy of the different forms of European colonialism in these distinct geographies. This course has two goals: First, to familiarize students with classical, canonical and popular Arabic, Latin American and Caribbean novels that deal with the history of European colonialism and/or its aftermath. Second, to introduce student to some of the critical trends and theoretical debates concerning the potential and limits of reading these novels as resistance and/or postcolonial literature. In addition to selected critical essays, the readings for this course may include novels by the following writers: Assia Djebar (Algeria), Gamal al-Ghitani (Egypt), Sahar Khalifah (Palestine), Tayyib Saleh (Sudan), Alejo Carpentier (Cuba), Rosario Castellanos (Mexico), Jamaica Kincaid (Antigua), and Gabriel García Marquez (Colombia).

Class Format: seminar

Requirements/Evaluation: active class participation, three short papers (3-5 pages) and a final 7- to 10-page expansion and rewrite

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors or prospective majors in Comparative Literature or Arabic Studies

Expected Class Size: 15

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARAB

Not offered current academic year

COMP 262 (F) Japanese Theatre and its Contemporary Context

Crosslistings: THEA262 / COMP262 / JAPN260

Secondary Crosslisting

Japan’s rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (nohgaku, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, “of what relevance is each to a contemporary audience?” Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved? All readings and discussion will be in English.

Class Format: lecture/discussion

Requirements/Evaluation: active class participation, presentations, written journals, two short papers, and one longer paper

Prerequisites: none; open to all
Enrollment Limit: 20
Expected Class Size: 15
Distributions: (D1)
Attributes: GBST East Asian Studies Electives

Fall 2018
LEC Section: 01  Cancelled

COMP 264 (S)  The End of the World in Japanese Literature and Visual Culture
Crosslistings: COMP264 / ASST254

Primary Crosslisting
From the endemic warfare of the medieval era to the atomic bombing and the violent explosion of technology in the last century, the end of the world is an idea which has occupied a central place in almost every generation of Japanese literature. Paradoxically, the spectacle of destruction has given birth to some of the most beautiful, most moving, and most powerfully thrilling literature in the Japanese tradition. Texts may be drawn from medieval war narratives like The Tale of the Heike; World War II fiction and films by Ibusu Masuji, Imamura Shôhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kôbô, Murakami Haruki and Murakami Ryû; and apocalyptic comics and animation by Oshii Mamoru, Ôtomo Katsuhiro, and others. The class and the readings are in English; no familiarity with Japanese language or culture is required.

Class Format: lecture/discussion
Requirements/Evaluation: in-class exam, ungraded creative project, and a few short response assignments, plus two 5- to 7-page papers emphasizing original, creative readings of the literary texts
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Limit: 25
Enrollment Preferences: students majoring or considering a major in a related field
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST
Attributes: GBST East Asian Studies Electives

Spring 2019
LEC Section: 01  Cancelled

COMP 265 (S) Theories of Language and Literature  (WI)
Crosslistings: COMP265 / ENGL209

Secondary Crosslisting
This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Class Format: seminar
Requirements/Evaluation: four short papers totaling 20 pages, informal weekly writing, class attendance and participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
COMP 266 (F) Confession and Deception in Japanese Literature

Crosslistings: ASST266 / COMP266

Primary Crosslisting

Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth-and eleventh-century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing; along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shônagon and Lady Nijō, through autobiographical and confessional novels by Sôseki, Tanizaki, Mishima, and Abe Kôbô, to documentary and subculture films like The New God and Kamikaze Girls. The class and the readings are in English; no familiarity with Japanese language or culture is required.

Class Format: seminar

Requirements/Evaluation: attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; no familiarity with Japanese language or culture is required

Enrollment Limit: 25

Enrollment Preferences: students majoring or considering a major in Comparative Literature

Expected Class Size: 15

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ASST

Attributes: GBST East Asian Studies Electives

Not offered current academic year

COMP 267 (F) The Art of Friendship

Crosslistings: CLAS212 / COMP267 / REL267

Secondary Crosslisting

The idea of friendship has captivated poets, philosophers, and their audiences for over three millennia. The subtle dynamics of this fundamental relationship between humans have been a source of inspiration, consolation, and consternation for countless writers and readers. What are the different types of friendship? How does one make a friend, and what makes a good friend? How does a friend differ from an acquaintance, an ally, an accomplice, an enemy? Can the beloved also be a friend? Ancient Greek and Latin writers took up these and other questions about friendship in philosophical dialogues and treatises, epic and lyric poems, tragic and comic plays, oratory, and correspondence. This course will explore ancient theories and representations of friendship through readings from many of the most important texts and authors of antiquity, including Gilgamesh, the Hebrew Bible, Homer, Sappho, Euripides, Plato, Aristotle, Cicero, Virgil, Seneca, and the Epistles of Paul. We will also consider the wide-ranging responses to these meditations and depictions in later traditions from the Middle Ages to modernity, in such writers as Heloise and Abelard, Aelred of Rievaulx, Aquinas, Montaigne, Ralph Waldo Emerson, Emily Dickinson, Elizabeth Bishop, Jack Kerouac, and Susan Sontag. All readings are in translation.

Class Format: seminar

Requirements/Evaluation: class participation, short written assignments, and a final paper/project

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Distributions: (D1)
COMP 267 (F) Performance Studies: An Introduction (DPE)

Crosslistings: COMP267 / WGSS267 / DANC267 / THEA267

Primary Crosslisting

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origins in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format: seminar

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS DPE.

WGSS Theory Courses

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm    Vivian L. Huang

COMP 268 (S) Novel Worlds (WI)

Crosslistings: ENGL263 / COMP268

Secondary Crosslisting

Reading a novel can feel like falling into another world, an immersion in an encompassing fictional reality saturated with detail--each novel its own trip down the rabbit hole. From Jane Austen's "3 or 4 families in a country village" to Roberto Bolano's teeming modern day Mexico City of millions, the novel's distinctive power is in making both the few and the many feel like a complete world. But what are worlds, anyway? Are they spaces, like a container? Or are they not a thing at all, but social systems--ways of belonging that are constantly being made and remade? This course is about the specific world--imagining powers of the novel, tracing out various techniques and strategies by which literary texts create worlds. Our hunch: the modern notion of "world" finds its origin in the novel, and the novel constitutes one of the most sophisticated sites of reflection upon the notion of world. We'll read a number of novels, ranging from 19th century authors like Austen and Dickens, to contemporary genre writing--science fiction and the detective novel--as well as from a range of national traditions to see how novels, and ideas of world, shift over time and space. To get at our central questions, we'll read some philosophical and critical texts that are preoccupied by world-ness, with attention to current debates about the idea of World Literature. Novel texts likely to include: Jane Austen's Emma, Charles Dickens's Bleak House, Carroll's Alice in Wonderland, Italo Calvino's Invisible Cities, and Roberto Bolano's Savage Detectives.

Class Format: seminar

Requirements/Evaluation: papers (approximately 20 pages), other forms of writing in-class and otherwise, participation
In this course, students will explore a variety of cultural artifacts (literature, film, song, visual art, and architecture), personal documents (diaries and letters), and secondary literature, which speaks to the real, subjective experience of life in the Soviet Union under Stalin. Throughout his reign, Stalin spurned basic human values like freedom and democracy in favor of class hatred, discipline, and conformity. He unleashed unthinkable violence on the Soviet population, provoking mass famine and instigating campaigns of political terror, all in the name of transforming impoverished, agricultural Russia into the world's first industrially advanced, socialist society. The underlying logic of this social experiment has been diagnosed as totalitarian, a distinction designating systems of governance in which the state uses a combination of coercion and propaganda to achieve total control over the thoughts and actions of its subjects. The opening of borders and archives since the fall of the Soviet Union, however, has shown the image of the passive, brainwashed automatton to be inadequate in relation to the everyday cares, aspirations, fears and sorrows, ethical dilemmas, personal narratives, and forms of covert resistance that shaped the identities of ordinary Soviet people. Scholars of Soviet subjectivity have worked to bring these stories to light in an attempt to achieve a more nuanced understanding of the Soviet experience. Students will apply insight from this field to their own investigations of Soviet selfhood in discussions, short response papers, and a final research paper. All readings are in English.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, short response papers, final paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Russian majors, History majors, Comparative Literature majors

**Expected Class Size:** 10

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: This course is part of the Difference, Power, and Equity initiative not only because it explores the formation of identity in situations in which the state wields extreme power over the actions and speech of its subjects, but also because it confronts the limitations of the concept of totalitarianism in representing the experience of such subjects. Special attention will be devoted to issues of class, gender, ethnicity, and non-human actors as they relate to the problem of Soviet subjectivity.

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Existentialism was a highly influential movement in twentieth-century European literature and thought. Nowadays the terms existentialism and existentialist are broadly used to describe the worldview and literary style of writers and thinkers as different as Fyodor Dostoevsky, Leonid Andreyev, Martin Heidegger, Franz Kafka, and Jean-Paul Sartre. Reflecting the shift to irrationalism in early twentieth-century philosophy and psychology, as well as the global cataclysms of the twentieth century, existentialism focuses on the problem of human alienation in the modern world, suggesting ways of...
overcoming it. In this course addressing the key concepts of existentialist philosophy (angst, borderline situation, the absurd, freedom), we will examine the origins of the existentialist worldview in nineteenth and early twentieth-century Russian literature (Dostoevsky, Chekhov, Leonid Andreyev); read and discuss existentialist texts by Kafka, Albert Camus, and Sartre; and look at the existentialist legacy in contemporary Russian and Western culture, including rock music. All readings are in English.

**Class Format:** lecture

**Requirements/Evaluation:** participation, 3 writing assignments, oral presentation, final paper

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** students majoring or considering a major in Russian or Comparative Literature

**Expected Class Size:** 15

**Distributions:** (D1)

**Attributes:** PHIL Related Courses

Spring 2019

LEC Section: 01    TF 1:10 pm - 2:25 pm    Vladimir Ivantsov

**COMP 271 (S) From Kleist to Kafka**

Crosslistings: COMP271 / GERM271

**Secondary Crosslisting**

Heinrich von Kleist (1777-1811) and Franz Kafka (1883-1924) wrote some of the most puzzling and intriguing work in European literary history. From Kleist's drama *Penthesilea*, which culminates in the consumption of the hero by the heroine (literally!), to Kafka's "A Hunger Artist," profiling a man who starves for a living, the texts in the course attempt to access the most profound—and at times bizarre—regions of the human mind. Works we will read include Kleist's dramas *Prince Friedrich of Homburg*, *Amphitryon*, and *Penthesilea*, and his short stories "The Marquise of O...," "The Earthquake in Chile," "The Foundling," "St Cecilia and the Power of Music," and "The Betrothal in Santo Domingo." By Kafka we will study "The Judgment," "The Metamorphosis," "A Hunger Artist," "In the Penal Colony," "The Burrow," "A Country Doctor," and others. Literary readings will be supplemented by selected letters and essays by Kleist, and by excerpts from Kafka's diaries. Readings and discussion in English.

**Class Format:** seminar

**Requirements/Evaluation:** intensive participation, four 2- to 3-page response papers, one 5- to 7-page paper, final project

**Prerequisites:** none

**Enrollment Preferences:** prospective Comparative Literature majors

**Expected Class Size:** 15

**Distributions:** (D1)

**Not offered current academic year**

**COMP 272 (S) The History and Mythology of Chinese Scripts**

Crosslistings: COMP272 / CHIN272

**Secondary Crosslisting**

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatical studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** quizzes, short writing assignments, a midterm, and a final exam

**Prerequisites:** none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 15
Distributions: (D1)
Not offered current academic year

COMP 273 (F) Murder 101
Crosslistings: ENGL273 / COMP273

Primary Crosslisting
Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

Class Format: seminar
Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature and English majors
Expected Class Size: 15
Department Notes: COMP core course
Distributions: (D1)
Not offered current academic year

COMP 274 (F) Confronting Japan (WI)
Crosslistings: COMP274 / JAPN274

Secondary Crosslisting
This tutorial looks into confrontations, within Japan and across its borders, how such confrontations are perceived, handled and narrated, and what they tell us about Japanese society. Through literature and other media, we will probe domestic issues, such as gender/economic disparities, aging, minorities, suicide, reclusion and post 3-11 recovery, and international issues, related to Japan's shifting roles within East Asia and beyond. Discussions will untangle the conflicting perspectives, and elaborate the thoughts and feelings of the various contestants. All readings and discussions will be in English. Some course materials will also be available in Japanese, for those interested.

Class Format: tutorial
Requirements/Evaluation: 4- to 5-page papers and 2-page critiques (in alternating weeks), and one final report at the culmination of the course
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Japanese majors
Expected Class Size: 10
Distributions: (D1) (WI)
Not offered current academic year
COMP 275 (S)  American Drama: Hidden Knowledge  (WI)
Crosslistings: COMP275 / ENGL224 / THEA275 / AMST275

Secondary Crosslisting
The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twentieth. Beginning with excerpted critical and historical writings on secrecy and lying (The Adventures of Pinocchio, Machiavelli’s The Prince, Thomas Carlson's Lying and Deception: Theory and Practice, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from American drama about a national relationship to honesty and its opposites.

Class Format: tutorial
Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Theatre and English majors
Expected Class Size: 10
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under AMST
Attributes: AMST Arts in Context Electives;

Not offered current academic year

COMP 276 (S)  Black Europeans  (WI)
Crosslistings: AFR276 / GERM276 / COMP276

Primary Crosslisting
This course explores the in/visibility of Black Europeans from the Enlightenment to the present with a particular focus on French, German, Austrian, Dutch, British, and Russian history. With the European Enlightenment as point of departure, the tutorial investigates the large presence of Blacks as objectified subjects in paintings and decorative artifacts of the 18th and 19th centuries while interrogating their century-long absence from European historiography until fairly recently. In this tutorial, we will start discussing the significance of the Code Noir (1685) as well as the major economic impact of the Atlantic Slave Trade on European countries such as Great Britain, France, and the Netherlands. We will read historical biographies about a handful of outstanding Black Europeans in France (composer Monsieur de Saint George), Germany (Prussian officer Gustav Sabac el Cher, philosopher Wilhelm Anton Amo), Austria (royal tutor Angelo Soliman), Holland (Prince Kwasi Boachi), and Russia (military leader Abram Petrovitch Ganibal) during the 18th and 19th centuries, study paintings and decorative artifacts of the 18th and 19th centuries depicting black servants--such as Hyacinthe Rigaud's Portrait of Marquise de Louvile (1708), Nicolas Lancret's The Escaped Bird (1730), and Manet's Olympia (1863) to name a few--and watch the biopic Belle by Amma Asante (2013), narrating the life of black heiress Dido Elizabeth Belle in 18th-century England. We will also do a quick survey of 20th-century European cinema, that has until now cast very few black actors in supporting and leading roles, and we will ponder the representation of black people in recent films that were commercially successful at the box office (such as Les Intouchables by Nakache/Toledano, France 2011). Finally, we will reflect on the deep roots of European colonialism that takes the form of national debates surrounding the naming of chocolate-coated treats and licorice sweets (Têtes de nègre, Mohrenkopf, and Negerkuss) or of a controversy around cultural identity resulting from the grotesque depiction of black men in folklore tradition (like Zwarte Piet in the Netherlands).

Class Format: tutorial
Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-years, sophomores, and juniors
Expected Class Size: 8
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under COMP or GERM; meets Division 2 requirement if registration is under AFR

Not offered current academic year

COMP 278 (S) Premodern Japanese Literature and Performance
Crosslistings: COMP278 / JAPN276

Secondary Crosslisting
Some of Japan's performance traditions, which developed in different historical settings, have survived to this day and continue to coexist and compete for the attention of audiences both domestically and abroad. This course examines the Japanese literature of three major periods in Japan's history, focusing on how literary and performance traditions have been interrelated in the unfolding of Japanese literary history. We will begin by looking into the Heian period (794-1185), when the work of female authors occupied center stage and some of the canonical texts of the Japanese literary and cultural tradition were born. Next we will consider the medieval period (1185-1600), which saw the rise of the samurai class and the consequent shift in the domain of artistic creation. Then we will look at the Edo period (1600-1867), when a new bourgeois culture flourished and audiences were greatly transformed. We will also explore the continuing force of premodern literary traditions in contemporary performing arts. All readings and discussions will be in English.

Class Format: lecture/discussion
Requirements/Evaluation: active class participation, presentations, written journals, two essay questions, one paper, and attendance of live performance events
Prerequisites: none; open to all
Enrollment Limit: 20
Expected Class Size: 15
Distributions: (D1)
Attributes: GBST East Asian Studies Electives; PERF Interdepartmental Electives

Not offered current academic year

COMP 279 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture
Crosslistings: ASST271 / REL271 / WGSS279 / COMP279

Secondary Crosslisting
"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yogoe) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviances from "the normal" as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation--including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Class Format: seminar
Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: REL, ASST, WGSS, and COMP majors will be given preference
Expected Class Size: 15
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under REL, ASST or WGSS; meets Division 1 requirement if registration is under COMP
Attributes: FMST Related Courses
Not offered current academic year

COMP 281 (S) The Banlieue in Literature, Music, and Film
Crosslistings: RLFR240 / AFR241 / COMP281
Secondary Crosslisting
In this course we will read, watch, and listen to various constructions of the banlieue in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.
Class Format: seminar
Requirements/Evaluation: journaling, presentation, in-class discussion, and final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 105 and above
Enrollment Limit: 20
Enrollment Preferences: French majors, certificate, Africana and Comparative literature students
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Attributes: FMST Core Courses
Not offered current academic year

COMP 282 (F) Introduction to Francophone Literatures
Crosslistings: AFR204 / COMP282 / RLFR203
Secondary Crosslisting
What is the Francophone world comprised of? Who speaks French today and why? What does the idea of Francophonie really mean? Is this term really relevant? Why, how, and by whom is this idea being criticized? How does the littérature-monde manifesto fit within these interrogations? Is the French-speaking world merely a linguistic community or is it also a political, cultural, and economic project? Last but not least, why is the idea of Francophonie so important for France? We will answer these questions through the lens of literary and cinematic texts from Québec, Sénégal, Vietnam, France (l'hexagone), and Haiti among others.
Class Format: seminar
Requirements/Evaluation: presentation, journaling, final project, participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 105 and above, placement exam or by permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors and certificate, Africana and Comp. Lit
Expected Class Size: 20
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Attributes: GBST African Studies Electives; GBST Borders, Exiles + Diaspora Studies Electives
COMP 283 (F) Haitian and French Caribbean Literatures and Films
Crosslistings: COMP283 / AFR261 / RLFR261
Secondary Crosslisting
Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking Caribbean such as the idea of Haiti as the First Black republic and the poorest nation in the Western hemisphere and of Martinique and Guadeloupe as the “French” Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling “intimist” stories (Ferly). This course focuses on the diverging paths by Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus gender, slavery, identity, exile, migration, imperialism, culture, and (non) sovereignty.
Class Format: seminar
Requirements/Evaluation: in-class discussions, journaling, steps towards final project, final project and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: French majors, French certificate, Africana and Comparative Literature students
Enrollment Limit: 15
Enrollment Preferences: 105 and above, French majors, French certificate, Africana and Comparative Literature students
Expected Class Size: 10
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Attributes: FMST Core Courses
Not offered current academic year

COMP 285 (S) World War II in Russian Culture
Crosslistings: RUSS220 / COMP285 / GBST220
Secondary Crosslisting
This course traces the development of state-sponsored collective memory of the Great Patriotic War, as the Eastern front of World War II is called in Russia, and its counter-narratives. The veritable cult of the war, as it was shaped by the late Soviet period, took decades to coalesce and went through multiple stages. The relative disregard in the immediate post-war years under Stalin was followed by the striking re-enactments in literature and film of the period of Khruschev’s Thaw. The memory of the war for new generations was further defined in state-sponsored memorials, museums and public events under Brezhnev. While Soviet ideology was discredited in the wake of the USSR's collapse, ordinary Russians and politicians alike continue to this day to see Russia's victory over Nazi Germany with pride and as part of their national identity. This course explores the contradictory elements that make up the images and narratives of the war -- in novels, short stories, feature films, and oral histories -- which bring together state violence and individual freedom, patriotism and oppression, remembrance and forgetting. After an initial acquaintance with the colossal human cost of the war, we will examine the artistic, cultural and political traditions of addressing the national trauma that have evolved in the official and unofficial discourses of the war. The search for a "usable past" of the war continues in contemporary Russia, breaching previously suppressed topics yet also obfuscating public attempts to critically examine people's experiences of the war beyond the inherited Soviet myths.
Class Format: seminar
Requirements/Evaluation: class participation, research paper, final exam
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: RUSS and COMP majors
Expected Class Size: 10-15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST
Attributes: GBST Russian + Eurasian Studies Electives
Not offered current academic year
In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucía Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

Class Format: lecture

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: Spanish 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under WGSS

W: There will be one-page long written exercises every week and two 7-8 pages essays. D:We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Attributes: LATS Countries of Origin + Transnationalism Elect;

Spring 2019
LEC Section: 01 MR 1:10 pm - 2:25 pm Roxana A. Blancas Curiel

COMP 287 (S) Russian and Soviet Cinema

Crosslistings: COMP287 / RUSS275

Secondary Crosslisting

In this course, we will survey over a hundred years of Russian and Soviet film to explore how cinema has reflected and, at times, created the country's most important historical events and cultural myths. We will pay close attention to Russian filmmakers' varied reactions to Hollywood cinema, as well as to the lively body of cinema theory that these reactions generated. Our survey will begin in the pre-Revolutionary era and include representative films from the time of the Bolshevik Revolution, Stalinism and World War II, the Thaw and Stagnation, Glasnost, and the Putin era. In addition to studying films by auteur filmmakers, such as Sergei Eisenstein, Andrei Tarkovsky, and Aleksandr Sokurov, we will watch movies made for the masses, which have helped to form Russians' understanding of their country and themselves. All readings will be in English and all films will be viewed with English subtitles

Class Format: seminar

Requirements/Evaluation: completion of all viewing and reading assignments, active participation in class discussions, two short papers, and a final research project

Prerequisites: none

Enrollment Limit: none
COMP 289 (F) Theorizing Magic  (WI)
Crosslistings: ANTH297 / COMP289 / REL297

This is a course about magic. It is not about stage magic, sleight of hand, or the art of pulling rabbits out of hats. You will learn no card tricks. But instead we will learn about those people who believed in the reality of certain powers; from the ability to summon good or evil spirits, transform base metals into gold, predict the future, or manipulate matter by thought alone. The problem of how to theorize magic has long been a cause of concern for the natural and social sciences. Many a sociologist and anthropologist has imagined that belief in magic should have vanished with modernity (despite much evidence to the contrary). Meanwhile, philosophers of science have been long fascinated with the demarcation problem-figuring out grounds by which to distinguish legitimate sciences (like astronomy) from their magical or pseudoscientific cousins (like astrology). We will trace these discussions and problematize them by looking at the beliefs of self-defined witches and magicians. This should put us in a position to interrogate the construction of concepts of magic, science, and religion and show how the boundaries between these categories emerged historically. Topics to be discussed will include: the rationality of magic, the fine lines separating magic, science and religion, the persecution of witches, and the role notions of magic and superstition played in European modernization and colonization projects. The tutorial sessions will be customized to student interests, but texts will likely include selections from primary works in translation, such as Cornelius Agrippa's Occult Philosophy, Giordano Bruno's On Magic, Aleister Crowley’s Magick Liber Aba, as well as selections from secondary literature, perhaps including Marcel Mauss, A General Theory of Magic, Max Weber, “Science as Vocation,” Tanya Luhrmann, Persuasions of the Witches’ Craft, Thomas Kuhn, The Structure of Scientific Revolutions, Larry Laudan, “The Demise of the Demarcation Problem,” E.E. Evans-Pritchard, Witchcraft and Oracles, and Magic among the Azande, and/or Kelly Hayes, Holy Harlots: Femininity, Sexuality and Black Magic in Brazil.

Class Format: tutorial
Requirements/Evaluation: weekly writing assignments and tutorial attendance every week
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: potential Religion or Comparative Literature majors
Expected Class Size: 10
Distributions: (D2)  (WI)
Distribution Notes: meets Division 2 requirement if registration is under REL or ANTH; meets Division 1 requirement if registration is under COMP

COMP 290 (F) Shakespeare on Page, Stage and Screen: Text to Performance  (WI)
Crosslistings: COMP290 / ENGL270 / THEA260

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance-against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing, while, at the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: Romeo and Juliet, Henry V, Twelfth Night, Hamlet, Antony and Cleopatra, and A Midsummer Night's Dream. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of performance, and assess a range of recent film and stage productions.

Class Format: seminar
COMP 293 (F) Great Big Books  (WI)
Crosslistings: COMP293 / ENGL233

Secondary Crosslisting

Some of the greatest novels are really, really long--so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: War and Peace (1869), Leo Tolstoy's epic of the Napoleonic Wars, and Parade's End (1924-28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

Class Format: seminar

Requirements/Evaluation: regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: ENGL 200-level Gateway Courses;  ENGL Literary Histories B;

Not offered current academic year

COMP 294 (S) Philosophy and Narrative Fiction  (WI)
Crosslistings: PHIL294 / COMP294

Secondary Crosslisting

What is it for a novel, a story, a play or a film to be a philosophical narrative? It is not enough for it merely to be about a character who happens to be a philosopher; nor is it just that philosophical positions are reviewed in the narrative, as in Gaarder's Sophie's World. Milan Kundera tried to answer this question by saying that a good philosophical novel does not serve philosophy but, on the contrary, tries to "get hold of a domain that (...) philosophy had kept for itself. There are metaphysical problems, problems of human existence, that philosophy has never known how to grasp in all their concreteness and that only the novel can seize." If Kundera is right, fictional narratives (such as novels) sometimes do the philosophical work that philosophy cannot do for itself. What kind of work is that, and how is it accomplished? Why can't argumentative prose--philosophers' preferred form of expression--clearly say, and moreover prove, what literature, theatre and film illustrate, show and display? One possible answer which we will examine is that, while many philosophers recognize that there are intimate connections between what we believe, feel and do, philosophical argumentation by
its very nature appeals to belief alone; narrative art, by contrast, can simultaneously engage our reason, emotions, imagination and will, thus resulting not only in deepening our understanding, but also in transformation of the self. To properly address a number of interrelated questions concerning philosophy in literature and film, and philosophical problems of meaning, interpretation and evaluation of narrative fiction, we will discuss both narrative works of art and theoretical approaches to their analysis. We will consider the ways in which narrative fiction presents and engages its audience in philosophical reflections on personal identity, nature of the self, interpersonal relationships, memory, time, human existence, freedom, and the meaning in life. The choice of literary works and films to be discussed will to some extent depend on students' interest. Most of the authors will come from this list, however: Sartre, de Beauvoir, Kafka, Dostoyevsky, Thomas Mann, Camus, Ecco, Kundera, Borges, Charlie Kaufman, Bergman, Tarkovsky, Resnais, Kurosawa, Bunuel, Kubrick, Godard, Visconti and Guillermo del Toro. The theoretical aspect of the course will involve close readings of selected articles in contemporary aesthetics, philosophy of literature and philosophy of film.

Class Format: tutorial
Requirements/Evaluation: weekly film screenings on Monday nights (7-10 pm); tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: students who can demonstrate informed interest in the course and who can commit the time that the course will require
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP
Attributes: FMST Core Courses;
Not offered current academic year

COMP 295 (F)  Philosophy of Film and Film Theory  (WI)
Crosslistings: COMP295 / PHIL295

Secondary Crosslisting
Philosophy of film is a relatively young, but very rich and rapidly growing field. Its central question--What is film?--has been approached and framed in many different ways; naturally, the answers to that question, and the theoretical assumptions that underlie the answers, differ as well. This course will offer a selective overview of the debates that characterized philosophy of film since the early 20th century. Starting with early film theorists (such as Munsterberg, Arnheim, Bazin, and Soviet formalists), we will examine how their insights and disagreements influenced later developments in continental and analytic philosophy of film, and in film theory. While looking at film as art, as document, as experiment and as entertainment, we will always keep in sight specific theoretical assumptions that underlie different understandings of film, and different critical approaches to the medium. Some of the questions we will ask are: What is the nature of filmic representation? Does film accurately capture reality, as no other art does? Does it advance our thinking and increase our knowledge of the world? Or is it a supreme illusion, a dream-like escape, the domain in which the viewer's unconscious wishes are magically fulfilled? How does film generate meaning? Is film a creation of a single artist - the director, the author - or is it a result of a loosely synchronized and not quite coherent collaboration of many different people, each guided by her or his particular vision? Is there a room for the notion of collective intention in filmmaking? What is the nature of audience's response to film? Why do we seek to experience through film fear and anguish that we avoid in our daily lives? Are there ethical considerations that should govern both film production and spectatorship? Finally, is there a reason for philosophy of film and film theory to exist as a separate field? Is philosophy of film really autonomous, independent from traditional philosophical disciplines which help generate its central questions, such as aesthetics, philosophy of art, epistemology, ontology, semiotics, ethics, social and political philosophy? Is film today really distinct from a number of new, emerging visual media? How should we think about the boundaries and methods of theorizing about film?

Class Format: seminar
Requirements/Evaluation: this is a reading, writing & viewing intensive class; evaluation will be based on class participation, 5 short response papers (about 800 words each), & two 5 pages long papers
Extra Info: the second of which will be due after the end of classes; class attendance and Tuesday evening film screenings are mandatory
Extra Info 2: may not be taken on a pass/fail basis
Prerequisites: none; open to first year students
Enrollment Limit: 19
Enrollment Preferences: Philosophy majors and intended majors; students especially interested in film; and by seniority
Expected Class Size: 19
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP
Attributes: FMST Core Courses; PHIL Contemporary Value Theory Courses;
Not offered current academic year

COMP 296 (S) Chinese Film and Its Significant Others
Crosslistings: CHIN226 / COMP296
Secondary Crosslisting

From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the $527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2016, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film’s social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors’ notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Class Format: lecture
Requirements/Evaluation: attendance and participation, short response papers (1-2 pages each), one final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors
Expected Class Size: 15
Distributions: (D1)
Attributes: FMST Core Courses
Not offered current academic year

COMP 297 (F) Present Past: The Politics of Memory in Contemporary Chinese Literatures and Films (WI)
Crosslistings: CHIN237 / COMP297
Secondary Crosslisting

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical “past” remembered, forgotten, and subverted in a literary “presence”? This tutorial explores the politics of memory in contemporary literatures and films from the People’s Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these “post” societies represent state-sponsored narratives of remembrance, dissidents’ collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until today. Course readings include “root-seeking”, “new realist”, “avant-garde” and “hooligan” novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three “post” societies.

Class Format: tutorial
Requirements/Evaluation: attendance and participation, five short papers, five short critiques of a partner’s paper, one final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: current or prospective Chinese, Asian Studies, and Comparative Literature majors
COMP 298 (S) Introduction to French and Francophone Film
Crosslistings: COMP298 / RLFR228
Secondary Crosslisting

In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, '30s and '40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, French collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembene, Mambety, Malle, Varda, Palcy, Peck, and Sissako. Conducted in French.

Class Format: seminar
Requirements/Evaluation: response papers, midterm paper, TV show, colloquium
Extra Info: not available for the fifth course option
Prerequisites: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Limit: 15
Enrollment Preferences: RLFR 201, 202, or 203, or by permission of instructor
Expected Class Size: 12
Distributions: (D1)
Attributes: FMST Core Courses
Not offered current academic year

COMP 299 (S) Coffee, Sugar, Wigs, and Desks: Writing and Material Life in Early Modern France (WI)
Crosslistings: RLFR229 / COMP299
Secondary Crosslisting

This tutorial considers the relationship between slavery, colonial commerce, and the burgeoning market in material and cultural goods. We look at France's "consumer revolution" through the lens of four material objects--sugar, coffee, wigs, and desks--to consider how eighteenth-century concepts of race, gender, and social status related to taste, sociability, appearance, and writerly identity. Readings by Voltaire, Aulnoy, Genlis, Bernardin de Saint-Pierre, and others will be paired with critical texts from literary and material historians as well as objects found in local collections.

Class Format: tutorial
Requirements/Evaluation: five papers and five responses
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 105, a 200-level course, or instructor permission
Enrollment Limit: 10
Enrollment Preferences: first- and second-year students
Expected Class Size: 10
Distributions: (D1) (WI)
Not offered current academic year

COMP 300 (F) Thinking Diaspora: The Black Atlantic and Beyond
Crosslistings: AMST308 / ENGL309 / WGSS308 / COMP300
Secondary Crosslisting

Expected Class Size: 10
Distributions: (D1) (WI)
Attributes: FMST Core Courses; Not offered current academic year

COMP 300 (F) Thinking Diaspora: The Black Atlantic and Beyond
Crosslistings: AMST308 / ENGL309 / WGSS308 / COMP300
Secondary Crosslisting

Expected Class Size: 10
Distributions: (D1) (WI)
Attributes: FMST Core Courses; Not offered current academic year
Water imagery has been central to black diasporic culture since its beginnings in the Middle Passage---suggesting imprisonment, isolation, escape, ancestral communion, and death, for example. This course wrestles with the significance of water in diasporic literature--how it endures, how it has diminished, how it slips away from us. Black diaspora theory was revolutionized by Paul Gilroy's The Black Atlantic, which urged us to consider more deeply the role of the ship, the routes, and the roots entailed in the formation of diasporic consciousness. This course aims to expand students' theoretical skills as we discuss cornerstone and cutting edge texts of diaspora theory, with an emphasis on theories that work with the relationship to water, such as those by Jacqueline Nassy Brown, Omise'eke Tinsley, and Vanessa Agard-Jones. Primary texts will include The Big Sea by Langston Hughes, Sugar and Slate by Charlotte Williams, Barry Jenkins' Moonlight, and more.

Class Format: seminar
Requirements/Evaluation: weekly reading responses, presentations, one 10-page paper, engaged feedback process, and thoughtful class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Expected Class Size: 20
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS
Attributes: ENGL Criticism Courses

Fall 2018
SEM Section: 01    MWF 11:00 am - 12:15 pm    Ianna Hawkins Owen

COMP 301 (S) Sublime Confusion: A Survey of Literary and Critical Theory
Crosslistings: COMP301 / ENGL301
Primary Crosslisting
Which is more appealing, a roller coaster or a rose? For much of its history, art and literary theory has conceived itself as a science devoted to explaining and defining "beauty." But running alongside this is an edgier countercurrent that worships something else: an experience of excitement, fear, suspense, or thrilling confusion often described as "the sublime." The sublime interested early critics, from classical rhetoricians to the German Idealists, as a way to make aesthetics more scientific paradoxically by identifying the doorway through which art and literature escaped the realm of reason. More recently the notion of literature's exciting confusion has played a key role in modern critical theory from Russian formalism to new criticism, deconstruction, postmodernism, and posthumanism. (In fact, poststructuralist criticism itself has a thrillingly confusing quality that we will not ignore.) We will take up a cross section of critical theory from classical times to the present, focusing on careful reading of relatively short texts by Plato, Aristotle, Addison, Burke, Schiller, Nietzsche, Shklovsky, I.A. Richards, Barthes, Derrida, Lyotard, Fredric Jameson, Haraway, and others. Case studies ranging from opera to Xbox will enlighten, thrill, and confound you. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose, poetry, or drama from any time and place; film, visual art, or architecture; music, new media, or digital media, and beyond.

Class Format: seminar
Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: 200- or 300-level course in literature, theory, or philosophy, or permission of the instructor
Enrollment Limit: 15
Expected Class Size: 9
Distributions: (D1)
Attributes: ENGL Criticism Courses
COMP 302 (S)  Latino Writing: Literature by U.S. Hispanics  (WI)
Crosslistings: RLSP306 / COMP302

Secondary Crosslisting
Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomas Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Oscar Hijuelos, Cristina Garcia, Junot Diaz and historical texts by Carey McWilliams, and Rodolfo Acuña. Given the absence of a critical consensus around these recent titles, our task is to gain some sense of their common traits as a tradition, and place them within the larger body of literature of the Americas and the world. The tutorial will examine one work or set of authors per week. A student will bring, written out in full, an oral presentation focusing on the artistic features and sociocultural content of the assigned reading. Questioning of the presenter, on the part of the second tutee and the tutor, will follow. The course is designed to accommodate both Spanish and English speaking students. A student able to read and speak Spanish will be paired with another student of similar proficiency. Students who neither read nor speak Spanish will be paired together.

Class Format: tutorial
Requirements/Evaluation: five short oral presentations/papers (about 20-25 minutes) and a final longer one (about 40-45 minutes)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: some previous course work in any literature beyond the 100 level is helpful; students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200-level RLSP course or seek permission of the tutor
Enrollment Limit: 10
Distributions: (D1) (WI)
Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; LATS Countries of Origin + Transnationalism Elect;

COMP 303 (S)  Embodied Archives: Global Theatre and Performance Histories  (DPE)
Crosslistings: COMP303 / THEA301

Secondary Crosslisting
History shapes bodies and is, in turn, shaped by bodies. Whose story is included in the archive? Whose story is left out? What remains over time? What disappears? Why? As theatre and performance historians, our task will be twofold: to study the past but also to question how its been constructed over time. Our obligations will include: handling, analyzing, and contextualizing primary sources; giving equal value to textual and embodied forms of knowledge preservation; taking into account the gender, race, class, status, and ethnicity of the historical participants who occupy the archive; and asking who benefitted from the ideological systems of a given age and who did not. Performance histories to be considered include: West-African Yoruba ritual; pre-Columbian performance in Mesoamerica; ancient Greek civic festivals; labor and guild theatres of Medieval England; print and Kabuki cultures of the Japanese Edo period; eighteenth-century celebrity portraiture across the circum-Atlantic; U.S. Civil War photography and reenactment; and performance histories drawn from (or unseen by) the archives of Williams College. Our readings and approaches will be informed by leading performance and cultural studies critics, such as: Diana Taylor, Joseph Roach, Saidiya Hartman, Rebecca Schneider, Harvey Young, and Tavia Nyong'o. This course is required for Theatre majors and is a prerequisite for THEA 401.

Class Format: seminar
Requirements/Evaluation: weekly "free-writing responses"; two "deep-reads" of archival materials; a 5-page midterm paper; a 10-minute oral report; and a final research project or presentation
Prerequisites: THEA 101, 102, 103, 201, 204 or by permission of instructor with evidence of equivalent 100-level course in Division I or Division II
Enrollment Limit: 18
Enrollment Preferences: Theatre majors
Expected Class Size: 8-10
Distributions: (D1) (DPE)
Distribution Notes: DPE: This course directly interrogates the power inequities of the historical archive and insists on acknowledging the value of embodied practice as a form of knowledge. Students will learn to question the authorship and ownership of the past by those who controlled its
preservation. We will examine primary sources as contextually constructed rather than 'givens,' and we will seek to understand the status of those observers and participants whose stories comprise the archive of performance.

Spring 2019
SEM Section: 01    R 1:10 pm - 3:50 pm     Amy S. Holzapfel

COMP 305 (F) Dostoevsky: Navigating Through the Underground
Crosslistings: COMP305 / RUSS305

Secondary Crosslisting
In this course, students will acquaint themselves with Dostoevsky's oeuvre--from his early masterpieces to his artistic testament, The Brothers Karamazov. The key concept through which we will approach Dostoevsky's various writings will be the underground--a powerful metaphor of spiritual decay, angst, resentment, and rebellion against the whole of creation shared by many Dostoevsky characters, from the anonymous protagonist of Notes from Underground, to Raskolnikov (Crime and Punishment), to all the brothers Karamazov. Inheriting Dostoevsky's own existential doubts, his major characters strive to find an exit from their various "undergrounds," some with and some without success. What are the philosophical, psychological, and artistic foundations of the underground? How does one end up there in Dostoevsky's view? And what is the way out? These are just a few of the questions to be answered as we explore the primary genius of Russian literature. All readings are in English.

Class Format: seminar
Requirements/Evaluation: attendance and participation in discussion, one 1-page writing assignment, two research papers, digital project, final project (paper)
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: RUSS and COMP majors
Expected Class Size: 15
Distributions: (D1)

Fall 2018
SEM Section: 01    TF 1:10 pm - 2:25 pm     Vladimir Ivantsov

COMP 306 (S) Rise and Shine with Tolstoy
Crosslistings: COMP306 / RUSS306

Secondary Crosslisting
Prepare to alternately fall in love and lock horns with this illustrious nineteenth-century Russian author. He is worth it! This course will examine the life and major works of Leo Tolstoy in the context of Western intellectual history. Readings will include his two great novels, War and Peace and Anna Karenina, as well as a number of shorter works, such as The Cossacks and Hadji Murad. We will also consider some of Tolstoy's aesthetic and didactic works as we examine his broad, rich, and sometimes unexpected development as an artist and thinker.

Class Format: seminar
Requirements/Evaluation: active and substantive class participation; short papers; leading class discussion
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: RUSS and COMP majors
Expected Class Size: 7
Distributions: (D1)
Attributes: GBST Russian + Eurasian Studies Electives

Not offered current academic year
COMP 307 (S) Asian American Writing and the Visual Arts
Crosslistings: AMST304 / COMP307 / ENGL388

Secondary Crosslisting
This course examines the intersection of Asian American writing and the visual arts in a range of works: graphic novels, art criticism, collaborative projects between poets and visual artists, works that combine textual and visual elements, ekphrastic poetry, poetry "inspired by" paintings, video work, digital poetry, among others. Writers and artists to be discussed include Mei-mei Berssenbrugge, Theresa Cha, Patty Chang, Mei Chin, Bhanu Kapil, Janice Lee, Tan Lin, Yoko Ono, Adrian Tomine, and John Yau.

Class Format: seminar
Requirements/Evaluation: two papers, short assignments, presentation, participation
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: American Studies majors
Expected Class Size: 15
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP
Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses
Not offered current academic year

COMP 309 (S) Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life
Crosslistings: COMP309 / AFR302

Secondary Crosslisting
Often viewed as the "dirty laundry" of the Black American past, colorism, or skin color bias, is a pervasive force within modern global society. Although it is not a new issue, its impact is far reaching and continues to have damaging effects on people of color—especially members within the African Diaspora. From skin bleaching creams like "Whitenicious" to rap music's fetishization of light-skinned women, colorism is a very real and present issue affecting Black life. From the literary works of Wallace Thurman and Toni Morrison, to the lyrics of blues crooner Big Bill Broonzy and rapper Lil Wayne, we will analyze the many ways that the politics of color influence standards of beauty and attractiveness, perceptions of behavior and criminality, and economic attainment and stability.

Class Format: seminar
Requirements/Evaluation: evaluation in this course will be based upon class participation, response papers, one 6- to 8-page paper, and a formal class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 20
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AFR; meets Division 1 requirement if registration is under COMP
Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;
Not offered current academic year

COMP 310 (S) Theorizing Shakespeare
Crosslistings: WGSS311 / ENGL311 / THEA311 / COMP310

Secondary Crosslisting
For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: The Merchant of Venice, Hamlet and Antony and Cleopatra. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied
criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?

Class Format: seminar

Requirements/Evaluation: 20 pages of writing in the form of two short and one longer paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 19

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ENGL, COMP or THEA; meets Division 2 requirement if registration is under WGSS

Attributes: ENGL Criticism Courses; ENGL Literary Histories A

Not offered current academic year

COMP 311 (F) Experimental African American Poetry

Crosslistings: AMST307 / AFR301 / ENGL327 / COMP311

Secondary Crosslisting

Contemporary African American poets in various cities and towns across the nation--from New York City to Los Angeles, from Berkeley to Durham, N.C.--are currently producing a vibrant and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. This formally innovative poetry defamiliarizes what we normally expect of "black writing" and pushes us to question our assumptions and presumptions about black identity, "identity politics," the avant-garde (for example, is it implicitly raced?), formalism, socially "relevant" writing, the (false) dichotomy of form versus content, the black "community," digital poetics, and other issues of race and aesthetics. We will examine the writings of living poets, who range widely in age, and those of their avant-garde predecessors in the twentieth century. We will also be making links between this poetry and African American music and visual art.

Class Format: seminar

Requirements/Evaluation: two papers (6-8 pp., 8-10 pp.), short response papers, oral presentation, and class participation

Prerequisites: none, though at least one previous literature course preferred

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

Not offered current academic year

COMP 313 (S) Feeling Queer and Asian

Crosslistings: ASST316 / WGSS316 / COMP313

Secondary Crosslisting

This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianness? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

Class Format: seminar
COMP 315 (F) Social Construction (DPE)
Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar
Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Religion majors, then majors from cross-listed departments
Expected Class Size: 15
Distributions: (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.
Attributes: PHIL Related Courses

Fall 2018
SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

COMP 316 (S) An American Family and "Reality" Television (WI)
Crosslistings: COMP316 / AMST333 / ARTH310 / WGSS312

An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the
show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the An American Family series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Class Format: 
Requirements/Evaluation: class presentations, research assignments, and final 16- to 20-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: junior majors, followed by senior majors
Expected Class Size: 14
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS
Attributes: AMST Arts in Context Electives; ARTH post-1600 Courses; FMST Core Courses;
Not offered current academic year

COMP 317 (S) Dante
Crosslistings: COMP317 / ENGL304
Secondary Crosslisting
In the spring of 1300, Dante Alighieri entered Hell. The Divine Comedy is the record of the journey that followed. It is organized around a series of encounters with figures from the poet's past--for example, a former teacher damned for violating nature--as well as historical and literary characters: Ulysses, Thomas Aquinas, Plato, Virgil, Adam. Though the Comedy is probably now best known for its savagery--the bodies split open, the Popes turned upside down and lit on fire--it is also, as Dante claims, a love story and a work of high imaginative daring. Among its final images is a vision of paradise rendered through the precise if also mind-bending language of non-Euclidean geometry. In this course we will read the three books of the Comedy (Inferno, Purgatorio, Paradiso), the Vita Nuova, and a few brief selections from Dante's other works. All readings will be in translation.
Class Format: seminar
Requirements/Evaluation: four written exercises, three exams, and a 10-page final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors
Expected Class Size: 20
Distributions: (D1)
Attributes: ENGL Literary Histories A
Not offered current academic year

COMP 318 (F) Twentieth-Century French Novel: From Adversity to Modernity
Crosslistings: COMP318 / RLFR318
Secondary Crosslisting
In his futurist novel Paris in the Twentieth Century (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth-century novels and their focus on adversity and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France's engagement with race and
ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jelloun, Djébar. Films to include works by Fassbinder, Annaud, Lioret, Ducastel, Martineau, Téchiné, Charef. Conducted in French.

Class Format: seminar

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: a 200-level course; or by placement test; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission; seniors returning from study abroad (in France or other Francophone countries) are particularly welcome

Expected Class Size: 20

Distributions: (D1)

Not offered current academic year

COMP 319 (F)  Black Migrations: African American Performance at Home and Abroad

Crosslistings: DAN317 / AFR317 / COMP319 / AMST317 / THEA317 / ENGL317

Secondary Crosslisting
In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: seminar/discussion

Requirements/Evaluation: evaluation will be based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives;

Not offered current academic year

COMP 321 (F)  Groovin' the Written Word: The Role of Music in African American Literature

Crosslistings: AMST314 / COMP321 / ENGL314 / AFR314

Secondary Crosslisting
In an interview with Paul Gilroy, Toni Morrison once said, "Music provides a key to the whole medley of Afro-American artistic practices." Morrison is not the only one who believes that music speaks to numerous aspects of the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan Lori-Parks, many African American authors have drawn on music to take political stands, shape creative aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music's ability to
represent and critique African American culture in their literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals/gospel, blues, jazz, and rock/rhythm and blues. While this class requires students to practice in-depth literary and performance analysis skills, students are not required to have technical musical knowledge.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 3-page paper, one 6- to 8-page paper comparing two works, one in-class spoken word performance with 2-page report, final presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP or ENGL

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

Not offered current academic year

COMP 322 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Crosslistings: AFR323 / ARTH223 / ENGL356 / AMST323 / COMP322

Secondary Crosslisting

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's Bayou and Ho Che Anderson's King: A Comic Biography, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.

Class Format: seminar

Requirements/Evaluation: evaluation will be based upon class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life)

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Department Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under ARTH, COMP or ENGL

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

Not offered current academic year

COMP 324 (S) The Orientalist Sublime and the Politics of Horror

Crosslistings: COMP324 / ENGL334

Secondary Crosslisting
Islamophobia is on the rise once again, but its history is long and storied. This course will look at how we got here by asking simple questions: how do we name those things that are beyond the grasp of reason, outside the realm of intelligibility? How do we attempt to domesticate that which is foreign or other? What, to Western Europeans, was the deep mysterious Orient but a new instance of the sublime? What is the Arab world to Americans now?

In this seminar, we will take up the inheritance of the eighteenth-century fad in Europe for all things Oriental that followed the translation of The Arabian Nights into French in 1707. We will read the Nights alongside Edmund Burke's and Immanuel Kant's theories of the sublime and writings on the French Revolution in order to investigate the relationship between the real politics of Empire and the politics of imperial representation. Raced and gendered imaginaries will play a crucial role in our study. In aiming to understand how literature and art deal with the magisterial, the infinite, the unmapped, the horror, and the mystery of the sublime East, we will touch on important writers and artists in the long history and aftermath of European Orientalism from the eighteenth century to the present. Authors and artist include Daniel Defoe, Mary Wortley Montague, Eliza Fay, J.A.D. Ingres, Eugene Delacroix, Mary Shelley, William Beckford, Comte de Lautréamont, Edgar Allan Poe, Wilkie Collins, Richard Marsh, E.M. Forster, Jorge Luis Borges, and Salman Rushdie.

Class Format: seminar

Requirements/Evaluation: one 2-3 page provocation paper to be revised into a formal essay of 5-6 pages following consultation; one final research paper of 10-12 pages on a topic developed out of the course materials

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 20

Distributions: (D1)

Attributes: ASAM Core Courses; ENGL Criticism Courses; ENGL Literary Histories B

Not offered current academic year

COMP 325 (F) American Social Dramas (WI)

Crosslistings: SOC328 / THEA328 / AMST328 / COMP325

Secondary Crosslisting

As Shakespeare wrote memorably in As You Like It, "All the world's a stage, and all the men and women merely players." Sociologists have heeded Shakespeare's wisdom, arguing that social and political events are "performances" that take shape in accordance with familiar cultural scripts, and indeed that social actors implicitly interpret real-world events using plot structures from literary and dramatic genres such as romance, irony, comedy, and tragedy. We will explore this thesis through the lens of contemporary American political events, including the Clinton-Lewinsky scandal, September 11, Hurricane Katrina, the 2012 presidential election, and current debates over Confederate symbolism. We will also pay careful attention to the unfolding drama associated with the 2016 presidential election. How do social performances and struggles to "control the narrative" shape the meanings and outcomes of political events? Are they merely "spectacles," or wellsprings for genuine civic participation? What role do political comedy, satire, and social media play in shaping the trajectory of contemporary events? Major authors will include Victor Turner, Clifford Geertz, J.L. Austin, Erving Goffman, and Jeffrey Alexander. Throughout the semester, each student will develop a significant project on a political event of their choosing.

Class Format: seminar

Requirements/Evaluation: active participation, five 2-page response papers, a 12-page paper that will go through draft and revision stage, and a presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or AMST; meets Division 1 requirement if registration is under COMP or THEA

Not offered current academic year
COMP 326 (S) Queer Temporalities (WI)
Crosslistings: REL326 / WGSS326 / COMP326 / LATS426

Secondary Crosslisting
Birth, childhood, adolescence, college, adulthood, career, marriage, family, mid-life, old age, death, afterlife. How are all these facets of being human imagined as stages in time, as axes on certain progressive lines that delineate human social relations? How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? How have our conceptions of time and our demarcations of lifecycles shifted historically? How do people whose experiences do not align with dominant cultural social stages negotiate ideas of lifecycle and timing? Especially for individuals and peoples who have been denied self-representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Muñoz) we will examine some non-linear, non-normative, and interruptive approaches to making sense of time, space-time, and self within time.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on class attendance, analytical essays, responses, and revised essays
Extra Info: Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5-page analysis of the week’s reading. The other student will respond orally with a 2-page response to their partner’s paper.
Extra Info 2: Pairs will also prepare a midterm synthesis, students will revise two of their 5-page analytical papers: one from the first half of the semester, one from the second half due at the end of the semester. may not be taken pass/fail or fifth course
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women’s, Gender, and Sexuality Studies or students who have previous coursework in those programs
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under REL, LATS or WGSS; meets Division 1 requirement if registration is under COMP
Attributes: AMST Space and Place Electives; LATS Core Electives;

Not offered current academic year

COMP 328 (F) California: Myths, Peoples, Places (WI)
Crosslistings: ENVI318 / LATS318 / REL318 / AMST318 / COMP328

Secondary Crosslisting
Crosslisting Between Paradise and Hell, between environmental disaster and agricultural wonderland, between Reagan and Berkeley, between a land of all nations and a land of multiracial enmity, a diversity of myths have been inscribed onto and pursued within the space we call California. How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as “sprawling multicultural dystopia,” and California as “west of the west.”

Class Format: seminar
Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 15
Distributions: (D2) (WI)
**COMP 329 (F) Political Romanticism**

Crosslistings: PSCI234 / COMP329 / ENGL322

Secondary Crosslisting

What is Romanticism, and how does it relate to the world-changing political upheavals that emerge along with it? Romantic literature emerged around the time of the French and Haitian Revolutions, and many Romantic authors were deeply sympathetic to the democratic principles of freedom and equality that inspired such political uprisings. Yet many also questioned revolutionaries' attempts to realize such ideas by forcibly seizing control of governments. These authors became interested in art and literature as alternative means of bringing about social and political change. In so doing, they invented ideas about the political power of art that are still very much with us today. This seminar examines these ideas through readings of works of Romantic literature, philosophy, and art that brought them into the world, while also considering how arguments subsequently developed for and against political Romanticism inform today's heated debates about the relationship between art and politics. May include works by Kant, Wordsworth & Colderige, C. Smith, P.B. Shelley, Géricault, Delacroix, Turner, Hazlitt, Hegel, Marx, C.L.R James, Carl Schmitt, Walter Benjamin, and Jacques Rancière.

Class Format: seminar

Requirements/Evaluation: evaluation based on two papers, 6 and 8-10 pages in length, and general participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Lit, German, Political Science majors

Expected Class Size: 25

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under PSCI

Attributes: ENGL Criticism Courses; ENGL Literary Histories B

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**COMP 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City**

Crosslistings: THEA330 / COMP330 / AMST331

Secondary Crosslisting

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafrcadio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Class Format: seminar

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and
a contemporary creative project/performance

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST

**Attributes:** AMST Arts in Context Electives; AMST Space and Place Electives; EXPE Experiential Education Courses; FMST Related Courses

Not offered current academic year

COMP 331 (S) The Brothers Karamazov (WI)

Crosslistings: COMP331 / ENGL371 / RUSS331

**Secondary Crosslisting**

Widely hailed as one of the greatest novels ever written, Dostoevsky's The Brothers Karamazov contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside The Brothers Karamazov, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of The Brothers Karamazov.

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** at least one 200-level literature class

**Enrollment Limit:** 10

**Enrollment Preferences:** students majoring or considering a major in Russian, Comparative Literature, or English

**Expected Class Size:** 10

**Distributions:** (D1) (WI)

**Attributes:** JLST Interdepartmental Electives;

Spring 2019

TUT Section: T1 TBA Julie A. Cassiday

COMP 332 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE) (WI)

Crosslistings: COMP332 / ARAB331

**Secondary Crosslisting**

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material
discussed in class.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring in or considering a major in Arabic Studies

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARAB DPE: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Attributes: GBST Middle Eastern Studies Electives;

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm     Amal  Eqeiq

COMP 333 (S) Narrative Strategies
Crosslistings: COMP333 / ARTS333

Secondary Crosslisting

In this tutorial, we will examine the use of narrative in a range of fine art practices, which could include painting, drawing, video, sculpture, installation, public art, and sound art. Students who are interested in telling or referencing stories in their work in some way will be given the opportunity to develop their ideas and skills in a challenging studio class. In addition to intensive projects, we will look at and discuss the work of artists such as Huma Bhabha, Lorna Simpson, Joe Sacco, Lydia Davis, Raymond Pettibon, Todd Solondz, Sophie Calle, Jenny Holzer, and Omer Fast among others. One of the aims of this course is to challenge traditional notions and expectations of narrative. For instance, what could minimally constitute a narrative piece? How do different mediums allow for time to unfold in unexpected ways? How does omission play a powerful role in a narrative? How might the role of the narrator (often so powerful and present in novels and short stories) change in a visual arts context? This is a studio tutorial with an emphasis on demanding, weekly projects. Students will work both in mediums of their choice and be asked to experiment with new, unfamiliar formats. Readings and screenings will be required in addition to tutorial hours.

Class Format: studio tutorial with an emphasis on demanding, weekly projects; students will work both in mediums of their choice and be asked to experiment with new, unfamiliar formats; readings and screenings will be required in addition to tutorial hours

Requirements/Evaluation: evaluation based on assignments, studio performance, class participation, and attendance

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: students are required to have taken at least two ARTS 200-level classes in any medium, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Art Studio majors

Expected Class Size: 10

Distributions: (D1)

Not offered current academic year

COMP 334 (S) Imagining Joseph  (WI)
Crosslistings: REL334 / COMP334 / ANTH334 / JWST334

Secondary Crosslisting
Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Class Format: seminar

Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP

Attributes: JWST Core Electives;

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm    Peter Just

COMP 335 (S)  Two American Poets: Wallace Stevens and John Ashbery  (WI)

Crosslistings: ENGL320 / AMST336 / COMP335

Secondary Crosslisting

This tutorial focuses on the work of two major American poets who are known for their "difficult" poetry. In some respects, Stevens (1879-1955) and Ashbery (b. 1927) book-end twentieth-century poetry: Stevens is a major Modernist poet, perhaps the most philosophically oriented American poet of the twentieth century, and Ashbery is considered by most critics to be the most important American poet alive. Students will do close readings of their poems (and one play, "Three Travelers Watch a Sunrise", by Stevens), as well as read their writing on poetry and art. We will discuss the overlaps between Stevens' and Ashbery's work and lives--their having grown up in the Northeast and attended Harvard, what some see as the abstractness of their writing, their mastery of tone, among others--but also the differences: Ashbery's sexuality, his having lived in France, the supposedly more "avant-garde" nature of Ashbery's work, and so on. Along the way, we will ask questions about the nature of poetic difficulty, of abstraction, of the (lyric) poetic speaker in their works, of poetic tone, of the link between the poem and the world (e.g., in description), of the thinking and philosophizing that poems do. We will also ask about their links to major poetry "movements" (Modernism, the New York School) and pose questions that are rarely asked about their poetry, such as "What are the politics, implicit and explicit, in their poems?" "What are their views about the United States and American society and culture?" "What assumptions about race, gender and class are embedded in their poetry?" And, always, we will be paying close attention to the question of form and language in Stevens' and Ashbery's poetry.

Class Format: tutorial

Requirements/Evaluation: typical tutorial format; papers every other week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: ENGL majors, COMP majors, AMST majors; preference will be given to students who have already taken at least one literature class

Expected Class Size: 10

Distributions: (D2) (WI)
COMP 338 (F) The Culture of Carnival
Crosslistings: COMP338 / THEA335

Secondary Crosslisting
Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Class Format: studio
Requirements/Evaluation: students will be evaluated on regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade.
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: sophomores and first-year students
Expected Class Size: 18
Distributions: (D1)
Attributes: EXPE Experiential Education Courses

Fall 2018
STU Section: 01 M 1:10 pm - 3:50 pm Deborah A. Brothers

COMP 339 (S) Race, Gender, and Performance from Literature to Social Media
Crosslistings: COMP339 / THEA322 / AMST332 / LATS335 / WGSS330

Secondary Crosslisting
How can contemporary performance expand ideas and practices of belonging in the United States, as figured through race, gender, and sexuality? This spring course will begin with readings of dramatic literature including Suzan-Lori Parks's Venus, David Henry Hwang's M. Butterfly, and Young Jean Lee's The Shipment to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. We will develop shared vocabulary and methodologies of performance studies, including readings by scholars including J.L. Austin, Judith Butler, and José Esteban Muñoz. This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces?

Class Format: seminar
Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 15
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS
Attributes: ASAM Related Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives; WGSS Racial Sexual + Cultural
COMP 340 (S) Literature and Psychoanalysis  (WI)
Crosslistings: COMP340 / ENGL363

Primary Crosslisting
The British psychoanalyst D. W. Winnicott once wrote: "It is a joy to be hidden, and a disaster not to be found." This course will explore the many ways in which writing enacts this paradox, examining in the process several main strands of psychoanalytic thought in relation to literature that precedes, accompanies, and follows it in history. Approximately the first three-fourths of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. All readings in English.

Class Format: lecture/discussion
Requirements/Evaluation: active engagement with the material and with each other, plus two 5-7-page papers, one 8-10-page paper, and a symposium presentation
Prerequisites: one previous course in either COMP or ENGL, or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses;

Spring 2019
SEM Section: 01   TF 2:35 pm - 3:50 pm   Gail M. Newman

COMP 341 (F) Cinematic Representations of Work and Migration after the Wall
Crosslistings: COMP341 / WGSS341

Primary Crosslisting
The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Águstin, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: Illegal, Working Man's Death, NordSud.com, Lichter (Lights), Code Unknown, The Flower Bridge, Occident, Since Otar Left, Losers and Winners, Whore's Glory, Le Havre and Time Out.

Class Format: seminar
Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 200-level ENGL or COMP course, or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature and Women's Gender & Sexuality majors
Expected Class Size: 10
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS
Attributes: FMST Core Courses
COMP 342 (S)  Elizabeth Bishop in the Americas  (DPE)  
Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340

Secondary Crosslisting
Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research 
Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words) 
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam 
Enrollment Limit: 25 
Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors 
Expected Class Size: 15 
Distributions: (D1) (DPE)  
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE: This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures. 
Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL Literary Histories C

Spring 2019 
SEM Section: 01  Cancelled

COMP 345 (S)  Museums, Memorials, and Monuments: The Representation and Politics of Memory 
In the past 25 years, we have seen an extraordinary boom in museum, memorial and monument building around the world. In this class, we will explore what this growth means to cultural practices of memory and global politics. We will explore questions posed by leading scholars in museum and cultural studies such as: Why is there a "global rush to commemorate atrocities" (Paul Williams)? Why do we live in a "voracious museal culture" and how does this impact our ability to imagine the future (Andreas Huyssen)? We look at museum history and recent museum controversies. We will analyze debates surrounding memorials and monuments. In addition to our work on institutions, we will also read a number of novels that claim to do the work of museums (Orhan Pamuk's The Museum of Innocence) and that interrupt processes of memorialization (Amy Waldman's The Submission).

Class Format: seminar
Requirements/Evaluation: response papers, case studies and a final essay
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors
COMP 346 (S)  Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean  (DPE) (WI)

Crosslistings: COMP346 / ARAB346

Primary Crosslisting

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomousities, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

Class Format: seminar

Requirements/Evaluation: active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions:  (D1)  

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ARAB

COMP 347 (F)  Silence, Loss, and (Non)Memory in Austria 1900-the Present  (DPE) (WI)

Crosslistings: COMP347 / GERM331

Secondary Crosslisting

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second
half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother’s and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society.” Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least three of the papers will be in German.

Class Format: tutorial

Requirements/Evaluation: five 5-page papers, one revision, discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

Enrollment Limit: 10

Enrollment Preferences: German or Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.

Fall 2018

TUT Section: T1  TBA  Gail M. Newman

**COMP 348 (F) Graphic Narratives as Democratic Ideals**

Crosslistings: COMP348 / LATS348 / AMST348

Secondary Crosslisting

This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. The primary focus will be on texts that explore themes of democracy and Latinidades. We will also discuss the "graphic activism" of artists like Sharon Lee De La Cruz of Digital Citizens Lab, a design collective with a focus on civic technology. Throughout the course, students will have the opportunity to create their own graphic narratives, either digitally or in print. Possible guest speaker: comic book artist Ivan Vélez (Planet Bronx, 2015 Creative Capital Award in Visual Arts).

Class Format: seminar/workshop

Requirements/Evaluation: based on attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under LATS or AMST; meets Division 1 requirement if registration is under COMP

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; LATS Core Electives

Not offered current academic year
COMP 349 (S)  Max Weber & Critical Theory or Rationalization & Its Discontents
Crosslistings: SOC350 / REL350 / COMP349

Secondary Crosslisting

We live in an age characterized by unprecedented technological and scientific progress—we have unraveled the building blocks of life, witnessed the birth of stars at the edge of the galaxy, and harnessed the power of the atom—and yet modern life often appears fundamentally meaningless and lacking in ultimate value—we work, we eat, we excrete, we die, perhaps in the interim shuffling paperwork, sucking up to our boss, and asking ourselves, "What kind of dining set defines me as a person?" Few thinkers have explored the roots of this modern ennui as thoroughly as Max Weber, a German sociologist often regarded as the single most important social theorist of the twentieth century. Weber wanted to know why it was European civilization in particular that gave birth to the grand trifecta of rationality, science, and capitalism and how we have become enslaved by the very things that were supposed to have set us free. Weber's key innovation was to trace the grand trajectory of Western "rationalization"—the historical attempt to produce a world in which "one can, in principle, master all things by calculation." Further, he demonstrated how this rationalization produced not just mastery over nature, but also "the disenchantment of the world"—value fragmentation, hyper-specialization, bureaucracy, and ultimately the "iron cage" of modernity. The first part of this course will follow in Weber's footsteps by studying his theory of rationalization and by exploring it in different social spheres, such as the economy, the law, the professions, and the secularization of religion. The second half of the course will look at Weber's legacy in Critical Theory. It will show how thinkers such as Theodor Adorno, Georges Bataille, Jürgen Habermas, Max Horkheimer, Michael Löwy, and Alasdair MacIntyre suggested various lines of flight from the iron cage of modernity.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly critical reflections, 5- to 6-page midterm paper, 10- to 15-page final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference will be given to REL, ANSO and COMP majors

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under REL or SOC; meets Division 1 requirement if registration is under COMP

Attributes: AMST Critical and Cultural Theory Electives;

Not offered current academic year

COMP 350 (S)  Cervantes' "Don Quixote" in English Translation
Crosslistings: COMP350 / RLSP303 / ENGL303

Primary Crosslisting

A close study of one of the most influential and early European novels. Don Quixote by Miguel de Cervantes (1547-1616 C.E) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the Quixote: the point of fiction in real life, the complications of relationships between men and women, the meaning of madness, the experience of religious co-existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine modern English-language translation, and set it in several relevant contexts to better understand its original intellectual horizon—seventeenth-century Spain—as well as the reasons for its continuing relevance.

Class Format: seminar

Requirements/Evaluation: active participation, at least two short papers, and a final project designed in consultation with the instructor

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any 200-level literature course in foreign languages, COMP, or ENGL, or permission of the instructor.

Enrollment Limit: 30

Enrollment Preferences: Spanish and Comparative Literature majors and upper-class students

Expected Class Size: 30

Department Notes: can count toward the major in Spanish, but consult Dept for details

Distributions: (D1)

Attributes: ENGL Literary Histories A
COMP 351 (S) Friedrich Nietzsche: Philosophizing with a Hammer

Crosslistings: REL354 / COMP351

Secondary Crosslisting

In one of his last major writings, Twilight of the Idols (Götzen-Dämmerung, 1889), Friedrich Nietzsche described his project as an attempt to sound out various established philosophical truths or intellectual "idols," saying, "they will be touched here with a hammer as with a tuning fork, these are the oldest, most convinced, puffed-up, and fat-headed idols you will ever find...And also the most hollow." To be sure, Nietzsche directed his often combative prose against everything from traditional religion to philosophy itself. Nietzsche is one of the most frequently cited and most frequently misunderstood philosophers of our current era. By reading Nietzsche's writings in context, this course will attempt to liberate Nietzsche from his later reputation. We will think with and sometimes against Nietzsche, focusing on his notions of religion, mythology, power, morality, and enlightenment, and we will pay special attention to his reflections on the limits of reason/knowledge. Along the way, students will get a new sense of Nietzsche's most famous theoretical formulations including "the death of God," the Übermensch, and the split between Dionysian/Apollonian modes of thought.

Class Format: seminar

Requirements/Evaluation: class participation, weekly responses, 10- to 12-page final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: In-depth seminar on a difficult philosopher who we'll be reading closely.

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under COMP

Attributes: PHIL Related Courses

Not offered current academic year

COMP 353 (F) Anticolonial Avant Gardes: Literature, Film, Theory

Crosslistings: COMP353 / ENGL352

Secondary Crosslisting

Chic, sophisticated, experimental, bohemian, radical: the words we think of when we think of the "avant garde" call to mind the great cities of Europe and America in the early decades of the twentieth century. The usual suspects hail from Paris, London, Moscow, Rome, and New York, but many of them claimed to be mining the "naïve arts" and primitive energies of the "uncivilized societies" in Africa, Asia, and beyond. Can we recover these Others, these understudied but essential artists, as more than unconscious transmitters of unfamiliar cultures, and locate in their work a distinct set of aesthetic and political practices? Can we trace the global vectors of a representational strategy that is not Euro-American but is nevertheless politically and formally radical? Writers, artists, and filmmakers like Jean Toomer, G.V. Desani, Amos Tutuola, Emile Habiby, Jean Genet, Aimé Césaire, Haroun Farocki, Patrick Chamoiseau, Claire Denis, and Antjie Krog will help us locate and consider the explosive diversity of a broader avant garde's experiments with image, sound, and language, as well as how these texts have contributed to and put pressure on more traditionally Western modernisms. In posing a question about the geographical and cultural purview of the Avant Garde around the time of the world wars, this class encourages students to interrogate the transmissibility of aesthetic practice in an age of global upheaval. We will look to writers and artists working in a variety of traditions and, equally importantly, against those traditions, in order to examine how power and resistance inflected the avant grade strains of modernist expression.

Class Format: seminar

Requirements/Evaluation: class participation; one short 2- to 3-page provocation paper to be revised into a formal 5- to 6-page essay; presentation; final 10- to 12-page research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
COMP 354 (F) The Literary Afterlife
Crosslistings: COMP354 / ENGL319

Secondary Crosslisting
What do writers mean when they say that they will live on after death through their books? In this course, we will explore the long history of thinking about literature as a way to compensate for mortality, and we will compare the literary afterlife to religious and philosophical versions of eternity. Many of the writers on our syllabus were anxious about the compatibility of the pursuit of worldly fame with the desire for Christian salvation. We will study how their sense of a conflict between the two afterlives changed over time: from the recovery of pagan antiquity during the Renaissance, across the theological transformations of the Reformation, to the consequences of print. The course deals with some of literature's greatest ambitions—to cheat death, to make a lasting contribution to human culture—but we will often find ourselves caught in an undertow of skepticism. Is writing any less susceptible to decay than human bodies are? If so, is literary accomplishment worth the risk of one's soul? Authors and texts will include Sappho, Ovid, Lucretius, Ecclesiastes, Augustine, Petrarch, Julian of Norwich, Montaigne, Shakespeare's Hamlet and Richard II, Jonson, Donne, and Milton.

Class Format: seminar
Requirements/Evaluation: one 7-page paper, one 12-page paper, in-class presentation, thoughtful participation in discussions
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors
Expected Class Size: 25
Distributions: (D1)
Attributes: ENGL Literary Histories A
Not offered current academic year

COMP 355 (S) Contemporary Theatre and Performance
Crosslistings: COMP355 / ENGL349 / THEA345

Secondary Crosslisting
As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in the world of theatre and performance today? What are the hot topics in our current artistic landscape? Who are the writers, performers, and directors of the past two decades? This seminar will consider both experimental and mainstream drama and performance from the twenty-first century, focusing on topics such as: post-dramatic theatre, devised performance, social practice, participatory and immersive theatre, hyper-naturalism, post-identity performance, and weird theatre. Artists and collectives to be considered may include: Suzan-Lori Parks, Will Eno, Richard Maxwell and the NYC Players, Young Jean Lee, Annie Baker, Lucas Hnath, Branden Jacobs-Jenkins, Quiara Alegría Hudes, Anne Washburn, Taylor Mac, Lynn Nottage, Stephen Adly Guirgus, Miguel Gutierrez, Elevator Repair Service, The Wooster Group, and Nature Theatre of Oklahoma. As a final project, students will work individually or in small groups to create a script or short performance that addresses the question: "What is the most important story to be telling through performance right now?" Students may be required to attend theatre, dance, and other performances at the ‘62 Center and beyond.

Class Format: seminar
Requirements/Evaluation: written and dramaturgical-based assignments, an oral presentation, a mid-term paper, in-class discussions, and a final paper or performance
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: Theatre majors; Comparative Literature or English majors
Expected Class Size: 8-10
Distributions: (D1)
COMP 356 (S)  The Myth of Venice and its Modern Aftermath

Crosslistings: GBST356 / ENGL358 / COMP356

Primary Crosslisting

The Republic of Venice existed for over a millennium, during which time its historical image came to be enmeshed with mythical representations, such as the image of the city rising out of the waters of the lagoon, or the personification of the city itself as a Queen of the Adriatic. This course begins in the year 1797, at the end of the Republic, and the emergence of an extensive body of literature centered on Venice and its mythical facets. Readings will include Romantic views of Venice and the 20th century reshaping of the literary myth surrounding the city. A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than the focus on a nostalgic evocation of the death of the Republic, became a premise of exploration for literary modernity. Toward the end of the course we will leave the lagoon to explore the postmodern recreations of Venice around the world (from Los Angeles and Las Vegas, to Macao, Yongin, and beyond) Readings will include excerpts from Byron's *Childe Harold's Pilgrimage*, John Ruskin's *Stones of Venice*, as well as full readings of Thomas Mann's *Death in Venice*, Marinetti's Futurist manifestos, Italo Calvino's *Invisible Cities*, and more. We will also examine movies, such as Luchino Visconti's *Senso* and Death in Venice and Nicholas Roeg's *Don't Look Now*. This course is offered in English; all texts are provided in translation.

Class Format: seminar

Requirements/Evaluation: mini-papers, one individual presentation, mini-presentations, midterm, participation, final project

Prerequisites: familiarity with modern aesthetics such as romanticism, modernism and postmodernism is desirable

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 10

Department Notes: Core course

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under GBST

Not offered current academic year

COMP 357 (F)  Tell Even Us: Writing Memory, Trauma, Self (DPE)

Crosslistings: COMP357 / ENGL300 / AMST300

Secondary Crosslisting

In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, remade and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: *Borderlands/La Frontera: The New Mestiza* (Gloria Anzaldúa), *Dictee* (Theresa Hak Kyung Cha), *How to Write an Autobiographical Novel* (Alexander Chee), *When They Call You A Terrorist: A Black Lives Matter Memoir* (Patrisse Khan-Cullors and asha bandele), *Bad Indians: A Tribal Memoir* (Deborah Miranda), *This is for the mostless* (Jason Magabo Perez), *Redefining Realness* (Janet Mock), *like a solid to a shadow* (Janice Lobo Sapigao), *Men We Reaped* (Jesmyn Ward), *7 Miles A Second* (David Wojnarowicz).

Class Format: seminar

Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 15
Enrollment Preferences: American Studies majors  
Expected Class Size: 15  
Distributions: (D1) (DPE)  
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP  
DPE: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.  
Attributes: AMST Arts in Context Electives;  

Fall 2018  
SEM Section: 01  MR 2:35 pm - 3:50 pm  Anthony Y. Kim  

COMP 358 (F) Writing in the Margins: Race, Performance, Plagiarism (DPE) (WI)  
Crosslistings: COMP358 / ENGL332 / THEA332  
Secondary Crosslisting  
There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered “classic” texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.  
Class Format: seminar/studio, three hours per week  
Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Limit: 15  
Enrollment Preferences: If the class is overenrolled, students will submit a letter of interest in the class  
Expected Class Size: 14  
Distributions: (D1) (DPE) (WI)  
Distribution Notes: DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.  

Fall 2018  
SEM Section: 01  R 1:10 pm - 3:50 pm  Shayok Misha Chowdhury  

COMP 360 (F) Boucicault to McDonagh: Irish Theatre, 1870 to the present  
Crosslistings: COMP360 / ENGL364 / THEA336  
Secondary Crosslisting  
A survey of Irish drama since 1870, to include plays by Dion Boucicault, Oscar Wilde, W.B. Yeats, J.M. Synge, Lady Gregory, George Bernard Shaw, Douglas Hyde, Sean O’Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Conor McPherson, and Martin McDonagh.  
Class Format: seminar  
Requirements/Evaluation: 18-plus pages of writing, class participation  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Limit: 18
Enrollment Preferences: Theatre majors, English and Comparative Literature majors
Expected Class Size: 18
Distributions: (D1)

Fall 2018
SEM Section: 01 MR 1:10 pm - 2:25 pm James L. Pethica

COMP 361 (F) Zen and the Art of American Literature
Crosslistings: ENGL312 / REL361 / AMST361 / COMP361
Secondary Crosslisting
In 1844, the Transcendentalist magazine, The Dial, published an excerpt from the Lotus Sutra, translated into English by a young writer named Henry David Thoreau. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like Middle Passage, A Tale for the Time Being, and Lincoln in the Bardo. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend 20-30 minutes each week practicing and reflecting upon those practices during class hours. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Class Format: seminar
Requirements/Evaluation: a weekly meditation journal, various informal in-class and take-home writing assignments, a final 12- to 15-page essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any literature course at Williams or permission of the instructor
Enrollment Limit: 30
Enrollment Preferences: if the course is over-enrolled, students will be asked to send the instructor an email explaining their reasons for wanting to take this course; these expressions of interest will be used to determine the final course roster; no first year students
Expected Class Size: 30
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under REL or AMST
Attributes: ENGL Literary Histories C; EXPE Experiential Education Courses

Spring 2019
SEM Section: 01 Cancelled

COMP 362 (F) Story, Self, and Society (WI)
Crosslistings: COMP362 / SOC362
Secondary Crosslisting
From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"-that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives. Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This tutorial will grapple with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural
templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? Specific topics will include illness narratives, confessional culture, digital stories, oral history, and memoir. As a capstone exercise, each student will construct a narrative analysis focused on a memoir that we will select collectively. The course will conclude with a final seminar meeting during which each student will tell a story of their own, and we will work together to consider how the theories we have encountered throughout the semester might illuminate our own narratives.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week; comments on the partner's paper in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest; priority consideration will be given to ANSO and COMP majors

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC; meets Division 1 requirement if registration is under COMP

Not offered current academic year

COMP 363 (F) Thinking Critically: Major Debates in Modern Arab Thought (WI)
Crosslistings: ARAB330 / COMP363

Secondary Crosslisting

The aim of this course is to introduce students to some of the major debates in Arab intellectual history in the 20th century and the ways in which they have shaped Arabic Studies as a discipline. We will read a range of texts from History, Religion, Politics, Anthropology, Cultural Studies, Literature, Gender, Sexualities and Women Studies, in order to gain a deeper insight into critical debates about nationhood, modernity, post-coloniality, democracy, feminism, social, political and religious movements, Orientalism and post-Orientalism, and the making of modern Arab subjectivities. In addition to a course packet with selected texts and essays, students are required to read the following books: Ibrahim Abu-Rabi, Contemporary Arab Thought: Studies in Post-1967 Arab Intellectual History (2004), Elizabeth Suzanne Kassab, Contemporary Arab Thought: Cultural Critique in Comparative Perspective (2010) & Tarik Sabry, Arab Cultural Studies: Mapping the Field (2012).

Class Format: seminar

Requirements/Evaluation: active class participation, three short papers (3-5 pages), and a final 7- to 10-page expansion and rewrite

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment: 19

Enrollment Preferences: majors or prospective majors in Arabic Studies and Comparative Literature

Expected Class Size: 15

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARAB

Not offered current academic year

COMP 364 (S) Aestheticism & Decadence
Crosslistings: COMP364 / ENGL344

Secondary Crosslisting

"Fin de Siècle": Despair over a seemingly perilous decline in moral standards, scandalous forms of art and writing, anxieties brought on by Britain's uneasy relation to its colonies, and the emergence of new dissident sexual and social identities, led some to fear (and others to celebrate) that the ways of Victorian Britain were not long for this world at end of the 19th century. This course will consider two loosely affiliated artistic movements, aestheticism and decadence, as responses both scandalized and scandalizing to this exhilarating period. The terms themselves are elusive; so, much of our work will entail tracing out the multiple and often contradictory uses of them. Do they designate a distinct cultural and historical moment, a loose set of writers and artists, a set of thematic preoccupations? Or, might we better understand aestheticism and decadence as a style of writing, or even
of the self—one we are as likely to find in 21st-century New York as 19th-century London? We'll read writers such as Oscar Wilde, who revealed in amoral manifestos like "art for art's sake" by elevating artifice and shallowness to first principles of life; as well as Sherlock Holmes, who pursued something like "detection for detection's sake". Our reading will range across novels, plays, poetry, essays, and works that seem to exceed or fall short of those genres, all in the period that gave us both science fiction and the detective story. We'll be especially interested in attempts to rethink traditional social bonds in works that value solitude over sociality, the transient encounter over the enduring relationship, new forms of affective communities, and to think about how literary form might relate to those efforts. Along with fiction, essays, and drama, we'll explore their interrelation with the broad and compelling range of visual art produced in this period. Likely authors include: Huysmans, Wilde, H.G. Wells, Darwin, Conan Doyle, RL Stevenson, Kipling, Edith Wharton.

Class Format: seminar

Requirements/Evaluation: 2 papers (one shorter, one longer), a series of shorter response papers, regular and substantial contributions to class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Distributions: (D1)

Attributes: ENGL Literary Histories B

Not offered current academic year

COMP 365 (F) Beckett, Pinter and Stoppard

Crosslistings: ENGL365 / COMP365 / THEA365

Secondary Crosslisting

Samuel Beckett, Harold Pinter and Tom Stoppard have been amongst the most influential playwrights of the anglophone theatre over much of the last six decades. This course will explore their mutual concern with the capacities and dysfunctions of language, their questioning of Art's value and the scope for originality in the post-nuclear and postmodern era, and, above all, their collective focus on the extent to which selfhood may be realized in and through performance. Besides reading major plays, we will also give some consideration to the dramatic work crafted by these writers for radio, television and film, and to the political and social commitments animating and counterpointing their literary careers. Readings may include: Endgame, The Caretaker, Rosenkrantz and Guildenstern are Dead, Krapp's Last Tape, The Homecoming, No Man's Land, Betrayal, Waiting for Godot, Dogg's Hamlet, The Invention of Love, Arcadia, Rock 'n' Roll, Not I, Rockaby, A Kind of Alaska, Catastrophe, The Real Thing, Indian Ink, Artist Descending a Staircase and One for the Road. Throughout, we will give consideration to these works as both literary and theatrical texts.

Class Format: seminar

Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors

Expected Class Size: 18

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

COMP 366 (F) Joyce, Woolf, and Proust

Crosslistings: COMP366 / ENGL325

Secondary Crosslisting

This seminar focuses on novels by three of the most important writers of modernist fiction: Marcel Proust (Swann's Way, the first novel of his sequence In Search of Lost Time); Virginia Woolf (Mrs. Dalloway and To the Lighthouse); and James Joyce (Ulysses, read in slightly abridged form). By juxtaposing these pathbreaking texts, we will examine the distinctive yet related ways in which they explore crucial preoccupations of modernism: the threat and the exhilaration of cultural loss in face of social and political transformations in the early twentieth century; the turn to memory, to art, and to
objects as stays against de-stabilized subjectivity and as means of re-thinking value; the emergence of new forms of political and sexual identity; the heightening of consciousness to the verge of transport or disintegration; and the roots and perversities of desire. Students who have studied Ulysses in a previous course are welcome.

Class Format: seminar

Requirements/Evaluation: regular class participation, two 8- to 10-page papers

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam; students who have taken ENGL 360 are welcome

Enrollment Limit: 20

Enrollment Preferences: English majors, Comparative Literature majors

Expected Class Size: 20

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

COMP 367 (F) The Diasporic Impulse in African American Art

Crosslistings: COMP367 / AFR368

Secondary Crosslisting

Since the mid-20th century, growing numbers of African American artists have explored historical, symbolic, and ritual meanings shared by Blacks in the USA and people of African descent in other parts of the diaspora. Using specific visual, musical, literary, and kinetic themes, Black creatives—across genres—develop work that addresses explicit and implicit points of diasporic connection around issues of identity, indigenous/ancestral wisdom, cultural and political critique, and alternative religious orientations. Looking especially at the work of playwright August Wilson, painters John Biggers and Daniel Minter, dancer Katherine Dunham, and sculptor Elizabeth Catlett Mora, this course examines the symbolic and ritual vocabularies of African American art in diasporic perspective.

Class Format: seminar

Requirements/Evaluation: class participation, two to three short papers (5-7 pages), and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under AFR; meets Division 1 requirement if registration is under COMP

Fall 2018

SEM Section: 01 T 1:10 pm - 3:50 pm Rachel E. Harding

COMP 368 (F) Arab Women Writers: Remapping Urban Narratives  (WI)

Crosslistings: COMP368 / ARAB368 / WGSS368

Secondary Crosslisting

In "The Lover of Blue Writing above the Sea," (1995) a poem written to console a lover after the death of his beloved, Syrian poet, Ghada al-Samman, pens: "If you are sad and burn the edge of my book/I shall come to you/like the genie in my grandmother’s Damascene stories..." As these lines imply, the fantastic grandmother’s Damascene stories have the power to equally amend broken hearts and restore memories of loss. In this course, we will adopt "the grandmother’s Damascene stories" as a conceptual metaphor that guides our line inquiry into the intersection of Arab women’s narrative and the city. We will read novels and short stories by Arab women writers about cities and capitals in the Arab world and the diaspora. The goal of this course is not only to familiarize students with prominent Arab women novelists, such as Hoda Barakat, Radwa Ashur, Liana Badr, Raja’a Alem, Alia
Mamdouh, and Ahlam Mosteghanemi, among others, but also to introduce them to the literary and visual cartography of Beirut, Granada (via Cairo), Ramallah, Mecca, Baghdad, and Constantine, respectively. We will also read short stories about other cities in the world, such as New York, Paris, London, Buenos Aires and Tokyo among other world metropolis. Questions we will address include: How does the city appear as a protagonist? How do Arab women novelists represent nationhood, modernity, memory, love, war, sexuality and religion, among other themes, in their construction of urban narratives? How do these narratives map an Arab feminist metropolis? How do Arab women writers represent cities beyond the Arab world? To answer these questions, we will also look at Arab women's blogs and watch films that focus on the city as a site for spatial articulation of national histories, popular revolutions, and feminist public spheres.

Class Format: seminar

Requirements/Evaluation: active class participation, several short response papers, three short papers (3 - 5 pages), a final performance project, and a final paper (7 - 10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and Comparative Literature majors

Expected Class Size: 15

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under WGSS

Attributes: GBST Middle Eastern Studies Electives;

Not offered current academic year

COMP 369 (S) Indigenous Narratives: From the Fourth World to the Global South (WI)

Crosslistings: GBST369 / HIST306 / ARAB369 / COMP369

Primary Crosslisting

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: seminar

Requirements/Evaluation: active class participation, several short response assignments (2-3 pages each), final performance project, and final paper (5-7 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ARAB; meets Division 2 requirement if registration is under GBST or HIST

Attributes: GBST Borders, Exiles + Diaspora Studies Electives;
COMP 373 (F)  Romantic Moods
Crosslistings: COMP373 / ENGL323

Secondary Crosslisting

Romanticism is often associated with the celebration of emotion over reason, passion over cold calculation. In fact, for the Romantics, the opposition between reason and emotion made little sense, since they were interested in how moods conditioned all human capabilities, including reasoning, from the ground up. In today's age of mood-altering medications and technologies, like the smartphone and social media, we still have much to learn from Romanticism's appreciation of the importance of mood. This seminar will examine the social, political, historical, and ecological implications of mood through readings of key works of literature, art, and philosophy from the Romantic period together with some 20th and 21st century works that extend the Romantic preoccupation with mood to the present day. Authors may include Burton, Kant, Coleridge, Wordsworth, Blake, Keats, de Quincy, Schopenhauer, Freud, Arendt, Benjamin, Heidegger, Derrida, and Ngai.

Class Format: seminar

Requirements/Evaluation: two papers, one 6 pages and one 10-12 pages in length, and general participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 20

Distributions: (D1)

Attributes: ENGL Criticism Courses;  ENGL Literary Histories B

Fall 2018
SEM Section: 01  M 7:00 pm - 9:40 pm  Walter Johnston

Spring 2019
SEM Section: 01  Cancelled

COMP 374 (F)  Shadows of Plato's Cave: Image, Screen, and Spectacle
Crosslistings: COMP374 / ARTH505 / PSCI374

Secondary Crosslisting

In Book VII of the Republic, Socrates famously asks his interlocutors to picture people living in a cave, bound in chains and able to see only shadows on the wall. Thus begins the presentation of perhaps the most influential metaphor in the history of philosophy. One might even claim that when Plato deployed the metaphor in an extended allegory, he constituted the fields of both philosophy and political theory. In repeatedly examining the allegory over the centuries, later thinkers have elaborated their approaches not only to Plato but also to the nature of politics and the tasks of thinking. This class begins with the Republic's cave and other key Platonic discussions of appearances, visual representation, and (literal and metaphoric) seeing, asking how Plato's approaches to image, politics, and theory/philosophy shape each other. Building on those inquiries, we next take up important twentieth and twenty-first century returns to the cave, engaging such figures as Heidegger, Strauss, Arendt, Derrida, Irigaray, Rancière, and Badiou. Finally, we examine recent theories of screen and spectacle—read both for their resonances with and departures from debates over the Platonic legacy—and case studies in the politics of both military and racial spectacles in the U.S. The question of what is an image and what images do will run from the beginning of course to the end. Beyond the authors mentioned, readings may include such authors as Allen, Bruno, Clark, Debord, Friedberg, Goldsby, Joselit, Mitchell, Nightingale, Rodowick, Rogen, Silverman, and Virilio. Insofar as it fits student interest, we will also explore the cave's considerable presence in visual culture, ranging from Renaissance painting through such recent and contemporary artists as Kelley, Demand, Hirschhorn, Kapoor, Sugimoto, and Walker, to films such as The Matrix.

Class Format: seminar

Requirements/Evaluation: regular glow posts and three 7- to 8-page essays or one 20-page final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: one prior course in political theory, art history, cultural/literary theory, or philosophy or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: majors in political science, comparative literature, and art history, as well as students (up to 4) in the graduate program in art history
Expected Class Size: 12
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under COMP or ARTH
Attributes: PSCI Political Theory Courses
Not offered current academic year

COMP 380 (F) Literary and Critical Theory in the Twentieth Century
Crosslistings: COMP380 / ENGL370
Primary Crosslisting
From the rise of modern literary criticism around 1900 to the explosion of high theory in the 1980s and 1990s, the twentieth century witnessed an international flowering of new ideas about how to interpret art and literature: Russian Formalism, American New Criticism, French Structuralism and Deconstruction, new varieties of hermeneutic criticism, and a welter of post- prefixed concepts that claim to transcend national boundaries: the poststructural, the postmodern, the postcolonial, the posthuman. What are the ideas associated with these different movements, and how are they connected? Does each represent a radical break with previous ways of reading, or do they actually build on one another and evolve in a systematic way? The course will focus on a very careful reading of essays representing major 20th-century critical schools (and a couple of their earlier precursors), by critics like Plato, Schiller, Shklovsky, Richards, Barthes, Derrida, de Man, Beauvoir, Butler, and Said. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose or poetry from any time and place; film, visual art, or architecture; music, new media, or digital media, etc.
Class Format: seminar
Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: at least one previous literature or theory course
Enrollment Limit: 15
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 12
Distributions: (D1)
Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses

Fall 2018
SEM Section: 01 M 7:00 pm - 9:40 pm Christopher A. Bolton

COMP 382 (S) Transnational Asian/American Film and Video
Crosslistings: AMST382 / COMP382 / ENGL385
Secondary Crosslisting
In this course, we will examine transnational Asian/American film and video through the frameworks of film and visual studies, cultural studies, and critical media literacy. We will traverse communal, national, and transnational lines with a heterogeneity of forms and genres, including narrative, documentary, experimental, short film, music video, public access television, and YouTube. We will attend to multiple modes of critical analysis: (1) the conditions of power and visibility being mediated by sites of representation, (2) the networks and platforms helping to make these sites possible, and (3) the materials, meanings, and acts being generated by them. We will also interrogate: How are Asian, American, and/or Asian American representation being produced, performed, embodied, circulated, and consumed? What are the social, political, economic, and cultural forces at play in a given historical context? What artistic and political strategies are at play in the complex nexus of producers, directors, actors, distributors, and viewers? And what are the possibilities, limits, and stakes for different strategies of invention and intervention, activism and resistance? We will consider films from the United States as well as the inter-Asian context. Students will produce a creative media project at the end of the semester.
Moments of political turmoil expose the highly charged ways in which a culture structures itself around a narrative past. In this course, we will read literary and cinematic works that invoke such moments of upheaval—the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, the AIDS crisis, among others—in order to explore those fraught narratives of the past. We will consider such issues as the rise of the historical novel, the aesthetics of fascism and of democracy under pressure, fantasies of decolonization, representational clashes of culture, forms of affective and sexual disorientation, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Gay, Edgeworth, Scott, Shelley, Balzac, Eliot, Conrad, Kafka, Babel, Mann, Borges, Stoppard, Kushner, Morrison, Pamuk, Bolano, and Philip, and theoretical essays by Kant, Burke, Carlyle, Marx, Benjamin, Adorno, Foucault, de Certeau, Jameson, Lefort and Ahmed. Films will include such works as Eisenstein's *October*, Reifenstahl's *The Blue Light*, Wellman's *Nothing Sacred* and Pontecorvo's *The Battle of Algiers*.

**COMP 386 (S) Fiction of Beckett and Sebald**

Secondary Crosslisting

This seminar explores the work of two of the most original and influential fiction-writers of the last half of the 20th century, Samuel Beckett and W. G. Sebald. The work of both writers was profoundly influenced by World War II and the Holocaust, and their fiction centers on issues of loss and memory, of decay (of bodies, things, cultures, traditions), of reason and imagination as fragile means of enduring privation. Yet material so sobering and often bleak has rarely been rendered so absorbingly, or with such unorthodox forms of beauty. Their methods for reinventing fiction differ. Beckett increasingly strips his fiction of details of time, place, and even event, and ultimately struggles to free his speaking voice from the burdens of narration itself, the better to focus attention on the simple but logically rigorous, brilliant, often comic effects of his spare language. Sebald, who sometimes called his novels "documentary fiction," fashions a blend of recollection, fiction, geo-cultural history, and dream-like meditation, focused on the decline of European civilizations; his more chromatic prose, marked by obliquity, melancholy, and dry wit, is filled with curious facts and haunting anecdotes. We will read some of Beckett's short fiction and his great trilogy, Molloy, Malone Dies, and The Unnamable; Sebald's major works of fiction, Vertigo, The Emigrants, The Rings of Saturn, and Austerlitz; and a few short stories and novellas by precursors or successors such as Kafka, Borges, and
COMP 387 (F)  Big Game: Adventure, Empire, Ecology
Crosslistings: ENGL347 / COMP387

"Big Game: Adventure, Empire, Ecology" asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin, and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey and the Elphinstone Family Book. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British Empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese, and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

COMP 392 (F)  Wonder
Crosslistings: COMP392 / ENGL392

We tend to imagine "wonder" as a naïve, wide-eyed response, something quite distinct from the cold and sophisticated act of critical analysis. In this discussion class, we will consider wonder as an eminently analyzable concept, but one that raises provocative questions about the nature and limits of our own, distinctly modern forms of critical engagement. The course examines three historical incarnations of "wonder," each involving complex relations among the aesthetic, philosophical, and social domains: the Renaissance tradition on wonder and the marvelous; the eighteenth-century analysis of the sublime; and twentieth-century accounts of the culture of spectacle. We will consider writers such as Shakespeare, Sir Thomas Browne, Wordsworth, Borges, and W.G. Sebald (all wonderful); painters such as Leonardo and Vermeer, the photography of Andreas Gursky and Thomas Struth; films including Lang's Metropolis and Scott's Blade Runner; and critical or philosophical writers, including Aristotle, Descartes, Kant,
What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. May include works by Kant, Burke, Hegel, Charlotte Smith, Marx & Engels, Woolf, Kafka, Arendt, Benjamin, Mahmood Darwish, Thomas Demand, and Eyal Sivan.

COMP 397 (S) Independent Study: Comparative Literature
Comparative Literature 300-level independent study.
Class Format: independent study
Distributions: (D1)
COMP 401 (F)  Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism  (DPE)

Crosslistings: COMP401 / GERM401 / WGSS401

Primary Crosslisting

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: seminar; seminar three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Extra Info: not available for the fifth course option

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

Materials/Lab Fee: course books and reader packet

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP or GERM; meets Division 2 requirement if registration is under WGSS DPE: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2018

SEM Section: 01  MR 1:10 pm - 2:25 pm  Helga Druxes

COMP 403 (S) Topics in Advanced Arabic I: Contemporary Arab Cinema

Crosslistings: ARAB401 / COMP403

Secondary Crosslisting

The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

Class Format: lecture

Requirements/Evaluation: essays, presentations, final paper, exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARAB 302

Enrollment Limit: none
COMP 406 (S) The Historical Novel
Crosslistings: ENGL402 / COMP406

Secondary Crosslisting

Setting a novel in a prior time period risks estranging a reader, yet the genre has roused deep-rooted interest, intense critical debate, and aesthetic daring. In this course, we will explore the complex and layered uses of a historical past in literary works of the seventeenth through twenty-first centuries, by way of novels by Madame de Lafayette, Scott, M. Shelley, Dickens, Eliot, Ford, Woolf, Morrison, Sebald, and Roy. Exploring the uses of gothic and sensational effects, dystopian and utopian possibilities, and fractured time, we will consider the aesthetic and political experiments historical novels have spawned. We will do so in context of the sustained critical engagement with the genre by such thinkers as Lukacs, Benjamin, Adorno, Jameson, McKeon and Moretti.

Class Format: seminar
Requirements/Evaluation: class discussion and a 20-page final paper
Prerequisites: a 100-level English course and a 300-level English course or permission of the instructor
Enrollment Limit: 15
Enrollment Preferences: English majors
Expected Class Size: 15
Distributions: (D1)
Attributes: FMST Core Courses; ENGL Criticism Courses; ENGL Literary Histories B; ENGL Literary Histories C

Spring 2019
SEM Section: 01   W 1:10 pm - 3:50 pm   Anita R. Sokolsky

COMP 407 (S) Literature, Justice and Community
Crosslistings: ENGL407 / COMP407

Secondary Crosslisting

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like-what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodóvar, Farhadi), photography (Silva, Badlands) and worldly examples of competing claims to justice. The course pursues the aims of the EDI initiative by engaging works in which cultural differences reveal the limits of universalizing accounts of law and justice, works such as Euripides’ Bacchae, Nuruddin Farah’s Maps, Louise Erdrich’s poetry, and Farhadi’s A Separation. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency and difference mark justice even in its most familiar instances-intimately and close to home, as it were.

Class Format: seminar
Requirements/Evaluation: one 5-page paper, and a final 15-page paper
Prerequisites: a 300-level ENGL course or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: English Majors; Comparative Literature Majors
Expected Class Size: 10
COMP 408 (F) Modernism in Brazil (DPE)

Crosslistings: COMP408 / ARTH408

Secondary Crosslisting

"Modernism" in art: when we think about it, we may not readily think of Brazil. But Brazil was in fact a vibrant battleground of ideas around what it was to be innovative, modern, and avant-garde. Between 1920 and 1945, artists, poets, and critics in the metropolises of São Paulo and Rio de Janeiro actively debated on the creation, and potential, of a uniquely Brazilian modernist aesthetic that would stand on par with the European avant-gardes. But what did "Brazilianess" mean to these intellectuals? What role did gender and race relations--indigeneity in particular--play in the construction of this aesthetic? How did the necessities and demands of the national context shape these modernist practices? This seminar will take a deep dive in this fascinatingly contradictory moment in Brazil, a chapter that would become a fundamental reference to Brazilian artists in the 1960s and even to this day. In addition to detailed analyses of artworks, we will read manifestos, novels, and criticism from this period, and the most up to date secondary interpretive texts.

Class Format: seminar
Requirements/Evaluation: participation, short presentations, four 2-page writing assignments, final 12-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: none
Expected Class Size: 8
Distributions: (D1) (DPE)
Distribution Notes: DPE: As a DPE course, we will tackle Modernism in Brazil as a rich, comparative case study in the field of "global modernisms," so as to productively complicate canonical histories of Western art. Moreover, this course fulfills DPE requirements through textual, visual, and historical analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Brazilian modernism in Western art history. The course also centers on contextualizing the artistic practices of Brazilian modernism and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, and revolutionary politics.
Attributes: ARTH post-1600 Courses;

Fall 2018
SEM Section: 01  T 1:10 pm - 3:50 pm  Mari Rodríguez Binnie

COMP 410 (F) Black Literary and Cultural Theories

Crosslistings: COMP410 / AMST410 / ENGL410 / AFR410

Secondary Crosslisting

This course will examine the writings of black twentieth- and twenty-first-century Anglophone and Francophone literary and cultural theorists in the African diaspora. We will begin with Sojourner Truth and W.E.B. Du Bois and end with current debates between the "Afro-Pessimists" and "Afro-Optimists." We will be reading writers from the United States, Britain, Africa, the Caribbean, and Europe, moving through the writings of the Harlem Renaissance, Négritude, Pan-Africanism, the Black Arts movement and Black Panthers, the Black Atlantic, and black feminism and queer studies. We will come to see that there is no easy separation between questions of politics (e.g., anti-colonialist, anti-racist, anti-capitalist) and those of aesthetics and poetics.

Class Format: seminar
Requirements/Evaluation: midterm, participation (attendance, discussions, GLOW posts), short paper (4-5 pp.), two response papers (2-3 pp. papers), final project (10-12 pp.: analytical paper)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
In Prison Notebooks, Antonio Gramsci writes that history has "deposited in you an infinity of traces, without leaving an inventory." In this senior seminar, we will adopt a comparative, interdisciplinary, and mixed media approach to inventory some of these uncanny traces as they manifest in the form of social hauntings through narratives of repressed or suspended historical violence. Animated by a whole host of names like "ghost," "spirit," "specter," "zombie," "things that go bump in the night," "the unborn," or "the undead," we will ask what other stories/other knowledges these halting and haunted figures might seek to tell us. How do they dis-order our experience of a modern world whose space/time is shaped by ongoing processes of chattel slavery, settler colonialism, capitalism, mass incarceration, immigration, imperialism, militarism, and war? How do they unsettle, arrest, disrupt, and even seek vengeance for a "common sense" that is structured in human dispossession, exploitation, repression, and death? Finally, how do they leave us with a radical urgency to unlearn and reorient our ways of knowing, being, living, and imagining toward alternative futures where such systems of power and domination can be dismantled for good? Texts to be considered may include: All They Will Call You by Tim Z. Hernandez, The Lone Ranger and Tonto Fistfight in Heaven and short stories by Sherman Alexie, Lose Your Mother by Saidiya Hartman, Burning Vision by Marie Clements, The Gangster We Are All Looking For by lê thi diem thúy, Daughters of the Dust by Julie Dash, and The Watermelon Woman by Cheryl Dunye.

Class Format: seminar

Requirements/Evaluation: attendance and class participation; weekly journal entries (1-2 pages); in-class group presentation; midterm paper (5-6 pages); final creative project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: previous courses in American Studies, critical studies in race and ethnicity and cultural studies, or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST 400-level Senior Seminars; Not offered current academic year

COMP 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE) (WI)

Crosslistings: RLFR414 / COMP414

Secondary Crosslisting

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

Class Format: seminar

Requirements/Evaluation: three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a
**COMP 415 (S)  Gods and Kings: Historical Narratives from India (WI)**

Crosslistings: COMP415 / ASST415 / HIST415

**Secondary Crosslisting**

India's long history with earliest written records going back to 2000 B.C presents multiple challenges that are unique among the ancient civilizations. The critical challenge is conceptual: how do we recognize the historical sense of societies whose past is recorded in ways that are different from European conventions? British rulers claimed that India had no sense of history before the colonial period. And this view has persisted despite recent scholarship that has undermined the factual and conceptual basis of this theory. The purpose of this course is two fold: first, to discuss the analytical methods one could apply to understand the 'history' contained in the diverse body of classical Indian literature; second, to study a representative set of primary sources that belong to the distinct historical traditions of India. Students will learn to apply these methods to gain new insights and debate the limitations of the approach. The course will begin with an exploration of the epic tradition and continue with in-depth readings of narratives from other important genres including popular bardic accounts, royal biographies and court dramas ranging from c. 1000 BCE to 1500 CE.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, several short papers and a substantial final paper based on primary sources

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** some experience with HIST courses preferred

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors; Comp lit majors; Asian Studies Majors

**Expected Class Size:** 10-15

**Distributions:** (D2) (WI)

**Distribution Notes:** meets division 1 requirement if registration is under COMP; meets division 2 requirement if registration is under HIST or ASST

**Attributes:** GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia; HIST Group P Electives - Premodern

**Not offered current academic year**

**COMP 416 (S)  Postcolonial Theory and the World Literature Debates (DPE)**

Crosslistings: COMP416 / ENGL416

**Secondary Crosslisting**

When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance--African literature, say, or Sumerian art--or perhaps by their historical moment--Ottoman architecture, or postcolonial Indonesian poetry--but more and more, the catch-all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non-Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose?
What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of economic, political, and military dominance? In this advanced seminar, we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including Aimé Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, Partha Chatterjee, and Homi Bhabha, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of World and Global Literature.

Class Format: seminar
Requirements/Evaluation: two to three papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: students who have done relevant coursework in Division I or II
Expected Class Size: 10
Department Notes: Theory Course
Distributions: (D1) (DPE)
Distribution Notes: DPE: This advanced course in literature and theory will consider literary canonicity and postcolonial theory's challenges thereto through a deep examination of genre, criticism, institutional power, material conditions of publication, and postcolonial culture's relationship to the legacies of colonialism. We will interrogate power and the writing of history, material and cultural resource extraction, and narrative theory against developmental discourse. Students will additionally consider through their writing the role of academic and cultural institutions in perpetuating race and class hierarchy.

Spring 2019
SEM Section: 01 TR 11:20 am - 12:35 pm Anjuli F. Raza Kolb

COMP 421 (F) Fanaticism
Crosslistings: COMP421 / ENGL421
Secondary Crosslisting
Eighteenth and nineteenth-century writers of literature and political philosophy repudiate fanaticism, whether as a religious, political or amorous posture. But what is fanaticism, and why should it be considered such a threat, particularly during a period that embraced an enlightened secular rationalism? In this course, we will examine these questions by considering literary texts that dramatize fanaticism in light of accounts by philosophers and historians. Readings will include novels by M. Shelley, Hogg, Dickens, Eliot, Conrad, and political philosophy and historical writings by Voltaire, Kant, Diderot, Burke, Hume, Carlyle, Adorno, and a range of recent critics. We will also watch films by Riefenstahl, Hitchcock and Pontecorvo, and look at paintings, drawings and sculpture by Fragonard, Goya, and Shibonare. Since fanaticism has recently had considerable political currency, we will also examine contemporary accounts that reanimate the debates and concerns of the course.

Class Format: seminar
Requirements/Evaluation: two 10- to 12-page essays or one long final essay
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 15
Enrollment Preferences: English majors
Expected Class Size: 15
Distributions: (D1)
Attributes: ENGL Criticism Courses; ENGL Literary Histories B
Not offered current academic year

COMP 422 (S) Art, Architecture, and Poetry: Islamic Devotional Culture in South Asia
Secondary Crosslisting

How have scholars interpreted and classified terms such as "Islamic art" and "Muslim culture," and how have these classifications affected the interpretation of the arts in South Asia? There are different points of view regarding what constitutes as "Islamic" art and culture. Is an imperial wine cup with "God is Great" inscribed on it an "Islamic" object? How is an erotic epic narrating the romance of a Hindu prince understood as embodying the principles of Muslim devotion? This interdisciplinary seminar, focusing on South Asian Muslim devotional culture as articulated through the material culture, the arts of the book, architecture, and poetry, will navigate these questions from two perspectives. The first is to understand how Muslim devotional cultural expression in South Asia circumscribes and interprets itself. The second viewpoint is that of scholarship and the various interpretive voices that have framed the field over the last century.

Class Format: seminar

Requirements/Evaluation: class participation, 2-page response papers on class readings, leading class discussion, final 15-20-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: preference will be given to Art Majors, and then to students of any major interested in art and culture of Islam

Expected Class Size: 12

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under REL

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Murad K. Mumtaz

COMP 440 (S) Wittgenstein and Literary Studies  (WI)

Crosslistings: COMP440 / ENGL440

Secondary Crosslisting

Wittgenstein is widely regarded as one of the most important figures in twentieth-century philosophy, yet his groundbreaking writings remain perplexingly under-appreciated in the world of literary studies. In this course we will address this shortcoming in two ways. First, we will familiarize ourselves with some of Wittgenstein’s key works (and the works of thinkers deeply influenced by him, like Stanley Cavell and Cora Diamond) and try to see what is so radical about them. Second, we'll explore the still untapped potential of Wittgenstein's writings for those of us whose primary home is in the field of literary studies. Topics and concepts we may cover include: meaning, intention, and interpretation (Derrida, de Man); ethical alterity and the concept of the Other (Levinas); sex, gender, and the body (Butler, Foucault, Moi); emotion, affect, and expression (Deleuze, Terada, Adorno); authenticity, voice, and style (Fried, Taylor); modernism and modernity (Pippin); experimental writing (Perloff, Bruns); and the relationship between humans and animals (Wolfe). Some prior experience with philosophy and/or literary theory will obviously be helpful but is not necessary. This course will have much to offer students who are majoring in English, Comparative Literature, or Philosophy. If you have questions about this course and its suitability for you and your intellectual interests, feel free to contact me at brhie@williams.edu.

Class Format: seminar

Requirements/Evaluation: quality of class participation, a final 20- to 25-page research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: English majors, by seniority; then Comparative Literature and Philosophy majors

Expected Class Size: 15

Distributions: (D1) (WI)

Attributes: ENGL Criticism Courses; PHIL Related Courses;

Not offered current academic year
COMP 456 (F)  Topics in Critical Theory: Hegel and the Dialectic
Crosslistings: COMP456 / ENGL456

Secondary Crosslisting
This course is for students of any major who wish to continue studying critical, cultural, or literary theory. Students will give close attention to a single theorist or philosophical school or perhaps to a single question as taken up by several theorists. Prior coursework in critical theory or continental philosophy, no matter the department, is strongly recommended. The subject of this semester's seminar is the dialectic. "Dialectical" is one of those collegiate words, the kind of word that some people use a lot without knowing for sure what it means. That said, there are a couple of different ways of making sense of dialectics. The word's nearest synonym is "dialogue." Broadly, then, "dialectics" is a name for any philosophy that incorporates into itself the back-and-forth of conversation. Modern dialectics, meanwhile, sets out from two ideas: first, that it is impossible to think about anything in isolation, that we understand all things via relation and contradistinction, that we couldn't call any person "female" if we weren't also compelled to call some people "male"; and second, that all such conceptual pairs (male/female, black/white, east/west) are less settled than they look. You can't not divide the world into oppositions, and all such oppositions will collapse. This is an idea that, systematically pursued, can change the way we think about language, ethics, politics, literature, and art. We will read key texts from major dialectical thinkers: Hegel, Marx, Adorno, but mostly Hegel.

Class Format: seminar

Requirements/Evaluation: seminar paper of 25 pages; informal weekly writing; class participation

Prerequisites: prior coursework in critical theory or continental philosophy is recommended but not necessary, no prior coursework in English is required

Enrollment Limit: 15

Enrollment Preferences: seniors with background in critical theory

Expected Class Size: 15

Distributions: (D1)

Attributes: ENGL Criticism Courses; PHIL Related Courses

Fall 2018
SEM Section: 01    TF 2:35 pm - 3:50 pm     Christian Thorne

COMP 493 (F)  Senior Thesis: Comparative Literature
Comparative Literature senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D1)

Fall 2018
HON Section: 01    TBA     Christopher M. B. Nugent

COMP 494 (S)  Senior Thesis: Comparative Literature
Comparative Literature senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D1)

Spring 2019
HON Section: 01    TBA     Christopher M. B. Nugent

COMP 497 (F)  Independent Study: Comparative Literature
Comparative Literature 400-level independent study.
Class Format: independent study
Distributions: (D1)

Fall 2018
IND Section: 01  TBA  Christopher M. B. Nugent

COMP 498 (S)  Independent Study: Comparative Literature
Comparative Literature 400-level independent study.
Class Format: independent study
Distributions: (D1)

Spring 2019
IND Section: 01  TBA  Christopher M. B. Nugent
Computers and computation are pervasive in our society. They play enormously important roles in areas as diverse as education, science, business, and the arts. Understanding the nature of computation and exploring the great potential of computers are the goals of the discipline of computer science. A sample of the areas of research investigated by the Williams Department of Computer Science alone illustrates the vast range of topics that are of interest to computer scientists and computing professionals today. This includes: the use of computer-generated graphic images in the arts and as a tool for visualization in the sciences and other areas; the protocols that make transmission of information over the Internet possible; the design of revolutionary new computer languages that simplify the process of constructing complex programs for computers; the development of machine learning algorithms that can extract useful and even novel information from data that is too complex for humans to analyze; algorithms that can solve problems that were previously too hard to solve in a reasonable amount of time, just by giving up a little bit of optimality in the solution; the investigation of machine architectures and specific hardware aimed at making computing fast.

The department recognizes that students' interests in computer science will vary widely. The department attempts to meet these varying interests through: (1) the major; (2) a selection of courses intended for those who are interested primarily in an introduction to computer science; (3) recommended course sequences for the non-major who wants a more extensive introduction to computer science in general or who seeks to develop some specific expertise in computing for application in some other discipline.

**MAJOR**

The goal of the major is to provide an understanding of algorithmic problem solving as well as the conceptual organization of computers and complex programs running on them. Emphasis is placed on the fundamental principles of computer science, building upon the mathematical and theoretical ideas underlying these principles. The introductory and core courses build a broad and solid base for understanding computer science. The more advanced courses allow students to sample a variety of specialized areas including graphics, artificial intelligence, computer architecture, networks, compiler design, human computer interaction, distributed systems, and operating systems. Independent study and honors work provide opportunities for students to study and conduct research on topics of special interest.

The major in Computer Science equips students to pursue a wide variety of career opportunities. It can be used as preparation for a career in computing, for graduate school, or to provide important background and techniques for the student whose future career will extend outside of computer science.

**MAJOR REQUIREMENTS**

**Required Courses in Computer Science**

A minimum of 8 courses is required in Computer Science, including the following:

**Introductory Courses**

- Computer Science 134 Introduction to Computer Science
- Computer Science 136 Data Structures and Advanced Programming

**Core Courses**

- Computer Science 237 Computer Organization
- Computer Science 256 Algorithm Design and Analysis
- Computer Science 334 Principles of Programming Languages
- Computer Science 361 Theory of Computation

**Elective Courses**

Two or more electives (bringing the total number of Computer Science courses to at least 8) chosen from 300- or 400-level courses in Computer Science. Computer Science courses with 9 as the middle digit (reading, research, and thesis courses) will normally not be used to satisfy the elective requirements. Students may petition the department to waive this restriction with good reason.

**Required Courses in Mathematics**

Any Mathematics or Statistics course at the 200-level or higher except for MATH 200
Required Proficiency in Discrete Mathematics

Students must demonstrate proficiency in discrete mathematics by either passing the departmental Discrete Mathematics Proficiency Exam or by earning a grade of C- or better in MATH 200. This requirement must be met by the end of the sophomore year.

The Discrete Mathematics Proficiency Exam may be taken at most twice and cannot be taken beyond the sophomore year. The exam may not be used to fulfill the requirement for a student who has taken the course pass/fail or who has received a letter grade below C- in Math 200.

Students considering pursuing a major in Computer Science are urged to take Computer Science 134 and to begin satisfying their mathematics requirements early. Note in particular that the Discrete Mathematics Proficiency requirement is a prerequisite for many advanced courses.

Students who take Computer Science 102T, 107, or 109 may use that course as one of the two electives required for the major in Computer Science. Those who count Computer Science 109 toward the major must select an elective different from Computer Science 371 (Computational Graphics) if they want elective credit. Computer Science 102T, 107, 109, and 134 are not open to students who have taken a Computer Science course numbered 136 or higher.

To be eligible for admission to the major, a student must have completed Computer Science 136 as well as fulfilled the Discrete Mathematics Proficiency Requirement by the end of the sophomore year. A Mathematics course at the 200-level or higher (except for MATH 200) must be completed by the end of the junior year. Students are urged to have completed two of the four core courses (Computer Science 237, 256, 334, and 361) by the end of the sophomore year and must normally have completed at least three out of the four core courses by the end of the junior year.

All computer science majors must attend at least twenty Computer Science Colloquia. Juniors and seniors are encouraged to attend at least five during each semester they are present on campus.

With the advance permission of the department, two appropriate mathematics or statistics courses may be substituted for one Computer Science elective. Appropriate mathematics classes are those numbered 300 or above, and appropriate statistics courses are those numbered 200 or above. Other variations in the required courses, adapting the requirements to the special needs and interests of the individual student, may be arranged in consultation with the department.

LABORATORY FACILITIES

The Computer Science Department maintains three departmental computer laboratories for students taking Computer Science courses, as well as a lab that can be configured for teaching specialized topics such as robotics. The workstations in these laboratories also support student and faculty research in computer science.

THE DEGREE WITH HONORS IN COMPUTER SCIENCE

The degree with honors in Computer Science is awarded to students who have demonstrated outstanding intellectual achievement in a program of study extending beyond the requirements of the regular major. The principal considerations in recommending a student for the degree with honors will be: mastery of core material, ability to pursue independent study of computer science, originality in methods of investigation, and creativity in research. Honors study is highly recommended for those students with strong academic records in computer science who wish to attend graduate school, pursue high-level industrial positions in computing, or who would simply like to experience research in computer science.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. Such a program normally consists of Computer Science 493 and 494 and a WSP of independent research under the guidance of a Computer Science faculty member, culminating in a thesis that is judged acceptable by the department. The program produces a significant piece of written work and often includes a major computer program. All honors candidates are required to give an oral presentation of their research in the Computer Science Colloquium in early spring semester.

Students considering honors work should obtain permission from the department before registering in the fall of the senior year. Formal admission to candidacy occurs at the beginning of the spring semester of the senior year and is based on promising performance in the fall semester and winter study units of honors work. Recommendations for the degree with honors will be made for outstanding performance in the three honors courses. Highest honors will be recommended for students who have displayed exceptional ability, achievement, or originality.

INTRODUCTORY COURSES


Computer Science 134 provides an introduction to computer science with a focus on developing computer programming skills. These skills are essential to most upper-level courses in the department. As a result, Computer Science 134 together with Computer Science 136, are required as a prerequisite to most advanced courses in the department. Those students intending to take several Computer Science courses are urged to take 134 early.

Those students interested in learning more about exciting new ideas in computer science, but not necessarily interested in developing extensive programming skills, should consider Computer Science 102 The Socio-Techno Web, 107 Creating Games, or 109 The Art and Science of Computer
Students with significant programming experience should consider electing Computer Science 136 (see “Advanced Placement” below). Students are always welcome to contact a member of the department for guidance in selecting a first course.

COMPUTER SCIENCE 134

Introduction to Computer Science covers fundamental concepts in the design, implementation and testing of computer programs including loops, conditionals, functions, elementary data types and recursion. There is a strong focus on constructing correct, understandable and efficient programs. The department offers a family of courses listed under the CSCI 134 heading. Each course provides an introduction to computer science, but the particular topic or programming language employed may vary. Students may only take a single course with the CSCI 134 heading.

STUDY ABROAD

Study abroad can be a wonderful experience. Students who hope to take computer science courses while abroad should discuss their plans in advance with the chair of the department. Students who plan to study away but do not expect to take courses toward the major should work with the department to create a plan to ensure that they will be able to complete the major. While study abroad is generally not an impediment to completing the major, students should be aware that certain computer science courses must be taken in a particular sequence and that not all courses are offered every semester (or every year). Students who wish to discuss their plans are invited to meet with any of the faculty in Computer Science.

FAQ

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus, including readings and assignments.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. Typically no more than two CSCI courses.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

**Are there specific major requirements that cannot be fulfilled while on study away?**

No.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. Many CSCI electives are taught only every other year. Students should develop a plan to complete all major requirements and discuss them with the department prior to going abroad.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:**

Students must have courses pre-approved prior to going abroad to ensure they meet the curricular goals and standards of the department.

ADVANCED PLACEMENT

Students with an extensive background in computer science are urged to take the Advanced Placement Examination in Computer Science. A score of 4 or better on the exam is normally required for advanced placement in Computer Science 136.

Students who wish to be placed in Computer Science 136 but who have not taken the Advanced Placement Examination should consult with the department. Such students should have had a good course in computer science using a structured language such as Java or Python.

PLANS OF STUDY FOR NON-MAJORS

The faculty in Computer Science believes that students can substantially enrich their academic experience by completing a coherent plan of study in one or more disciplines outside of their majors. With this in mind, we have attempted to provide students majoring in other departments with options in our department’s curriculum ranging from two-course sequences to collections of courses equivalent to what would constitute a minor at institutions that recognize such a concentration. Students interested in designing such a plan of study are invited to discuss their plans in detail with a member of the faculty. To assist students making such plans, we include some suggestions below.
Students seeking to develop an extensive knowledge of computer science without majoring in the department are encouraged to use the major requirements as a guide. In particular, the four core courses required of majors are intended to provide a broad knowledge of topics underlying all of computer science. Students seeking a concentration in Computer Science are urged to complete at least two of these courses followed by one of our upper-level electives. Such a program would typically require the completion of a total of five Computer Science courses in addition to the Discrete Mathematics Proficiency requirement.

There are several sequences of courses appropriate for those primarily interested in developing skills in programming for use in other areas. For general programming, Computer Science 134 followed by 136 and 256 will provide students with a strong background in algorithm and data structure design together with an understanding of issues of correctness and efficiency. Students of the Bioinformatics program are encouraged to take Computer Science 134 at a minimum, and should also consider Computer Science 136 and 256. The sequence of courses Computer Science 109 and 134 would provide sufficient competence in computer graphics for many students interested in applying such knowledge either in the arts or sciences. For students requiring more expertise in the techniques of computer graphics, Computer Science 136 and 371 could be added to form a four-course sequence.

There are, of course, many other alternatives. We encourage interested students to consult with the department chair or other members of the department’s faculty.

GENERAL REMARKS

Divisional Requirements

All Computer Science courses may be used to satisfy the Division III distribution requirement.

Alternate Year Courses

Computer Science 102T, 107, 109, 315, 319, 326, 331, 333, 336T, 337T, 339, 356T, 371, 372, 373, 374T, 375, 376, 432, and 434T are each normally offered every other year. All other Computer Science courses are normally offered every year.

Course Numbering

The increase from 100, through 200 and 300, to 400 indicates in most instances an increasing level of maturity in the subject that is expected of students. Within a series, numeric order does not indicate the relative level of difficulty of courses. Rather, the middle digit of the course number (particularly in upper-level courses) generally indicates the area of computer science covered by the course.

Course Descriptions

Brief descriptions of the courses in Computer Science can be found below. More detailed information on the offerings in the department is available at http://www.cs.williams.edu/.

Courses Open on a Pass-Fail Basis

Students taking a Computer Science course on a pass-fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken pass-fail (with the exception of tutorials), though courses graded with the pass-fail option may not be used to satisfy any of the major or honors requirements. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass-fail basis.

CSCI 11 (W)  Hour of Code

Knowledge of computing fundamentals empowers people with a unique set of problem-solving skills. These skills are currently in high demand and are expected to remain so in the foreseeable future. Yet computer science isn't just a useful skill—it's also a limitless canvas for expressing one's own creativity. Computer science is interesting and fun! Hour of Code is a one-hour, hands-on workshop that introduces young students to computer science. Not surprisingly, mastery of computer science takes a bit longer than one hour. Therefore, the goal of Hour of Code is simply to demystify computer programming. A typical workshop blends self-paced activities with in-class tutorials. The best Hour of Code experience inspires participants to pursue further study in computer science on their own time. The first half of this winter study course exposes you to elementary programming, the nuts and bolts of pedagogy, and prepares you to run an Hour of Code workshop. The second half puts your training into practice: you will organize and run an Hour of Code workshop in a Berkshire-area middle school. No prior computer science knowledge is required. The only prerequisite is a love of technology and an enthusiasm for working with young learners.

Class Format: afternoons

Requirements/Evaluation:  final project

Prerequisites:  none
Enrollment Limit: 20
Enrollment Preferences: 1/2 CS students; 1/2 non-CS students, with preference to first- or second-year students
Materials/Lab Fee: $35
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    MTWR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm    Daniel W. Barowy

CSCI 12 (W) Stained Glass Tiling: Quasicrystals and Geometric Solids, Building an Invisibility Cloak
In this course students learn geometric drawing, design, and the traditional craft skills needed to build a stained glass window. Each student will make a single panel of stained glass from a mosaic of transparent colored glass tiles. Students will learn how to cut glass; to paint and print on glass with kiln-fired enamels; to assemble, solder, patinate and frame a stained glass window. Instructional sessions on the use of tools and safe handling of materials are included where necessary. Exhibition of work on the last day of Winter Study is mandatory. All students must participate in setting up a group exhibition of work, and tidying the lab at the end of Winter Study. This course is time-consuming. More information may be found at https://coombscriddle.wordpress.com/2016/03/28/stained-glass-tiling-the-process/ Adjunct Instructor Bio: Debora Coombs' stained glass windows are exhibited and commissioned internationally. She is a Fellow of the British Society of Master Glass Painters with a Masters degree from London's Royal College of Art and 35 years of experience in the design, fabrication and teaching of stained glass. Contact: (802) 423-5640, debora@coombscriddle.com Photos: http://www.coombscriddle.com and http://coombscriddle.wordpress.com
Class Format: mornings, 15 hours per week. Students must be willing and able to put in an additional 5-10 hours per week outside of class
Requirements/Evaluation: creativity and effort demonstrated throughout; quality of finished panel and final presentation; teamwork whilst mounting exhibition; attendance; formal public exhibit
Prerequisites: no previous experience in art or geometry is necessary, however, ideal applicants will have an interest in art or mathematics, patience, good hand skills and want to spend at least 20-25 hours per week working on their project
Enrollment Limit: 10
Enrollment Preferences: preference to seniors and those who express an early or specific interest
Materials/Lab Fee: $260
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am    Debora Coombs

CSCI 14 (W) Creative Dynamics
Crosslistings: MATH14 / CSCI14
Secondary Crosslisting
Broadly defined, a dynamical system is an object whose future state can be calculated from its current state. Examples include ordinary and partial differential equations, discrete dynamics, cellular automata, billiards, spatial games, coupled/synchronized systems, agent models, evolutionary/selective dynamics, graph dynamics, Markov chains, and many more. The instructor will give a survey of such systems, and students will be free to imagine, create, and compute their own systems with an emphasis on graphical presentation of results.
Class Format: mornings
Requirements/Evaluation: grading will be based on class participation, presentation of results, and a final project
Prerequisites: solid computer programming skills in some language with good support for graphics
Enrollment Limit: 15
Enrollment Preferences: computational skills, math background, and enthusiasm; students will be asked to submit a brief description of their qualifications
Materials/Lab Fee: none
CSCI 16 (W) Introduction to Tech Entrepreneurship

This course provides an introduction to the fundamental aspects of building a technology startup. It's one thing to make software--and it's another to build a successful software company. You will learn how to develop product/market fit, how to build an MVP (minimum viable product), how to market products on a budget, organizing and running a team, shipping software, and the different types of corporate structures. You'll learn from a range of successful entrepreneurs and industry experts, through their writings as well as short guest appearances (via video calls) during classroom sessions. Students will create a demo and 5-minute pitch (pitch deck optional) by the end of the course. For the product demo, students can choose to produce either working code, a technical white paper, or design mockups/wireframes. Students will be graded on the quality of the product demo and pitch. Attendance and participation will also be taken into account for final grades. Students will have the opportunity to show off their final products, and their pitches, in an optional Demo Day. Adjunct Instructor Bio: Elissa Shevinsky '01 helped launch Geekcorps (acquired), Everyday Health (IPO), Daily Steals, Glimpse, and Brave ($35M ICO.) Shevinsky was featured on the cover of the New York Times Sunday Business, for her startup Glimpse. Shevinsky is Editor of the book "Lean Out: The Struggle for Gender Equality in Tech and Startup Culture."

Class Format: afternoons

Requirements/Evaluation: attendance and participation in class; final project

Prerequisites: CSCI 134 or CSCI 135 or permission from the instructor

Enrollment Limit: 22

Enrollment Preferences: preference given to Computer Science students, and to students who demonstrate evidence of entrepreneurial initiative

Materials/Lab Fee: $135 plus cost of books

Attributes: EXPE Experiential Education Courses

CSCI 23 (W) Introduction to Research and Development in Computing

An independent project is completed in collaboration with a member of the Computer Science Department. The projects undertaken will either involve the exploration of a research topic related to the faculty member's work or the implementation of a software system that will extend the students design and implementation skills. It is expected that the student will spend 20 hours per week working on the project. At the completion of the project, each student will submit a 10-page written report or the software developed together with appropriate documentation of its behavior and design. In addition, students will be expected to give a short presentation or demonstration of their work. Prior to the beginning of the Winter Study registration period, any student interested in enrolling must have arranged with a faculty member in the department to serve as their supervisor for the course.

Class Format: TBA individually arranged

Requirements/Evaluation: final paper and presentation/demonstration

Prerequisites: project must be preapproved by the faculty supervisor

Enrollment Limit: POI

Enrollment Preferences: preference given to sophomores and juniors

Materials/Lab Fee: none

CSCI 28 (W) Solution Design: from Ideas to Implementation

Crosslistings: ECON28 / CSCI28

Secondary Crosslisting

Designing a pair of computerized glasses is not enough. Who will use them, and what problems will they solve? How can you be certain someone will adopt your new technology before you spend millions of dollars building it? Google Glass and other wearable technologies have struggled to answer
these questions. In fact, somewhere between 40 and 60 percent of large IT projects fail and all too often, the cause has little to do with the quality of technical engineering. Innovators often solve the wrong problem, misidentify the users of the software, or fail to adapt to evolving requirements. The challenge is that engineers—and Williams students—like to be told what problem they are to solve, but the average consumer is terrible at knowing what they want until they see how the new product will work. Solution design offers a powerful framework for resolving this paradox efficiently. We will examine how to visualize interactions between market forces, corporate directives, and engineering requirements, and how to apply design thinking to generate novel ideas within these constraints. Then, we will interrogate the strength of our ideas by asking author Marty Kagan's questions: is it feasible? is it valuable? will someone use it? and does it have business viability? Readings by Steve Blank and Eric Reis emphasize the importance of low-cost, rapid prototyping/experimentation and statistical analysis thereof that results in actionable development goals. Finally, we will introduce topics in human computer interaction, and organization tools for complex technical collaborations like Git and the Getting Things Done methodology for task management. Throughout the course, small teams will deploy this toolkit against problems of the students' choosing. One team may wish to design a new app for the WSO website. Another team may choose to interview a local organization and design a technology powered tool that can improve its operations. You are the innovator. Small teams of students will each execute one iteration of design and prepare a plan for developing a technological solution to a problem of their choosing. The contents of the plans may include: careful descriptions of the product's goals, stakeholders, target users, assumptions, and constraints; a business plan; sketches of a user interface; first steps in programming an application; write ups of experiments intended to test underlying assumptions; and a direction for future development efforts. Adjunct Instructor Bio: Allan Wellenstein is a senior vice-president at DataArt, a global technology consulting firm and the head of their Solution Design consulting practice. Allan has over 15 years of experience helping some of the world largest companies design and implement massive technology transformations. Though technically headquartered in New York City, he lives with his wife and three children in Pittsfield, MA.

Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: students will be asked to submit a brief paragraph describing their interest in the course and what they hope to get out of it
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses
CSCI 102 (F) The Socio-Techno Web  (QFR)

This course introduces many fundamental concepts in computer science by examining the social aspects of computing. As more and more people use the technologies and services available via the Internet, online environments like Facebook, Amazon, Google, Twitter, and blogs are flourishing. However, several of the problems related to security, privacy, and trust that exist in the real world transfer and become amplified in the virtual world created by the ubiquity and pervasiveness of the Internet. In this course, we will investigate how the social, technological, and natural worlds are connected, and how the study of networks sheds light on these connections. Topics include the structure of the Social Web and networks in general; issues such as virtual identity, personal and group privacy, trust evaluation and propagation, and online security; and the technology, economics, and politics of Web information and online communities. No background in computer science or programming is required or expected.

Class Format: This class will follow the meeting structure of a tutorial, with groups of three or four

Requirements/Evaluation: evaluation will be based on tutorial discussions, presentations, problem sets and labs, a midterm exam, and a final project or paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Limit: 18

Enrollment Preferences: first-year students and sophomores who have not previously taken a computer science course

Expected Class Size: 18

Distributions: (D3) (QFR)

Attributes: SCST Related Courses

Not offered current academic year

CSCI 107 (S) Creating Games  (QFR)

Crosslistings: CSCI107 / ARTS107

Primary Crosslisting

The game is unique as the only broadly-successful interactive art form. Games communicate the experience of embodying a role by manipulating the player's own decisions, abstraction, and discrete planning. Those three elements are the essence of computation, which makes computer science theory integral to game design. Video games also co-opt programming and computer graphics as new tools for the modern artist. As a result, games are collaborative interdisciplinary constructs that use computation as a medium for creative expression. Students analyze and extend contemporary video and board games using the methodology of science and the language of the arts. They explore how computational concepts like recursion, state, and complexity apply to interactive experiences. They then synthesize new game elements using mathematics, programming and both digital and traditional art tools. Emphasis is on the theory of design in modern European board games. Topics covered include experiment design, gameplay balance, minimax, color theory, pathfinding, game theory, composition, and computability.

Class Format: lecture and studio

Requirements/Evaluation: evaluation will be based on participation, studio work, and quizzes

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; no programming or game experience is assumed

Enrollment Limit: 24

Enrollment Preferences: first-year students

Expected Class Size: 24

Department Notes: not open to students who completed a Computer Science course numbered 136 or above; does not count toward the Art Major

Materials/Lab Fee: lab fee of $25 will be added to the student's term bill

Distributions: (D3) (QFR)

Distribution Notes: meets Division 3 requirement if registration is under CSCI; meets Division 1 requirement if registration is under ARTS

Attributes: FMST Core Courses;

Not offered current academic year


This course provides an opportunity to develop an understanding of the theoretical and practical concepts underlying 2- and 3-dimensional computer graphics. The course will emphasize hands-on studio/laboratory experience, with student work focused around completing a series of projects.
Students will experiment with modeling, color, lighting, perspective, and simple animation. As the course progresses, computer programming will be used to control the complexity of the models and their interactions. Lectures, augmented by guided viewings of state-of-the-art computer generated and enhanced images and animations, will be used to deepen understanding of the studio experience.

**Class Format:** lecture/laboratory

**Requirements/Evaluation:** evaluation will be based on progress in project work and two examinations

**Prerequisites:** this course is not open to students who have successfully completed a CSCI course numbered 136 or above

**Enrollment Limit:** 36

**Enrollment Preferences:** first-year students and sophomores who have not previously taken a computer science course

**Expected Class Size:** 36

**Distributions:** (D3) (QFR)

**Attributes:** FMST Related Courses;  
Not offered current academic year

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**CSCI 134 (F) Introduction to Computer Science: Objects, Events, and Graphics (QFR)**

Computing is central to many aspects of our lives and the world. This course introduces fundamental ideas in computer science and builds the skills necessary to create computer programs in the Java programming language, with an emphasis on graphics and user interfaces. Students learn to design programs in a wide range of application areas, from games to spam filters and image editing to scientific simulations. Programming topics include object-oriented programming, control structures, arrays, recursion, and event-driven programming, as well as how to construct correct, understandable, and efficient programs. This course is appropriate for all students who want to create software and have little or no prior computing experience.

**Class Format:** lecture/laboratory

**Requirements/Evaluation:** evaluation will be based on weekly assignments, final programming projects, and examinations

**Prerequisites:** none, except for the standard prerequisites for a (Q) course; previous programming experience is not required

**Enrollment Limit:** 90

**Enrollment Preferences:** If the course is over-enrolled, enrollment will be determined by lottery

**Expected Class Size:** 90

**Department Notes:** students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

**Distributions:** (D3) (QFR)

**Attributes:** BGNP Recommended Courses;  COGS Interdepartmental Electives;  
Not offered current academic year

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**CSCI 134 (S) Introduction to Computer Science: Digital Communication and Computation (QFR)**

A digital revolution has transformed the way we communicate and process information. Digital cameras have replaced film, MP3s have replaced LPs, communications through email, chat systems, and the Web have become part of daily life. This course explores the principles that underlie such digital information processing and communication systems. All digital information processing and communication systems are driven by precise rules or algorithms expressed as computer programs. We will develop an appreciation for the nature and limitations of such algorithms by exploring abstract algorithms for complex processes and by learning the basics of computer programming in Java. Programming topics covered will include object-oriented programming, control structures, arrays, recursion, and event-driven programming. Programming projects will include network applications like chat clients, tools to process and compress digital images, and simple network servers.

**Class Format:** lecture/laboratory

**Requirements/Evaluation:** evaluation will be based on weekly assignments, final programming projects, and examinations

**Prerequisites:** none, except for the standard prerequisites for a (Q) course; previous programming experience is not required

**Enrollment Limit:** 90

**Enrollment Preferences:** If the course is over-enrolled, enrollment will be determined by lottery

**Expected Class Size:** 90
CSCI 134 (F) Introduction to Computer Science: Diving into the Deluge of Data  (QFR)

We are surrounded by information: weather forecasts, twitter feeds, restaurant reviews, stock market tickers, music recommendations, among others. This course introduces fundamental computational concepts for representing and manipulating data. Using the programming language Python, this course explores effective ways to organize and transform information in order to solve problems. Students will learn to design algorithms to search, sort, and manipulate data in application areas like text and image processing, social networks, scientific computing, databases, and the World Wide Web. Programming topics covered include object-oriented and functional programming, control structures, types, recursion, arrays, lists, streams, and dictionaries. This course is appropriate for all students who want to create software and learn computational techniques for manipulating and analyzing data. More details are available on the department website, http://www.cs.williams.edu

Class Format: lecture/laboratory

Requirements/Evaluation: evaluation will be based on weekly assignments, programming projects, and examinations

Prerequisites: none, except for the standard prerequisites for a (Q) course; previous programming experience is not required

Enrollment Limit: 75

Enrollment Preferences: If the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 75

Department Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses; COGS Interdepartmental Electives;

Fall 2018
LEC Section: C1  MWF 9:00 am - 9:50 am  Duane A. Bailey
LAB Section: C2  M 1:00 pm - 2:30 pm  Iris Howley
LAB Section: C3  Cancelled
LAB Section: C4  M 2:30 pm - 4:00 pm  Iris Howley
LAB Section: C5  T 2:30 pm - 4:00 pm  Iris Howley
LAB Section: C6  T 8:30 am - 10:00 am  Duane A. Bailey
LAB Section: C7  T 10:00 am - 11:30 am  Iris Howley

Spring 2019
LEC Section: C1  MWF 11:00 am - 11:50 am  Iris Howley
LAB Section: C2  M 1:00 pm - 2:30 pm  Iris Howley
LAB Section: C3  T 1:00 pm - 2:30 pm  Duane A. Bailey
LAB Section: C4  M 2:30 pm - 4:00 pm  Iris Howley
LAB Section: C5  T 2:30 pm - 4:00 pm  Duane A. Bailey
LAB Section: C6  Cancelled
LAB Section: C7  T 10:00 am - 11:30 am  Duane A. Bailey

CSCI 136 (F) Data Structures and Advanced Programming  (QFR)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists,
stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

**Class Format**: lecture/laboratory

**Requirements/Evaluation**: evaluation will be based on programming assignments, homework and/or examinations

**Prerequisites**: CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

**Enrollment Limit**: 60

**Enrollment Preferences**: If the course is over-enrolled, enrollment will be determined by lottery

**Expected Class Size**: 60

**Distributions**: (D3) (QFR)

**Attributes**: BGNP Recommended Courses;

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**CSCI 237 (F) Computer Organization** (QFR)

This course studies the basic instruction set architecture and organization of a modern computer. It provides a programmer's view of how computer systems execute programs, store information, and communicate. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward.

**Class Format**: lecture/laboratory

**Requirements/Evaluation**: evaluation will be based primarily on projects, and one or more exams

**Extra Info**: may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites**: CSCI 134, or both experience in programming and permission of instructor

**Enrollment Limit**: 30

**Enrollment Preferences**: current or expected Computer Science majors

**Expected Class Size**: 30

**Distributions**: (D3) (QFR)

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Fall 2018

LEC Section: 01  MWF 9:00 am - 9:50 am  William J. Lenhart
LAB Section: 02  W 12:00 pm - 2:00 pm  William J. Lenhart
LAB Section: 03  W 12:00 pm - 2:00 pm  Bill K. Jannen
LAB Section: 04  W 2:00 pm - 4:00 pm  William J. Lenhart
LAB Section: 05  W 2:00 pm - 4:00 pm  Bill K. Jannen

Spring 2019

LEC Section: 01  MWF 11:00 am - 11:50 am  Daniel W. Barowy
LAB Section: 02  T 1:00 pm - 2:30 pm  Bill K. Jannen
LAB Section: 03  T 2:35 pm - 4:00 pm  Bill K. Jannen
LAB Section: 04  W 2:00 pm - 4:00 pm  Daniel W. Barowy
LAB Section: 05  W 2:00 pm - 4:00 pm  Bill K. Jannen
CSCI 256 (F) Algorithm Design and Analysis  (QFR)

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include induction, divide-and-conquer, dynamic programming, and greedy algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on problem sets and programming assignments, and midterm and final examinations

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses;

CSCI 315 (S) Computational Biology  (QFR)

Crosslistings: PHYS315 / CSCI315

Secondary Crosslisting

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.

Class Format: lab three hours per week plus weekly tutorial meeting

Requirements/Evaluation: evaluation will be based on weekly Python programming assignments, problem sets, a few quizzes and a final project

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: based on seniority

Expected Class Size: 8

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses;

Not offered current academic year

CSCI 319 (F) Integrative Bioinformatics, Genomics, and Proteomics Lab  (QFR)

Crosslistings: BIOL319 / CHEM319 / MATH319 / PHYS319 / CSCI319
Secondary Crosslisting

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Department Notes: does not satisfy the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: BGNP Core Courses; BIMO Interdepartmental Electives;

Not offered current academic year

CSCI 326 (F) Software Methods (QFR)

Sophisticated software systems play a prominent role in many aspects of our lives, and while programming can be a very creative and exciting process, building a reliable software system of any size is no easy feat. Moreover, the ultimate outcome of any programming endeavor is likely to be incomplete, unreliable, and unmaintainable unless principled methods for software construction are followed. This course explores those methods. Specific topics include: software processes; specifying requirements and verifying correctness; abstractions; design principles; software architectures; concurrent and scalable systems design; testing and debugging; and performance evaluation.

Class Format: lecture/lab

Requirements/Evaluation: homework, programming assignments, group work, presentations, exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136, and at least one of CSCI 237, 256, or 334

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Distributions: (D3) (QFR)

Fall 2018

LEC Section: 01 TR 9:55 am - 11:10 am Stephen N. Freund
LAB Section: 02 R 1:10 pm - 3:50 pm Stephen N. Freund

CSCI 331 (F) Introduction to Computer Security (QFR)

This class explores common vulnerabilities in computer systems, how attackers exploit them, and how systems engineers design defenses to mitigate
them. The goal is to be able to recognize potential vulnerabilities in one's own software and to practice defensive design. Hands-on experience writing C/C++ code to inspect and modify the low-level operation of running programs is emphasized. Finally, regular reading and writing assignments round out the course to help students understand the cultural and historical background of the computer security "arms race."

Class Format: lecture

Requirements/Evaluation: assignments, mid-term exam, and final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136 and CSCI 237

Enrollment Limit: 24

Enrollment Preferences: upper-level students

Expected Class Size: 24

Distributions: (D3) (QFR)

Not offered current academic year

CSCI 333 (S)  Storage Systems  (QFR)

This course will examine topics in the design, implementation, and evaluation of storage systems. Topics include the memory hierarchy; ways that data is organized (both logically and physically); storage hardware and its influence on storage software designs; data structures; performance models; and system measurement/evaluation. Readings will be taken from recent technical literature, and an emphasis will be placed on identifying and evaluating design trade-offs.

Class Format: lecture/lab

Requirements/Evaluation: problem sets, programming assignments, and midterm and final examinations

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136; CSCI 237 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current Computer Science majors, students with research experience or interest

Expected Class Size: 24

Distributions: (D3) (QFR)

Distribution Notes: QFR: This course will have students develop quantitative/formal reasoning skills through problem sets and programming assignments.

Spring 2019

LEC Section: 01  MR 2:35 pm - 3:50 pm  Bill K. Jannen

CSCI 334 (F)  Principles of Programming Languages  (QFR)

This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on weekly problem sets and programming assignments, a midterm examination and a final examination

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Distributions: (D3) (QFR)
CSCI 336 (F)  Computer Networks  (QFR)
This course explores the design and implementation of computer networks. Topics include wired and wireless networks; techniques for efficient and reliable encoding and transmission of data; addressing schemes and routing mechanisms; resource allocation for bandwidth sharing; and security issues. An important unifying themes is the distributed nature of all network problems. We will examine the ways in which these issues are addressed by current protocols such as TCP/IP and 802.11 WIFI.
Class Format: This class will follow the meeting structure of a tutorial, with groups of three or four
Requirements/Evaluation: evaluation will be based on problem sets, programming assignments, and midterm and final examinations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136 and 237
Enrollment Limit: 18
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 18
Distributions: (D3) (QFR)

CSCI 337 (S)  Digital Design and Modern Architecture  (QFR)
This tutorial course considers topics in the low-level design of modern architectures. Course meetings will review problems of designing effective architectures including instruction-level parallelism, branch-prediction, caching strategies, and advanced ALU design. Readings will be taken from recent technical literature. Labs will focus on the development of custom CMOS circuits to implement projects from gates to bit-sliced ALUs. Final group projects will develop custom logic demonstrating concepts learned in course meetings.
Class Format: This class will follow the meeting structure of a tutorial, with groups of three or four
Requirements/Evaluation: evaluation will be based on microprocessor design projects, participation in tutorial meetings, and examinations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 237
Enrollment Limit: 18
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 18
Distributions: (D3) (QFR)
Not offered current academic year

CSCI 339 (F)  Distributed Systems  (QFR)
This course studies the key design principles of distributed systems, which are collections of independent networked computers that function as single coherent systems. Covered topics include communication protocols, processes and threads, naming, synchronization, consistency and replication, fault tolerance, and security. Students also examine some specific real-world distributed systems case studies, including Google and Amazon. Class discussion is based on readings from the textbook and research papers. The goals of this course are to understand how large-scale computational systems are built, and to provide students with the tools necessary to evaluate new technologies after the course ends.
Class Format: lecture/laboratory
CSCI 356 (F) Advanced Algorithms (QFR)
This course explores advanced concepts in algorithm design, algorithm analysis and data structures. Areas of focus will include algorithmic complexity, randomized and approximation algorithms, geometric algorithms, and advanced data structures. Topics will include combinatorial algorithms for packing, and covering problems, algorithms for proximity and visibility problems , linear programming algorithms, approximation schemes, hardness of approximation, search, and hashing.

Class Format: This class will follow the meeting structure of a tutorial, with groups of three or four
Requirements/Evaluation: evaluation is based on weekly problem sets, several small programming projects, weekly paper summaries, and a small, final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 256; CSCI 361 is recommended but not required
Enrollment Limit: 18
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 18
Distributions: (D3) (QFR)
Not offered current academic year

CSCI 361 (F) Theory of Computation (QFR)
Crosslistings: CSCI361 / MATH361
Primary Crosslisting
This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.
Class Format: lecture
Requirements/Evaluation: evaluation will be based on problem sets, a midterm examination, and a final examination
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor
Enrollment Limit: 34
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 34
Distributions: (D3) (QFR)
Attributes: COGS Interdepartmental Electives;

Fall 2018
LEC Section: 01 MWF 12:00 pm - 12:50 pm Thomas P. Murtagh
LEC Section: 02 MWF 11:00 am - 11:50 am Thomas P. Murtagh
CSCI 371 (F) Computational Graphics (QFR)

PhotoShop, medical MRIs, video games, and movie special effects all programmatically create and manipulate digital images. This course teaches the fundamental techniques behind these applications. We begin by building a mathematical model of the interaction of light with surfaces, lenses, and an imager. We then study the data structures and processor architectures that allow us to efficiently evaluate that physical model.

Students will complete a series of programming assignments for both photorealistic image creation and real-time 3D rendering using C++, OpenGL, and GLSL. These assignments culminate in a multi-week final project. Topics covered in the course include: projective geometry, ray tracing, bidirectional surface scattering functions, binary space partition trees, matting and compositing, shadow maps, cache management, and parallel processing on GPUs.

Class Format: lecture, with optics laboratory exercises

Requirements/Evaluation: evaluation based on assignments, projects, and exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136 and CSCI 237 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Distributions: (D3) (QFR)

Attributes: FMST Core Courses;

Not offered current academic year

CSCI 372 (F) Visual Media Revolution (QFR)

We live at the beginning of the second revolution in visual media. Two centuries ago, the camera and the Jacquard loom introduced machines for creating art. By automating the artist's hand, they also forced questions of how objective technique gives rise to subjective meaning and where the border lies between mechanical and human contributions. Those progenitors eventually led to digital film, computer games, and digital content creation for architecture and industrial design. Today, accessible and pervasive computation provokes a second revolution. Augmented reality, 3D scanning, 3D printing, virtual reality, and computational photography are exploding into mainstream experience. Where previous digital media refined analog practice through evolution, these are forms that could not exist without computation. As the world seeks the promise of new visual forms, we find that fundamentals of earlier media remain valid and take them as our guide. This tutorial investigates the technology of emerging computational media and explores their impact on the relationship between process and aesthetics.

Class Format: This class will follow the meeting structure of a tutorial, with groups of three or four

Requirements/Evaluation: oral presentations and short papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 256

Enrollment Limit: 18

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 18

Distributions: (D3) (QFR)

Attributes: FMST Core Courses;

Not offered current academic year

CSCI 373 (S) Artificial Intelligence (QFR)

Artificial Intelligence (AI) has become part of everyday life, but what is it, and how does it work? This course introduces theories and computational techniques that serve as a foundation for the study of artificial intelligence. Potential topics include the following: Problem solving by search, Logic, Planning, Constraint satisfaction problems, Uncertainty and probabilistic reasoning, Bayesian networks, and Automated Learning.

Class Format: lecture/laboratory

Requirements/Evaluation: several programming projects in the first half of the semester and a larger project spanning most of the second half of the
semester; reading responses and discussion; midterm examination

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136 and (CSCI 256 or permission of instructor)

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Distributions: (D3) (QFR)

Attributes: COGS Interdepartmental Electives;

Not offered current academic year

CSCI 374 (S) Machine Learning (QFR)

This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a branch of Artificial Intelligence that aims to develop algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover examples of supervised learning algorithms (including decision tree learning, support vector machines, and neural networks), unsupervised learning algorithms (including k-means and expectation maximization), and possibly reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory.

Class Format: This class will follow the meeting structure of a tutorial, with groups of three or four

Requirements/Evaluation: evaluation will be based on presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136 and CSCI 256 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Computer Science majors

Expected Class Size: 18

Distributions: (D3) (QFR)

Attributes: COGS Interdepartmental Electives;

Not offered current academic year

CSCI 375 (F) Natural Language Processing (QFR)

Natural language processing is a branch of computer science that studies methods for analyzing and generating written or spoken human language. It is a rapidly developing field that has given rise to many useful applications including search engines, speech recognizers, and automated personal assistants. Potential topics include information retrieval, information extraction, question answering, and language models.

Class Format: lecture

Requirements/Evaluation: exams, problem sets, and programming projects

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136 and (CSCI 256 or permission of instructor)

Enrollment Limit: 24

Expected Class Size: 24

Distributions: (D3) (QFR)

Not offered current academic year

CSCI 376 (F) Human-Computer Interaction

Crosslistings: SCST376 / CSCI376

Primary Crosslisting
Human-Computer Interaction (HCI) principles are practiced in the design and evaluation of most software, greatly impacting the lives of anyone who uses interactive technology and other products. There are many ways to design and build applications for people, so what methods can increase the likelihood that our design is the most useful, intuitive, and enjoyable? This course provides an introduction to the field of human-computer interaction, through a user-centered approach to designing and evaluating interactive systems. HCI draws on methods from computer science, the social and cognitive sciences, and interaction design. In this course we will use these methods to: ideate and propose design problems, study existing systems and challenges, explore design opportunities and tradeoffs, evaluate and improve designs, and communicate design problems and solutions to varying audiences.

Class Format: lecture
Requirements/Evaluation: course projects, in-class group work/participation, and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136
Enrollment Limit: 24
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 24
Distributions: (D3)
Distribution Notes: meets Division 3 requirement if registration is under CSCI; meets Division 2 requirement if registration is under SCST

Fall 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm    Iris Howley

CSCI 397 (F) Independent Reading: Computer Science
Directed independent reading in Computer Science.
Class Format: independent study
Prerequisites: permission of department
Distributions: (D3)

Fall 2018
IND Section: 01    TBA    Jeannie R Albrecht

CSCI 398 (S) Independent Reading: Computer Science
Directed independent reading in Computer Science.
Class Format: independent study
Prerequisites: permission of department
Distributions: (D3)

Spring 2019
IND Section: 01    TBA    Jeannie R Albrecht

CSCI 432 (F) Operating Systems (QFR)
This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, os/architecture interaction, and distributed operating systems.
Class Format: lecture
Requirements/Evaluation: evaluation will be based on several implementation projects that will include significant programming, as well as written homework and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
**Prerequisites:** CSCI 237 and either CSCI 256 or 334  
**Enrollment Limit:** 24  
**Enrollment Preferences:** current or expected Computer Science majors  
**Expected Class Size:** 24  
**Distributions:** (D3) (QFR)

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**CSCI 434 (S) Compiler Design** (QFR)

This tutorial covers the principles and practices for the design and implementation of compilers and interpreters. Topics include all stages of the compilation and execution process: lexical analysis; parsing; symbol tables; type systems; scope; semantic analysis; intermediate representations; run-time environments and interpreters; code generation; program analysis and optimization; and garbage collection. The course covers both the theoretical and practical implications of these topics. Students will construct a full compiler for a simple object-oriented language.

**Class Format:** This class will follow the meeting structure of a tutorial, with groups of three or four

**Requirements/Evaluation:** evaluation will be based on presentations, problem sets, a substantial implementation project, and two exams

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** CSCI 237 and 256 CSCI 334 is recommended, but not required

**Enrollment Limit:** 10

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 10

**Distributions:** (D3) (QFR)

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**CSCI 493 (F) Research in Computer Science**

This course provides highly-motivated students an opportunity to work independently with faculty on research topics chosen by individual faculty. Students are generally expected to perform a literature review, identify areas of potential contribution, and explore extensions to existing results. The course culminates in a concise, well-written report describing a problem, its background history, any independent results achieved, and directions for future research.

**Class Format:** independent study

**Requirements/Evaluation:** evaluation will be based on class participation, presentations, and the final written report

**Enrollment Preferences:** open to senior Computer Science majors with permission of instructor

**Department Notes:** this course (along with CSCI W31 and CSCI 494) is required for students pursuing honors, but enrollment is not limited to students pursuing honors

**Distributions:** (D3)

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**CSCI 494 (S) Senior Thesis: Computer Science**

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**Class Format:** independent study

**Requirements/Evaluation:** evaluation will be based on class participation, presentations, and the final written report

**Prerequisites:** CSCI 493

**Enrollment Preferences:** open to senior Computer Science majors with permission of instructor

**Distributions:** (D3)

Spring 2019
HON Section: 01    TBA    Jeannie R Albrecht

**CSCI 497 (F) Independent Reading: Computer Science**
Directed independent reading in Computer Science.

**Class Format:** independent study

**Prerequisites:** permission of department

**Distributions:** (D3)

Fall 2018
IND Section: 01    TBA    Jeannie R Albrecht

**CSCI 498 (S) Independent Reading: Computer Science**
Directed independent reading in Computer Science.

**Class Format:** lecture/labatory

**Prerequisites:** permission of department

**Distributions:** (D3)

Spring 2019
IND Section: 01    TBA    Jeannie R Albrecht
Students with the talent and energy for working independently and with the strong support of two primary faculty sponsors may undertake a Contract Major: a coherent study of an interdisciplinary subject not covered by a regularly offered major. A Contract Major must be in an area suitable to the talents of the faculty in residence and cannot consist of modifications to an existing major. A Contract Major also must conform to the structure and have the coherence of a departmental or program major—it must embody a disciplined study that moves from an elementary to an advanced level and culminate in a synthesis similar to a senior major course.

Developing a Contract Major proposal is both interesting and demanding. Due to these demands, students should carefully consider the advantage of working within existing majors or programs, taking note of the considerable intellectual pleasures involved in sharing similar educational experiences with other students working within the same area of study. Students might also consider whether their interests could be met by any of the following combinations of regular offerings: two majors, a major and concentration, a major and coordinate program, a major and supplemental courses of special interest. Because the Contract Major represents an exceptional opportunity provided for students whose interests cannot be met through existing majors and programs, it cannot be pursued in conjunction with another major.

Students who wish to explore or propose a Contract Major should consult with the Contract Major Advisor (CMA) and with potential faculty sponsors as early as possible in the fall semester of the sophomore year.

Considerations

A Contract Major cannot be pursued in conjunction with another major or concentration.

Alternatives:

• two majors
• major + concentration
• major + coordinate program
• major + courses of special interest

Identification

A Contract Major is:

• A coherent study of an interdisciplinary subject not covered by a regularly offered major or concentration.

• A cumulative study that moves from an elementary to an advanced level.

A Contract Major cannot consist of minor modifications to an existing major or concentration.

Advising

Once you decide to pursue the Contract Major, schedule an appointment with Amanda Turner, Contract Major Advisor (CMA).

Process

Secure Faculty Sponsorship

Speak with at least two full-time faculty from different departments who:

• will be in residence during your junior/senior year,
• specialize in your areas of interest, and
• are willing to endorse your Contract Major proposal and undertake a central role in supervising its implementation, criticism, evaluation, and ultimate validation.

These two faculty sponsors will serve as your advisors. Faculty sponsors substitute for a major department and play a critical role in the Contract Major.

Schedule Advising Session

Prior to November 15, schedule an advising session with Amanda Turner, CMA.

Submit Contract Major Application

By November 15, submit the Contract Major application—this form declares your intent to officially pursue a Contract Major.
Develop a Written Proposal

In conjunction with your two faculty sponsors, develop a written proposal.

The proposal should include:

- Description of the proposed major area of study.
- Sound and persuasive rationale for proposing the Contract Major.
- Minimum of nine courses to complete the major: include brief course descriptions for your list of courses; courses must demonstrate a cumulative study that moves from an elementary to an advanced level (e.g. 200 to 300 to 400 level); one course must be designated a "Capstone" that will be taken senior year—this should be a 400-level course or an independent study.

When mapping out courses to complete the major, we understand that catalogs for future academic years are not available. Please make your best guess! Draw from the wide variety of courses taught in recent years and take into account leave patterns for faculty you may want to work with.

Please note, rules governing course grades and grade point average apply for entry into and continuation in a Contract Major.

Submit First Draft of Proposal

By February 15, completed first draft of your proposal is due to Amanda Turner, CMA, for review.

Submit Final Proposal

By March 15, submit to Amanda Turner, CMA:

- Final proposal
- If you are proposing to transform an existing coordinate program into a Contract Major, the chair of that program should submit a statement attesting to the validity of the proposal.
- Online endorsement forms from both faculty sponsors.

Important—there will be no extensions and no exceptions to this deadline!

Faculty Sponsors

Students pursuing a Contract Major must be highly motivated, possess the ability to work independently, and have the support of two faculty sponsors.

Sponsors must be willing to undertake a central role in supervising the proposed major's implementation, criticism, evaluation, and ultimate validation.

By March 15, faculty sponsors must submit an endorsement of the student and their proposal.

Approval

The Committee on Educational Affairs (CEA) reviews and approves Contract Major requests.

Amanda Turner, CMA, will submit to the CEA:

- written proposal
- current academic progress report
- faculty sponsors' endorsement forms
- other relevant materials, if applicable

The CEA, after consultation with relevant departments and programs, will vote on individual proposals and notify students and their sponsors before the spring registration deadline. In making its decisions, the CEA considers the student’s academic record, the coherence and feasibility of the plan of study, the degree of support expressed by faculty sponsors, and if appropriate, chairs.

Progression

Once approved, during the fall of junior and senior years, Contract Majors should be in touch with both faculty sponsors and Amanda Turner, CMA, about courses they are taking and general progress in the major.

Because catalogs are not available to accurately predict course progression at the time the Contract Major proposal is submitted, the expectation is that substitutions will occur.

Changes in the courses originally proposed for junior and senior years need to be approved by both faculty sponsors and the CMA.

The CMA will then forward the student’s written request along with endorsements from both faculty sponsors to the CEA for approval.
Honors Requirements

The route to a degree with honors in the Contract Major is a senior thesis.

A Contract Major thesis, which is determined in consultation with faculty advisors, is either:

- 10 semester courses: one semester thesis + one Winter Study thesis, or
- 11 semester courses: two semester thesis + one Winter Study thesis.

A solid record of honors caliber work, defined as maintaining a B+ average in Contract Major courses.

Honors Admission

Contract Majors who intend to write a thesis, and will be studying away spring semester, should submit their intention in proposal form, to both faculty sponsors and Amanda Turner, CMA, by November 15 of junior year.

Otherwise, proposals are due April 15 of junior year.

Admissions to honors depends on assessment by both faculty sponsors, the CMA, and the CEA of the

- qualification of the student, and
- feasibility of the project.

Upon admission, select three faculty readers (at least one should be a faculty sponsor) in consultation with the CMA. These readers determine highest honors, honors, or no honors.

Honors Candidacy

Contract Majors pursuing honors should submit a draft of their thesis to their three readers by January 15. The readers shall determine prior to the start of spring semester of senior year whether the student can continue as an honors candidate.

Final thesis is due April 15.

After the thesis has been completed, the work is publicly presented and readers determine highest honors, honors, or no honors.

CMAJ 31 (W) Senior Thesis: Contract Major

To be taken by students registered for Contract Major 493, 494.

Class Format: independent study

Distributions: (D2)

Winter 2019
HON Section: 01    TBA    Julie A. Pedroni

CMAJ 99 (W) Independent Study: Contract Major

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D2)

Winter 2019
IND Section: 01    TBA    Amanda B. Turner

CMAJ 493 (F) Senior Thesis: Contract Major

Contract Major senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Distributions: (D2)

Fall 2018
HON Section: 01    TBA    Julie A. Pedroni, Grant Shoffstall

CMAJ 494 (S) Senior Thesis: Contract Major
Contract Major senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Distributions: (D2)

Spring 2019
HON Section: 01    TBA    Grant Shoffstall

CMAJ 497 (F) Independent Study: Contract Major
Contract Major independent study. An independent study petition is required, please see registrar.williams.edu for more information.
Class Format: independent study
Distributions: (D2)

Fall 2018
IND Section: 01    TBA    Amanda B. Turner

CMAJ 498 (S) Independent Study: Contract Major
Contract Major independent study. An independent study petition is required, please see registrar.williams.edu for more information.
Class Format: independent study
Distributions: (D2)

Spring 2019
IND Section: 01    TBA    Amanda B. Turner
The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Portuguese, and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cfllc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

*A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

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**CRHE 99 (W) Independent Study: Hebrew**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Distributions:** (D1)

Winter 2019

IND Section: 01    TBA     Jane E. Canova

**CRHE 101 (F) Hebrew**

Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures of the language.

**Class Format:** twice-weekly, review sessions

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April

**Enrollment Limit:** 8

**Department Notes:** minimum of two students in order to schedule the course; 8 class size limit

**Distributions:** (D1)

**Attributes:** JWST Elective Courses
CRHE 102 (S) Hebrew
Continuation in developing communicative skills and furthering familiarity with frequently used grammatical structures.

Class Format: twice-weekly review sessions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: CRHE 101
Enrollment Limit: 8
Department Notes: minimum of two students in order to schedule the course
Distributions: (D1)
Attributes: JWST Elective Courses

CRHE 301 (F) Intermediate Hebrew
Intermediate level in developing linguistic abilities and fundamental reading, writing, listening and speaking skills. Students will be able to carry on more sophisticated conversations; use the language to manage logistics of everyday life; and demonstrate more complicated grammatical structures in speaking and writing.

Class Format: twice-weekly review sessions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April
Enrollment Limit: 8
Department Notes: minimum of two students in order to schedule the course; 8 class size limit
Distributions: (D1)

CRHE 302 (S) Intermediate Hebrew
Continuation of intermediate skills in speaking and writing.

Class Format: twice-weekly review sessions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: CRHE 201
Enrollment Limit: 8
Department Notes: minimum of two students in order to schedule the course
Distributions: (D1)

Not offered current academic year
The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Portuguese, and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cflc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

*A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

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**CRHI 99 (W) Independent Study: Hindi**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Distributions:** (D1)

**Winter 2019**

IND Section: 01    TBA     Jane E. Canova

**CRHI 101 (F) Hindi**

Crosslistings: ASST197 / CRHI101

**Primary Crosslisting**

Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures of the language.

**Class Format:** twice-weekly review sessions

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April

**Enrollment Limit:** 8

**Department Notes:** minimum of two students in order to schedule the course; 8 class size limit
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST

Fall 2018
LEC Section: 01   TBA   Jane E. Canova

CRHI 102 (S)  Hindi
Crosslistings: ASST198 / CRHI102

Primary Crosslisting
Continuation in developing communicative skills and furthering familiarly with frequently used grammatical structures.

Class Format: twice-weekly review sessions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: CRHI 101
Department Notes: minimum of two students in order to schedule the course
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST

Spring 2019
LEC Section: 01   TBA   Jane E. Canova
The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Portuguese, and Swahil thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cflc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

* A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

CRKO 99 (W) Independent Study: Korean
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D1)

Winter 2019
IND Section: 01  TBA  Jane E. Canova

CRKO 101 (F) Korean
Crosslistings: ASST197 / CRKO101

Primary Crosslisting
Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures of the language.

Class Format: twice-weekly review sessions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April
Enrollment Limit: 8
Department Notes: minimum of two students in order to schedule the course; 8 class size limit
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST

Fall 2018
LEC Section: 01    TBA     Jane E. Canova

CRKO 102 (S) Korean
Crosslistings: ASST198 / CRKO102
Primary Crosslisting
Continuation in developing communicative skills and furthering familiarity with frequently used grammatical structures.
Class Format: twice-weekly review sessions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: CRKO 101
Enrollment Limit: 8
Department Notes: minimum of two students in order to schedule the course
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST

Spring 2019
LEC Section: 01    TBA     Jane E. Canova

CRKO 201 (F) Intermediate Korean
Crosslistings: ASST297 / CRKO201
Primary Crosslisting
Intermediate level in developing linguistic abilities and fundamental reading, writing, listening and speaking skills. Students will be able to carry on more sophisticated conversations; use the language to manage logistics of everyday life; and demonstrate more complicated grammatical structures in speaking and writing.
Class Format: twice-weekly review sessions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April
Enrollment Limit: 8
Department Notes: minimum of two students in order to schedule the course; 8 class size limit
Distributions: (D1)

Fall 2018
LEC Section: 01    TBA     Jane E. Canova

CRKO 202 (S) Intermediate Korean
Crosslistings: ASST298 / CRKO202
Primary Crosslisting
Continuation of intermediate skills in speaking and writing.
Class Format: twice-weekly review sessions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: CRKO 201
Enrollment Limit: 8
Department Notes: minimum of two students in order to schedule the course
Distributions: (D1)

Spring 2019
LEC Section: 01   TBA    Jane E. Canova
The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Portuguese, and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cflc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

*A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

CRPO 101 (F) Elementary Portuguese

A course in elementary Portuguese will be offered for one year with Vassar College, to be conducted using online technology with their native-speaking tutor. The course will be scheduled according to the Vassar College academic calendar, which is slightly different from the Williams academic year calendar.

Class Format: lecture; meets 2x/wk for one-hour review sessions

Requirements/Evaluation: grading is 20% attendance/preparedness, 15 30% midterm and 50% final; exams are oral and written and administered by an outside consultant

Extra Info: may not be taken on a pass/fail basis

Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April

Enrollment Limit: 8

Expected Class Size: 2-4

Distributions: (D1)

Fall 2018
LEC Section: 01 Cancelled

CRPO 102 (S) Elementary Portuguese

A course in elementary Portuguese will be offered for one year with Vassar College, to be conducted using online technology with their native-speaking tutor. The course will be scheduled according to the Vassar College academic calendar, which is slightly different from the Williams academic year calendar.

Class Format: lecture; course meets 2x/wk for one-hour review sessions

Requirements/Evaluation: grading is 20% attendance/preparedness, 30% midterm and 50% final; exams are oral and written and administered by
an outside consultant

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** CRPO 101

**Enrollment Limit:** 8

**Expected Class Size:** 2-4

**Distributions:** (D1)

Spring 2019

LEC Section: 01  Cancelled
The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Portuguese, and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cflc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

*A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

CRSW 99 (W) Independent Study: Swahili
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Distributions:** (D1)

Winter 2019

IND Section: 01 TBA Jane E. Canova

CRSW 101 (F) Swahili
Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures of the language.

**Class Format:** twice-weekly review session

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April

**Enrollment Limit:** 8

**Department Notes:** minimum of two students in order to schedule the course

**Distributions:** (D1)
CRSW 102 (S) Swahili
Continuation in developing communicative skills and furthering familiarity with frequently used grammatical structures.

Class Format: twice-weekly review session

Extra Info: may not be taken on a pass/fail basis

Prerequisites: CRSW 101

Enrollment Limit: 8

Department Notes: minimum of two students in order to schedule the course

Distributions: (D1)
DANCE (Div I)
Chair: Sandra Burton


The purpose of the Dance Department is to educate students in the physical disciplines, cultural traditions, and the critical and expressive possibilities of dance. The department curriculum offers complementary study in the disciplines of Theater, Visual Art, Africana Studies, American Studies, Asian-American Studies, Global Studies, Gender Studies, Music, and Performance Studies. Dance technique courses include ballet, modern, and African Dance.

Currently we do not offer a major or concentration, but students seeking to anchor their academic and creative study in dance may pursue the Contract Major option. More information can be found at registrar.williams.edu/contract-major.

Courses are offered for academic and/or physical education credit and academic courses can be found at catalog.williams.edu.

All students are welcome to audition for membership in the Department’s performing companies which include: CoDa, whose members train in and perform works created in the vocabularies of modern dance and ballet; Kusika, an African Dance and percussion ensemble which accepts members as dancers, musicians, and storytellers; Sankofa, the college’s step team, whose members present this percussive dance form with both respect to tradition and an energetic exploration of new ideas; and the Zambezi Marimba Band, which performs music from Zambia and Zimbabwe, as well as from around the world. Membership is also possible through invitation by the company directors. Company members study with faculty, guest artists and peers. Student choreographers are also supported.

DANC 10 (W) Funk Styles/Hip-Hop Dance
This course will focus on the foundations of Hip-Hop as dance and as culture. The techniques of lockin’, poppin’, breakin’, 90’s and house dance as well as terminology and history. Technique class will include across the floor and center combinations allowing dancers to find their relationship to athleticism, dynamics and articulation of the body. We will also view and discuss media and literature that contextualizes Hip-Hop, deepens understanding of the form as dance and embodied history. Students will journal to reflect and record information. Technique class will meet three times a week followed by a required rehearsal of choreography that will be created. The expected contact hours will meet the required average of 20 weekly.

Class Format: afternoons; required practice times are 10am-11:50am (Technique and Context), 11:50am-1pm (Lunch Break), 1pm-3pm (Practice)
Requirements/Evaluation: final performance
Prerequisites: some experience in any type of dance form or athletics and an interest in the history of Hip-Hop
Enrollment Limit: 20
Enrollment Preferences: instructor will contact waitlisted people via email to determine
Materials/Lab Fee: $25 plus cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    TRF 10:00 am - 11:50 am TRF 1:00 pm - 3:00 pm PORG 10:00 am - 11:50 am Shakia F. Johnson

DANC 11 (W) BFF Beginner (Ballet Film Festival!) 
This course is for ANYONE interested in learning more about ballet, through a variety of experiences. First will be physical practice, 2 times per week. For those who have no (or little) prior ballet training, you’ll learn the fundamentals of ballet technique in a safe but challenging class; separate classes will be held for intermediate/advanced dancers. All course participants will gather together twice a week for movie/documentary viewings of a wide range of films (primarily) about ballet and ballet dancers from around the world, and/or group discussions about the films as well as the history and/or current context related to them. Reading and additional viewing material will be assigned. At the end of Winter Study, students will participate in an informal physical presentation. Students must contact the instructor at jmp2@williams.edu for proper level placement.
Class Format: afternoons

Requirements/Evaluation: evaluation will be based on individual progress in the physical components, as well as on the quality of participation in all activities—physical work as well as discussions

Prerequisites: none for beginner-level students; none; sufficient prior ballet training (with permission and/or placement class from instructor) for intermediate/advanced level students

Enrollment Limit: 30

Enrollment Preferences: students who are planning on taking DANC 203 in the Spring will get preference

Materials/Lab Fee: $100

Winter 2019
LEC Section: 01 MW 12:30 pm - 2:00 pm MW 2:00 pm - 4:00 pm PORG 12:30 pm - 2:00 pm Janine Parker

DANC 99 (W) Independent Study: Dance
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Winter 2019
IND Section: 01 TBA Sandra L. Burton

DANC 100 (F) Foundations in Dance
This course is an introduction to the fundamentals of dance history and techniques focusing on Ballet, Modern dance and African dance and music genres. Regular physical work that provides experience in dance technique, reading, discussion about cultural context and significant innovators, viewing media, live performance and writing about dance are required. This course may not be taken for PE credit.

Class Format: studio/lecture/discussion

Requirements/Evaluation: evaluation will be based on active participation and progress in the techniques, quality of written assignments and project presentations

Extra Info: may not be taken for PE credit

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: beginning dancers and students with no prior experience

Expected Class Size: 20

Distributions: (D1)

Fall 2018
STU Section: 01 TR 9:55 am - 12:35 pm Sandra L. Burton, Munjulika Tarah, Erica Dankmeyer, Janine Parker

DANC 102 (F) In the Room Together: An Introduction to Dance, Theatre, and Live Performance
Crosslistings: DANC102 / ARTS102 / THEA102

Secondary Crosslisting
This course offers an introduction to the time-based art of performance, focusing on the embodied and social act of collaboration. Students will explore through a rotating studio and seminar-based format methods for creating and approaching art across a range of time-based media (dance, theatre, performance art, social media, spoken-word poetry), providing a foundation for the expression of ideas through performance. Over the term, students
will develop, workshop and perform site-specific pieces, culminating in a final public presentation to the community. Through independent research projects, writing and class discussion, students will study makers whose work unsettles the boundaries of dance, theatre, and performance, such as: Anne Bogart, Bill T. Jones, Pina Bausch, Meredith Monk, Lin Manuel-Miranda, E. Patrick Johnson, Young Jean Lee, and Beyoncé. Evaluation will be based on an assessment of the student's work, participation, commitment, practice, curiosity, creativity, and collaboration with peers. Students will be required to attend '62 Center Series programming as may be required to attend other performance events as well. This course is open to students at all levels of experience and is a gateway and requirement to the major in Theatre.

Class Format: combined studio/seminar

Requirements/Evaluation: assignments will include writing reflections, showings of works in progress, oral presentations, a final performance, and a 5- to 7-page curatorial paper

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: students considering the major or already majoring in Theatre

Expected Class Size: 18

Department Notes: this course serves as the gateway to the major in Theatre and is a prerequisite for several courses in the Theatre major

Distributions: (D1)

Not offered current academic year

DANC 104 (F) Ballet I

In this class, students learn the fundamentals of ballet technique, in a manner both safe and challenging. This is an absolute beginning course: EVERYONE is welcome! In barre work and center/traveling exercises, the class will begin to develop a working understanding of basic positions of the arms and legs; individual steps such as turns and jumps; and simple combinations. Through repetition and logical progression artistry, musicality, strength and coordination will develop and grow. This course may be repeated for credit.

Class Format: studio; course meets for the full semester, twice per week

Requirements/Evaluation: quality of participation, progress with the physical material, and clear understanding of concepts and use of students body

Extra Info: May be taken for PE or partial acad. credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

Extra Info 2: available only for pass/fail grading; will not count toward 32 credits for graduation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: beginning students

Expected Class Size: 15-25

Fall 2018

STU Section: 01  MR 1:10 pm - 2:25 pm  Janine Parker

DANC 106 (F) Modern Dance I

This studio course is designed for students with little or no experience in modern dance technique. Students will develop an understanding of basic principles through progression of floor work, standing work, and traveling movement. Skills that will be acquired include strength, coordination, musicality, body alignment, and spatial awareness needed for movers.

Class Format: studio; full semester

Requirements/Evaluation: quality of participation that fosters progress and understanding of principles of movement introduced through the study of dance technique

Extra Info: May be taken for PE or partial acad. credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

Extra Info 2: available only for pass/fail grading; will not count toward 32 credits for graduation

Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: students who have no experience in dance
Expected Class Size: 20-25

Fall 2018
STU Section: 01  MR 2:35 pm - 3:50 pm  Erica Dankmeyer

DANC 201 (F)  African Dance and Percussion
Crosslistings: DANC201 / AFR201 / MUS220

Primary Crosslisting
This course focuses on selected dance and music forms from the African continent for example, Kpanlogo from Ghana, Lamban from Guinea, Senegal and Mali or Bira from Zimbabwe. We will examine their origins (people, history and cultures) and influence beyond geographic perimeter to more fully understand the function of these forms in contemporary times. Students will study movement and percussion and are evaluated on the quality of progress with the selected forms throughout the semester. Forms may not be the same every semester. This course can be taken for academic and/or PE credit

Class Format: studio/lecture/discussion
Requirements/Evaluation: participation in assignments that include research and performance projects and short papers; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects
Extra Info 2: this course may be taken for academic and/or PE credit; see description for more details
Prerequisites: DANC 100 or permission of instructor
Enrollment Limit: 25
Enrollment Preferences: students who have taken Dance 100 or permission of instructors
Expected Class Size: 20
Department Notes: MUS World Music/Ethnomusicology
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR
Attributes: GBST African Studies Electives; MUS World Music/Ethnomusicology

Fall 2018
STU Section: 01  TF 1:10 pm - 3:50 pm  Sandra L. Burton, Tendai Muparutsa

DANC 202 (S)  African Dance and Percussion
Crosslistings: AFR206 / DANC202 / MUS221

Primary Crosslisting
Course continues the investigation of selected music and dance from the African continent. Advancing dance and music skills, deepening understanding of history and context of the material are focus of readings, discussions and projects throughout the semester. Questions we will address include the impact of religion, colonialism, travel, immigration, media tradition and the continued emergence of new forms. Material may include Gum Boots (Isicathulo) from Southern Africa, Juju in Nigeria or Hip Hop in several nations. This course can be taken for academic and/or PE credit.

Class Format: studio/lecture/discussion
Requirements/Evaluation: participation in assignments that include research and performance projects and a short paper; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: students who have taken DANC 100, DANC 201 or permission of the instructor
Expected Class Size: 20
DANC 203 (S)  Intermediate Ballet: Technique, Ensemble Work and History

Designed for dancers who have achieved a beginning/intermediate level, in this course students will explore different eras of ballet through the lens of famous ballets from the specific periods being studied each semester. In addition to technique classes, corps de ballet (ensemble) sections and/or variations from the chosen ballets will be taught and coached to students. Learning sequences from these ballets is an excellent training tool, as these short dances are technically, musically, dramatically and spatially challenging. Therefore, this is primarily a studio course, although, through readings and viewings, we will also consider whether, how, and why these ballets can be relevant as performance art today. While the course assignments will offer historical context, we'll also take a rigorous look at some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information --- the plot-lines of the ballets we'll be working on --- as well as more subtle ideas --- famous dancers' takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Viewings will also be assigned to allow students to fully explore and grasp the ballets. Students will submit written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. ANY student with adequate prior knowledge is welcome to this class! Students will be assessed on their individual progress. This course MAY BE REPEATED for credit.

Class Format: studio/lecture/discussion
Requirements/Evaluation: participation and progress throughout the semester; quality of responses to weekly assignments; response papers, when applicable; 1st and 2nd quarter quizzes; and individual performance in midterm and final showings
Prerequisites: experience in ballet techniques and permission of instructor
Enrollment Limit: 16
Enrollment Preferences: students with demonstrated prior experience
Expected Class Size: 8
Distributions: (D1)
Spring 2019
STU Section: 01    TR 9:55 am - 12:35 pm     Janine Parker

DANC 204 (S)  Ballet II

This course is for students who have reached a beginning/intermediate level of ballet and are serious about continued progression in their technique and artistry. Classes will follow the traditional ballet class format of barre work proceeding into center work; vocabulary, ability and stamina will be built in a safe but challenging atmosphere. Students will learn to work safely and correctly with their individual abilities. ANY student with adequate prior knowledge is welcome to this class!

Class Format: studio; full semester participation, pass/fail or PE credit
Requirements/Evaluation: participation and progress with material, technique and deeper understanding of concepts
Extra Info: May be taken for PE or partial acad. credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.
Extra Info 2: available only for pass/fail grading; will not count toward 32 credits for graduation
Prerequisites: Ballet I and prior experience in ballet or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: students who have taken level I, placement class with instructor or permission based on prior training
Expected Class Size: 10-20
Department Notes: if student is unknown by instructor email, placement and permission required
Spring 2019
DANC 206 (S) Modern Dance II
This course aims to build upon students' technical skill, such as increased endurance, expanded vocabulary of movement and more complex use of space, with a focus on musical awareness and longer phrases of movement.

Class Format: studio; pass/fail or PE credit, full semester

Requirements/Evaluation: quality of participation and progress made during the semester with the creative and physical concepts taught

Extra Info: May be taken for PE or partial acad. credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

Extra Info 2: available only for pass/fail grading; will not count toward 32 credits for graduation

Prerequisites: Modern I and /or permission of the instructor; may be repeated for credit

Enrollment Limit: 25

Enrollment Preferences: students who have taken Modern I or other department dance courses with technique components, or have previous study in dance technique, as well as permission of the instructor

Expected Class Size: 20-25

Department Notes: if the student is unsure if their experience in dance provides enough preparation or is not known by the instructor, they should seek permission

Spring 2019
STU Section: 01 MR 2:35 pm - 3:50 pm Erica Dankmeyer

DANC 208 (F) Dance and Diaspora
Both dance and migration involve human bodies in motion, making dance a powerful lens through which to view the experience of diaspora. In this course, we will analyze both continuity and creative reinvention in dance traditions of multiple diasporas, focusing in particular on the African and South Asian diasporas. We will analyze dance as a form of resistance to slavery, colonialism, and oppression; as an integral component of community formation; as a practice that shapes racial, gendered, religious, and national identity; and as a commodity in the global capitalist marketplace. We will explore these topics through readings, film viewings, discussion, attendance at live performances, and in-class movement workshops, which will happen approximately once every two or three weeks in lieu of discussion. Evaluation is based on participation in discussion, reading responses, two short papers, and a final project, which can be either a research paper or a creative project. Your dancing abilities are not evaluated; no previous dance experience is required.

Class Format: seminar/studio

Requirements/Evaluation: participation, reading responses, two short papers, and a final project, which can be either a research paper or a creative project

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 20

Distributions: (D1)

Not offered current academic year

DANC 210 (S) LET'S MAKE A DANCE: Dance Making and Re-Making
This course is designed for first-time dance makers as well as more experienced dance students who seek the opportunity to practice dance making in a structured, intimate setting. Any genre or style of dance may be explored. Projects are designed primarily to empower the creator to clarify the intent and vision for their work. Central to this is the practice of giving and receiving feedback, using Liz Lerman's Critical Response Process (CRP). Projects may include solo and group work, site-specific dance making, and creating in collaboration. Students are expected to rigorously build upon and revise their work(s) in three possible roles: artist, responder, and facilitator. Studying the work and philosophies of dance makers in a variety of genres, such as Akram Khan, Pina Bausch, Camille A. Brown, and William Forsythe will give further context to our work. Weekly presentation of assignments, active
participation in CRP sessions, reading assignments, identifying to the group one's intended goal(s) for the week, written reflection on sessions, and final showing will be required. Three seminar sessions will be included in the class.

Class Format: tutorial; plus one full class meeting per week

Requirements/Evaluation: weekly presentation of assignments, participation in CRP sessions, identifying to the group one's intended goal, written reflection on sessions, and final showing

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D1)

Not offered current academic year

DANC 212 (F) From Stage to Page: Writing about Dance (WI)

Crosslistings: DANC212 / THEA212

Primary Crosslisting

We commonly understand the word "choreography" to mean the creation of dance movement. The Greek roots of choreography, however, are choreia (the synthesis of dance, music and singing) and graphein (to write). For centuries, people have attempted to pin dance down on the page, translating an ephemeral, embodied performance art into written form. In this writing-intensive tutorial, students will investigate four major modes of dance writing: dance notation or scoring, dance criticism, dance ethnography, and dance history, with a shorter fifth unit on a new avant-garde form, "performative writing." Students will study important examples of each form, such as Rudolf Laban’s famed system of dance notation and Katherine Dunham’s ethnographic account of dance in Jamaica, Journey to Accompong. Students will then delve into each form of writing themselves. For example, they will work with Mellon Artist-in-Residence Emily Johnson as “scribes” for her creative process, attend live dance concerts at the ’62 Center and Mass MoCA as the basis for writing pieces of dance criticism, conduct participation-observation research by attending social dance events to write mini-ethnographies of their experiences, and work with librarians to learn about resources at Sawyer for researching dance history.

Class Format: tutorial

Requirements/Evaluation: short analytical papers every other week, preparedness for being a respondent and discussant

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D1) (WI)

Not offered current academic year

DANC 214 (S) Asian-American Identities in Motion: Global Approaches to Dance

Crosslistings: AMST214 / GBST215 / DANC214 / THEA215

Primary Crosslisting

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Class Format: seminar

Requirements/Evaluation: evaluation includes reading responses and essays, class participation, and presentations

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under GBST or AMST

Spring 2019
SEM Section: 01    TR 11:20 am - 12:35 pm     Munjulika  Tarah

DANC 214 (F)  Performance Ethnography: Global Approaches to Dance

Primary Crosslisting
The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement and performance ethnography. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) will read ethnographic studies of dance and performance practices from different parts of the world, and (iii) will do field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and will include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance experience required.

Class Format: seminar
Requirements/Evaluation: class participation, reading responses and essays, fieldwork and field notes, and presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under GBST, AMST or ANSO

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm     Munjulika  Tarah

DANC 215 (F)  Ways of Knowing: Music, Movement, Memory

Secondary Crosslisting
This interdisciplinary seminar proceeds from the premise that the body knows. Ongoing colonial modernity is rooted in a racialized hierarchy: the "civilized" life of the mind vs. the "primitive" instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don't last. In this course, we will subject this logic to close scrutiny. As performance scholar Diana Taylor asks, "Whose memories, traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge?" In this course, we look to music, movement, and other repertoires as ways of knowing, remembering, and world-making. How does embodied knowledge travel across time and space? How have performance practices served as modes of what Ashinaabe cultural theorist Gerald Vizenor calls "survivance" (survival + resistance) for indigenous, nomadic, queer, and colored communities. Case studies include: the Middle Passage and the syncretic birth of the Blues in the Americas; nomadism, the nation-state, and the migration of Romani music; and the evolution of queer ball culture. Students will engage with a variety of texts (verbal, sonic, visual, kinesthetic) and respond to them critically not only through writing and discussion, but also through their own performance practices.

Class Format: seminar
Requirements/Evaluation: in-class participation, creative/critical responses to texts, final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: if overenrolled, theater majors will get preference
Expected Class Size: 14
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under THEA or DANC; meets Division 2 requirement if registration is under AFR or WGSS
Not offered current academic year

DANC 226 (S) Gender and the Dancing Body
Crosslistings: AMST226 / DANC226 / THEA226 / WGSS226
Primary Crosslisting
This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.
Class Format: seminar
Requirements/Evaluation: class participation, reading responses and essays, and presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: WGSS majors
Expected Class Size: 10-15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under WGSS or AMST

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

DANC 230 (S) Dance and Context: Hip-Hop's Roots and Influences Today
This course will focus on the Hip-Hop dance techniques as well as the influence on dance, music, fashion, language, media and personal style throughout the world. Students will develop a physical practice through technique class that supports their investigation of the history and culture through media, reading, discussion and research to develop a performance project. The project will be a part of the Dance Department’s contribution to the spring season of events in Dance and Theatre. In addition to technique class and discussion, this class will require additional meeting time for rehearsals.
Class Format: studio/lecture
Requirements/Evaluation: 2 research projects, short paper or oral presentation. 2 performances. (Mid-term and Final)
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: 1. Students who take Shakia’s Winter Study 2. Any student who has enrolled in a Dance course (currently or prior)
Expected Class Size: 20
Materials/Lab Fee:  Field trip $25.00

Distributions:  (D1)  

Spring 2019

LEC Section: 01    TR 9:55 am - 12:35 pm    Shakia F. Johnson
STU Section: 02    RF 7:00 pm - 10:00 pm    Shakia F. Johnson

DANC 267 (F)  Performance Studies: An Introduction  (DPE)
Crosslistings: COMP267 / DANC267 / THEA267 / WGSS267

Secondary Crosslisting

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatries as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format:  seminar

Requirements/Evaluation:  reflection papers, performance analysis, final paper or performance

Extra Info:  not available for the fifth course option

Prerequisites:  none

Enrollment Limit:  20

Enrollment Preferences:  Comparative Literature majors

Expected Class Size:  15

Distributions:  (D1) (DPE)

Distribution Notes:  meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS DPE: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes:  WGSS Theory Courses

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm    Vivian L. Huang

DANC 280 (S)  Dancing the Score/Scoring the Dance
Crosslistings: DANC280 / MUS280

Secondary Crosslisting

This course is designed for students interested in intensive collaborative composition work in dance and music. Students in dance will be paired with students in music; both students will be supported in creating in collaboration by practicing composition in their respective disciplines while working closely with each other in a structured, intimate setting. Any genre or style of music or dance may be explored. Projects will allow students to practice methodologies of collaboration and creation. Groups will evolve, and document procedures unique to their group. Students are expected to rigorously build upon and revise their work(s) by making active use of feedback sessions. Studying historic and contemporary dance and music collaborations in a variety of genres will give further context to our work. Weekly presentation of assignments, active participation in feedback sessions, identifying to the group what the next steps are, written reflection on sessions, and final showing will be required. Creating in collaboration trains students to articulate vision and intention while enabling the instructors to differentiate their aesthetic values from those of the students. It also trains students to
collaborate with other disciplines during the creative process. The format allows class members to receive undivided focus on their processes, while also challenging them to assess their own abilities, create their own next steps, and discover how movement can inspire music as well as music inspiring dance. This tutorial provides a crucial central aspect of the creative arts: a space for ongoing feedback driven by the questions arising for the students, rather than specific aesthetic preferences or working practices. Investment in the work of one’s group is central, sharing responsibility for the development of others’ as well as one’s own work.

Class Format: tutorial; each student choreographer will work with a student composer; they will share responsibility choosing, creating, developing, completing, and presenting their projects

Requirements/Evaluation: 10% class participation, 20% written assignments, 70% composition assignments

Extra Info: not available for the fifth course option

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: composition students and student choreographers

Expected Class Size: 10

Distributions: (D1)

Spring 2019

TUT Section: T1  TBA  Erica Dankmeyer, Ileana Perez Velazquez

DANC 285 (S) Scenic and Lighting Design for Performance

Crosslistings: DANC285 / THEA285

Secondary Crosslisting

The artistic, intellectual, and practical roles of a designer vary widely, from the spectacle of Broadway to the do-it-yourself ingenuity of downtown theater to the conceptual frame of the art gallery space. This course explores the art and techniques of lighting and scenic design for performance. While grounded in a conceptual methodology for development of a design based in textual analysis and research, this course is equally concerned with providing instruction in the techniques and craft necessary for bringing a design to fruition, including: sketching, technical drafting, and model-making; basic physics and theories of color in both surfaces and light; the use of volume, movement, color, intensity, and texture as compositional and storytelling tools; the variety of stage lighting instruments and theatrical soft goods available, and their uses; writing cues; and the translation of concept into light plots, channel hookups, plans and elevations. We will use a variety of performance texts (plays, musicals, opera, and dance) to discover and explore the creative process from the perspective of scenic and lighting designers. The class format will be a combination of lectures, discussions and studio work.

Class Format: studio

Requirements/Evaluation: evaluation will be based upon committed participation in class discussion and feedback; and the thoughtful, timely completion and presentation of multiple design projects of varying scales,

Extra Info: focusing on scenic and lighting design, considered both individually and when working in tandem

Extra Info 2: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have completed THEA 101, 102, 201 or 244, ARTS 100, or equivalent course or practical experience in the performing or studio arts

Expected Class Size: 6

Materials/Lab Fee: fee of up to $125 for materials and copying to be added to student term bill

Distributions: (D1)

Not offered current academic year

DANC 300 (F) Advanced Ballet: Technique, Variations and History

Designed for dancers who have achieved an intermediate/advanced level of ballet technique, in this course students will explore different eras of ballet through the lens of famous ballets from the specific period being studied each semester. In addition to technique classes, variations and/or ensemble
sections from the chosen ballets will be taught and coached to students. As well, when applicable, pointe work and partnering will be offered.

Therefore, this is primarily a studio course, although through assigned readings and viewings we will also consider whether, how, and why these ballets can be relevant as performance art today. While the course assignments will offer historical context, we’ll also take a rigorous look at some of the ways in which ballet hasn’t always lived up to its potential as a dance form for all people regardless of class, race, and gender. We’ll consider basic information --- the plotlines of the ballets we’ll be working on --- as well as more subtle ideas --- famous dancers’ takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Viewings will also be assigned to allow students to fully explore and grasp the ballets. Students will submit written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. This course MAY BE REPEATED for credit. ANY student with adequate prior knowledge is welcome to this class! Material will be introduced at an intermediate/advanced level, and individuals will be assessed on their own personal progress.

Class Format: studio/lecture/discussion

Requirements/Evaluation: based on participation and progress throughout the semester, the quality of assignment responses, and the rehearsal and performance of ballet variations taught during the semester

Prerequisites: a minimum of three years prior training in ballet, and a demonstrated ability to safely keep up with this level of instruction; all students must contact instructor for permission to enroll in class

Enrollment Limit: 10

Enrollment Preferences: students with demonstrated ability and desire to continue rigorous study

Expected Class Size: 5

Distributions: (D1)

Fall 2018

STU Section: 01    MWF 11:00 am - 12:50 pm     Janine  Parker

DANC 301 (S)  Creative Process in Dance

This course examines the methods used to make dances. It is intended for the experienced mover who is ready to focus on theory, methods and the history of composing dance in various traditions. Students will be asked to identify their own methods and engage in research and regular presentations of their compositions for critical feedback. The class will also study innovative professional choreographers such as Pina Bausch, Ping Chong, George Balanchine, Eiko and Koma, Rennie Harris, Alvin Alley, Martha Graham, Ronald K. Brown, Lucinda Childs and Merce Cunningham. To more fully understand the context in which these works were created, the class will read essays by dance scholars such as Louis Horst, Liz Lerman, Deborah Jowitt, Sally Banas, and Susan Leigh Foster.

Class Format: seminar/studio

Requirements/Evaluation: evaluation will be based on the quality of participation, assigned projects and presentations

Prerequisites: a minimum of 1-2 years experience as a dancer or choreographer prior to college or 1-2 years experience in a Williams College dance company or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: students who have experience in the process of making dances or using movement as part of making theater and other kinds of performance

Expected Class Size: 12

Distributions: (D1)

Not offered current academic year

DANC 304 (F)  Ballet III

Designed for dancers who have achieved intermediate/advanced level of ballet technique. Class includes barre work, center and traveling exercises that incorporate adage, pirouettes, petit and grand allegro. Proper alignment and rigorous but safe application of technique are expected. Students are encouraged to work safely and correctly within their individual abilities so that artistry, musicality and the dynamics in ballet are explored.

Class Format: studio; this class can be repeated and meets for full semester twice a week

Requirements/Evaluation: participation and progress with the material, concepts and technique each student makes

Extra Info: May be taken for PE or partial acad. credit. If PE, register through the PE dept. Otherwise, students must contact instructors for
permission to be put on roster and must attend the first class meeting.

Extra Info 2: available only for pass/fail grading; will not count toward 32 credits for graduation

Prerequisites: minimum of three years prior experience in ballet or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: students who have three years experience in ballet

Expected Class Size: 10-20

Department Notes: students must seek permission of instructor if they have not progressed through department levels of ballet

Fall 2018
STU Section: 01    MW 11:00 am - 12:15 pm    Janine Parker
Spring 2019
STU Section: 01    MR 1:10 pm - 2:25 pm    Janine Parker

DANC 317 (F)  Black Migrations: African American Performance at Home and Abroad
Crosslistings: DANC317 / ENGL317 / AFR317 / AMST317 / COMP319 / THEA317

Secondary Crosslisting
In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: seminar/discussion

Requirements/Evaluation: evaluation will be based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives;

Not offered current academic year

DANC 330 (S)  Modern Folklore: Postcolonial Dance and Music in Africa
Crosslistings: MUS330 / AFR330 / DANC330

Primary Crosslisting
"Folklore is a mixture of traditions, poems, songs, dances and legends of the people, it can be no other than the reflection of the life of the country and if that country develops, there is no reason why the folklore which is the living expression, should not develop as well. Modern folklore in present Africa is as authentic as the Africa of old." --Keita Fodeba, founding Artistic Director of Les Ballet Africain, Guinea, West Africa. This course will involve intensive dance and musical practice that is rooted in traditional and contemporary/forms from the African continent and the Diaspora. We will examine the international impact of countries who achieved independence from Europe in the late 1950's-1990s such as Les Ballets Africain, National Dance
Company of Senegal, Bembeya Jazz, Ghana Dance Ensemble, and the national dance and music companies of Zimbabwe, Jamaica, and Cuba. Our study will include the impact of artists such as James Brown, Miriam Makeba, Michael Jackson, and Youssou N'Dour, as well as Hip Hop culture and the emergence of new forms of music and dance or modern folklore.

Class Format: studio

Requirements/Evaluation: student progress with music and dance material taught, quality of assigned short papers, quality of research and performance midterm and final projects

Prerequisites: Any of the following courses offer students preparation or experience DANC 100, 201, 202; MUS 111, 117, 120, 211, 222, 233; AFR 193, 200, 223, experience in a campus-based dance or music ensemble or permission of the instructors

Enrollment Limit: 14

Enrollment Preferences: students who have taken DANC 201, 202 or any of the courses listed in the prerequisites

Expected Class Size: 10

Materials/Lab Fee: Occasional fees to attend concerts; fee range free-$35

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR

Attributes: MUS World Music/Ethnomusicology

Spring 2019

STU Section: 01    TF 1:10 pm - 3:50 pm    Sandra L. Burton, Tendai Muparutsa

DANC 397 (F) Independent Study: Dance

This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa or Zambezi). Students must propose a project that deepens their learning and creativity. The intention is to support research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss project prior to submitting the proposal.

Class Format: independent study

Requirements/Evaluation: quality of research and presentations

Prerequisites: permission of department and minimum of 2-3 years as a student in the department

Enrollment Limit: 3

Expected Class Size: 1-3

Distributions: (D1)

Fall 2018

IND Section: 01    TBA    Sandra L. Burton

DANC 398 (S) Independent Study: Dance

This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa, Zambezi). Students must propose a project that deepens their learning and creativity. The intention is to support research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss their project prior to submitting the proposal.

Class Format: independent study

Requirements/Evaluation: based on the quality of research and final presentation

Prerequisites: permission of the department and a minimum of 2-3 years as a student in the department

Enrollment Limit: 3

Expected Class Size: 1-3

Distributions: (D1)
Williams College recognizes that in a diverse and globalized world, the critical examination of difference, power, and equity is an essential part of a liberal arts education. The Difference, Power, and Equity (DPE) requirement provides students with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change. Courses satisfying the DPE requirement include content that encourages students to confront and reflect on the operations of difference, power and equity. They also provide students with critical tools they will need to be responsible agents of change. Employing a variety of pedagogical approaches and theoretical perspectives, DPE courses examine themes including but not limited to race, class, ethnicity, gender, sexuality, and religion.

All students are required to complete at least ONE course that has the DPE designation. Although this course, which may be counted toward the divisional distribution requirement, can be completed any semester before graduation, students are urged to complete the course by the end of the sophomore year. The requirement may be fulfilled with a course taken away from campus, but students wishing to use this option must petition the Committee on Educational Affairs (CEA) upon their return by providing a clear and detailed explanation of how the course taken away from Williams fulfills the DPE requirement.

Class of 2019, 2020, 2021

Students who have successfully completed an EDI course do not need to complete a DPE course.

Students who have not taken an EDI course can satisfy the requirement by completing a DPE course.

Class of 2022

The Class of 2022 must satisfy the DPE requirement.

AFR 105 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)

Crosslistings: AFR105 / ARTH104

Secondary Crosslisting

This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.

Class Format: lecture

Requirements/Evaluation: three 2-page response papers, class journal on WCMA objects lab, midterm exam and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Art History and African Studies majors

Expected Class Size: 40

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: This course fulfills DPE requirements through its exploration of the differences between concepts of art in African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as ‘primitive’ or ‘exotic’ constructs
AFR 126 (F)  Black Literature Matters  (DPE) (WI)
Crosslistings: AFR126 / AMST126 / ENGL126

Secondary Crosslisting

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Class Format: seminar

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR

DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

Fall 2018

SEM Section: 01   TR 8:30 am - 9:45 am  Kimberly S. Love

Spring 2019

SEM Section: 01  Cancelled

AFR 218 (S)  Gender and Sexuality in the Neo-slave Narrative  (DPE) (WI)
Crosslistings: WGSS218 / AFR218 / AMST218 / ENGL218

Secondary Crosslisting

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories" and Glenn Ligon's "Runaways", and film such as Jordan Peele's Get Out.

Class Format: seminar

Requirements/Evaluation: weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation
Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI; Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts.

Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Ianna Hawkins Owen

AFR 257 (F)  Social Justice Traditions: 1960s to #Black Lives Matter  (DPE)
Crosslistings: HIST256 / AMST256 / AFR257
Secondary Crosslisting

We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today's activists draw on the "freedom dreams," tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of "justice." Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

Class Format: seminar

Requirements/Evaluation: attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Limit: 35

Enrollment Preferences: first years, sophomores, and American Studies majors

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the “same” as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. Focus on strategies and tactics: e.g. demonstrations, guerrilla theatre, electoral campaigns, strikes. We discuss how movements borrow and adapt tactics, slogans, and ide of justice from other movements.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

Fall 2018
SEM Section: 01    MR 1:10 pm - 2:25 pm     Andrew R. Cornell

AFR 331 (S)  Senior Seminar: The Drag of Black Masculinity  (DPE)
In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

Class Format: seminar

Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

Expected Class Size: 14

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

Spring 2019

SEM Section: 01 Cancelled

AFR 369 (S) African Art and the Western Museum (DPE) (WI)

Crosslistings: AFR369 / ARTH308

Secondary Crosslisting

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Class Format: tutorial

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 104 or special permission from the instructor

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)
**Distribution Notes**: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE:

Explores issues of ‘authentic’ representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African ‘art’ has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2019
TUT Section: T1  TBA  Michelle M. Apotsos

**AMST 101 (F)  America: the Nation and Its Discontents  (DPE) (WI)**

America has always named something more than a geographical place; being "American" has always been about something more than political citizenship. This course is an introduction to the interdisciplinary study of American culture and the nation of the United States. We will focus on the workings of that culture and nation as they both shape and have been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. We critique notions of American exceptionalism, empire, power, citizenship, labor, borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world.

**Class Format**: seminar

**Requirements/Evaluation**: total of 20 pages of writing; several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule

**Extra Info**: may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites**: none

**Enrollment Limit**: 19

**Enrollment Preferences**: first- and second-year students

**Expected Class Size**: 19

**Distributions**: (D2) (DPE) (WI)

**Distribution Notes**: NOTE: Prof. Nelson's section Spring 2019 only is NOT Writing Intensive.  DPE: This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities. WI: This course satisfies the WI requirement in its close attention to the processes of writing, argumentation, and revision; and in the total number of pages of writing produced.

**Attributes**: EXPE Experiential Education Courses;

Fall 2018
SEM Section: 01  TF 1:10 pm - 2:25 pm  Cassandra J. Cleghorn

Spring 2019
SEM Section: 01  TR 8:30 am - 9:45 am  Andrew R. Cornell
SEM Section: 02  TF 2:35 pm - 3:50 pm  Eli Nelson

**AMST 105 (F)  American Girlhoods  (DPE) (WI)**

Crosslistings: AMST105 / WGSS105 / ENGL105

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of “manners and morals” does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

**Class Format**: seminar

**Requirements/Evaluation**: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

**Extra Info**: may not be taken on a pass/fail basis

**Prerequisites**: none
Enrollment Limit: 19
Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
DPE: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equality and power and what kinds of literary and cultural forms writers utilize to illuminate these differences. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

Attributes: AMST Arts in Context Electives;

Fall 2018

SEM Section: 01    TF 2:35 pm - 3:50 pm     Kathryn R. Kent

AMST 106 (S)  Coming of Age in the City: Growing up and Growing Older in Communities of Color  (DPE) (WI)
This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Class Format: tutorial
Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first- and second-years, students considering an American Studies major or Latina/o Studies concentration
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: This DPE tutorial foregrounds the significance of age, as it crosscuts with race, class, and gender, in explorations of urban inequality in the United States.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;  AMST Space and Place Electives;  LATS Core Electives;

Spring 2019

TUT Section: T1      Cancelled

AMST 113 (F)  The Feminist Poetry Movement  (DPE) (WI)
Crosslistings: ENGL113 / WGSS113 / AMST113
Secondary Crosslisting
Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and
created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: seminar; discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; EXPE Experiential Education Courses; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018

SEM Section: 01    TR 8:30 am - 9:45 am    Bethany Hicok

AMST 126 (F) Black Literature Matters (DPE) (WI)

Crosslistings: AFR126 / AMST126 / ENGL126

Secondary Crosslisting

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Class Format: seminar

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR

DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential role of literature in defining, responding to, and re-shaping issues of race,
class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am     Kimberly S. Love

Spring 2019
SEM Section: 01      Cancelled

**AMST 146 (F) Introduction to Native American and Indigenous Studies (DPE)**

What does it mean to be a citizen of an Indigenous nation? Why are there laws against selling inauthentic Native American art? Who is two spirit and what obligations and politics does that position and identity entail? Where do we locate tradition and Indigenous peoples in time? In this course, we will address these questions and more, surveying indigeneity as it is constructed and expressed in historical narratives, activism and education, governance and identity, art and literature, science and religion, and gender and sexuality. Knowledge of the Indigenous is a foundational element of the United States. From missionaries documenting Indigenous languages, to sports mascots, DNA testing, and even to New Age spirit quests and sweat lodges, the coherence and legitimacy of this settler colonial empire has demanded expertise in and the appropriation of Indigenous bodies, knowledges, and cultures as a means of continually displacing and erasing them. And yet, that is not the only way to produce knowledge of, by, and with Indigenous people. Indigenous Studies provides a variant way of thinking and learning about indigeneity. The imperative of Indigenous Studies is to understand Indigenous peoples on their own terms and the world on those same terms. In this course we will explore not only questions related to Native America today, but also the various reasons and implications for why we study it.

**Class Format:** seminar

**Requirements/Evaluation:** attendance and class participation, three 3- to 5-page essays, and one in-class presentation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** American Studies majors or first- and second-year students

**Expected Class Size:** 19

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: This course addresses the dynamics of power inherent in studying Indigenous people in the academy, and will provide students the vocabulary and framework necessary to interrogate how settler colonialism and Indigenous survivance intersects with questions of race, gender, sexuality, and the construction of difference.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora;

Fall 2018
SEM Section: 01    MW 11:00 am - 12:15 pm     Eli  Nelson

**AMST 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WI)**

Crosslistings: WGSS218 / AFR218 / AMST218 / ENGL218

**Secondary Crosslisting**

Hortense Spillers has noted that ex-slave Harriet Jacobs, “between the lines of her narrative, demarcates a sexuality that is neuterbound” and we live with the aftermath of her observation. “Ungendering,” one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation “slave” rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories" and Glenn Ligon's "Runaways", and film such as Jordan Peele’s Get Out.
**DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/censorial omissions that shape the treatment of gender and sexuality in these texts.**

**Attributes:** ENGL 200-level Gateway Courses; ENGL Literary Histories C;
AMST 239 (S)  Asian/Pacific Islander/American Documentary Cinemas  (DPE)

In Asian America Through The Lens, film scholar Jun Xing contends, "documentaries have been, and remain, the predominant genre of Asian American cinema" (1998). In this course, we will launch an investigation into this statement and examine a selection of A/P/A documentaries ranging from independent and experimental film, public access television, and digital and social media, 1960s---present. We will ask: (1) how did A/P/A documentary develop as a tradition and practice in relation to mainstream media industries?, (2) how has documentary been mobilized to critique, demystify, and/or disrupt dominant scripts like Orientalism, the Yellow Peril, and the Model Minority Myth?, and (3) how do documentary makers formally negotiate the generic impulse for the "real" and "authentic" against the burden of A/P/A representation? While neither chronological nor all-encompassing in its capacity, we will do our best to situate the historical and material conditions that form and inform the works and contextualize their visual aesthetic practices and tactics of representation. We will also pay particular attention to untangling the intersectional and multidimensional categories of race/ethnicity, gender, sexuality, class, and ability that emerge from the sociohistorical processes of war, immigration, nationalism, colonialism and settler colonialism, state violence, and social movements. Finally, we will meet and engage with current artists, filmmakers, and organizers in order to gain insight into development, production, distribution, and reception.

Class Format: seminar

Requirements/Evaluation: weekly reading responses, a midterm paper, final creative project and paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: AMST 101/201 Intro to American Studies

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultures of these groups.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;

Spring 2019

SEM Section: 01 TR 8:30 am - 9:45 am Anthony Y. Kim

AMST 242 (S)  Americans Abroad  (DPE) (WI)

Crosslistings: AMST242 / COMP242 / ENGL250

Secondary Crosslisting

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of "home" into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

Class Format: seminar

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Expected Class Size: 18

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST

DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home

Attributes: AMST Arts in Context Electives; GBST Borders, Exiles + Diaspora Studies Electives;

Spring 2019

SEM Section: 01 MW 11:00 am - 12:15 pm Soledad Fox

AMST 256 (F) Social Justice Traditions: 1960s to #Black Lives Matter (DPE)

Crosslistings: HIST256 / AMST256 / AFR257

Primary Crosslisting

We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today's activists draw on the "freedom dreams," tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of "justice." Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

Class Format: seminar

Requirements/Evaluation: attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Limit: 35

Enrollment Preferences: first years, sophomores, and American Studies majors

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the "same" as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. Focus on strategies and tactics: e.g. demonstrations, guerrilla theatre, electoral campaigns, strikes. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

Fall 2018

SEM Section: 01 MR 1:10 pm - 2:25 pm Andrew R. Cornell

AMST 266 (S) Being American, Being Muslim: American Muslim Literature in the 21st century (DPE)

Crosslistings: AMST266 / REL266 / ENGL268 / COMP228

Secondary Crosslisting
Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims’ own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims’ own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Class Format: seminar

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL or AMST; meets Division 1 requirement if registration is under COMP or ENGL. DPE: This course will explore the many complex intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences internal to Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations and power and difference in the texts that we will read, and how to analyze their workings in nuanced multidimensional ways

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm     Zaid Adhami

AMST 284 (S)  Introduction to Asian American History  (DPE)

Crosslistings: HIST284 / AMST284 / ASST284

Secondary Crosslisting

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

Class Format: lecture/discussion

Requirements/Evaluation: a series of short essays and a final oral history/family history

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first come, first served

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course traces the immigration history of various peoples from Asia to the U.S. from the 1850s to the present. We will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the U.S.

Attributes:  AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

Spring 2019

LEC Section: 01    MW 11:00 am - 12:15 pm     Scott Wong
AMST 300 (F)  Tell Even Us: Writing Memory, Trauma, Self  (DPE)
Crosslistings: COMP357 / ENGL300 / AMST300

Primary Crosslisting

In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: Borderlands/La Frontera: The New Mestiza (Gloria Anzaldúa), Dictee (Theresa Hak Kyung Cha), How to Write an Autobiographical Novel (Alexander Chee), When They Call You A Terrorist: A Black Lives Matter Memoir (Patrisse Khan-Cullors and asha bandele), Bad Indians: A Tribal Memoir (Deborah Miranda), This is for the mostless (Jason Magabo Perez), Redefining Realness (Janet Mock), like a solid to a shadow (Janice Lobo Sapigao), Men We Reaped (Jesmyn Ward), 7 Miles A Second (David Wojnarowicz).

Class Format: seminar

Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP

DPE: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Attributes: AMST Arts in Context Electives;

Fall 2018

SEM Section: 01    MR 2:35 pm - 3:50 pm     Anthony Y. Kim

AMST 324 (S)  Indigenous Women's History  (DPE) (WI)
Crosslistings: AMST324 / HIST362 / WGSS324

Primary Crosslisting

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

Class Format: seminar

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors

Expected Class Size: 10
Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students' development of independent research papers, this course satisfies the WI requirement.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

Spring 2019
SEM Section: 01    TR 8:30 am - 9:45 am     Tyler J. Rogers

AMST 334 (F)  Sexual Economies  (DPE)

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We will have either guest speakers or a field trip to hear from people working in various commercial sex sectors.

Class Format: seminar

Requirements/Evaluation: midterm essay exam, final research paper, research proposal/annotated bibliography

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: We will study various questions related to sexual empowerment, agency, vulnerability, and exploitation in myriad global contexts. We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Fall 2018
SEM Section: 01    MR 1:10 pm - 2:25 pm     Gregory C. Mitchell

AMST 340 (S)  Elizabeth Bishop in the Americas  (DPE)

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest
Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE: This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL Literary Histories C

Spring 2019

SEM Section: 01  Cancelled

AMST 352 (S) Grassroots Organizing and Civil Resistance (DPE)

This course examines the ways that ordinary people exercise collective power to influence elites, access resources, and even topple authoritarian governments. We will explore a variety of case studies--from the U.S. labor movement and urban community organizing, to recent direct action campaigns to prevent climate catastrophe--in order to gain insight into the art and science of grassroots mobilization. The class will make use of scholarship from the fields of history, sociology, and peace studies to probe the nature of political consent and the efficacy of forms of nonviolent action, such as boycotts, strikes, and blockades. Most importantly, however, we will draw from the personal expertise, tool kits, and training manuals of on-the-ground organizers to develop practical skill sets that can be applied in a variety of settings. Students will gain hands-on experience with important organizing techniques, such as power-mapping, 1-on-1 conversations, and action scenario planning. We will also consider the importance of expressive cultures and artistic practices to social change efforts, and delve into abiding challenges, such as building coalitions across race and class differences. The course will prove useful for those considering careers in social work, the labor movement, international NGOs, the law, public education, or political journalism.

Class Format: seminar

Requirements/Evaluation: attendance and participation; in-person skills assessments; group project; short essay-style final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: The class combines knowledge generated by social scientists with the practical know how of grassroots organizers on the most effective ways for people without significant financial resources to change opinions, laws, and regimes. Students practice specific skills such as one-on-one organizing conversations, power-mapping, strategic messaging, and planning of nonviolent direct actions to gain attention or bargaining leverage. We directly discuss different meanings and forms of power, and we address ways movements can build coalitions among diverse constituencies.

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives;
AMST 353 (F) Is Science Native to Turtle Island? The History of Native Science in North America (DPE)

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

Class Format: seminar
Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: American Studies majors
Expected Class Size: 13
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives;

AMST 405 (S) Critical Indigenous Theory (DPE) (WI)

Intellectual decolonization is not a bounded project. On one hand, it demands a vocabulary of difference and refusal that rejects colonial theories and epistemologies. On the other, it demands that we interrogate our own intellectual and cultural traditions and trauma. Critical Indigenous theory is a tool in those projects, as it offers a corrective and an opening up of both dominant critical theory traditions that violently erase Indigenous bodies and political realities and of Indigenous theory that can essentialize difference and replicate oppressive dynamics in our communities. Critical Indigenous theory seeks to understand the structures and relations of power in settler colonialism, nested sovereignty, and culturally specific Indigenous philosophical traditions, like Indigenous studies more broadly, but also questions the key concepts that define Indigenous studies: tradition, sovereignty, authenticity, identity, race, gender, and sexuality. In this course, we will read major works in critical Indigenous theory that address indigeneity as it relates to race, postcolonial theory, feminist and two-spirit critique, alternative political engagement with the settler colonial state, and questions of "colonial unknowing." We will work on cultivating the reading practices needed to parse dense theoretical texts, and over the course of the semester you will develop a research project on a topic of your choosing that will allow you to take critical Indigenous theories and employ them as analytic tools and lenses.

Class Format: seminar
Requirements/Evaluation: attendance and participation, one discussion prospectus, and a 20-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: junior or senior status and some background in American Studies, Native American Studies, or Critical Theory or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Students will be invited to think deeply about the intersections of race, gender, colonialism, sexuality, and epistemology, and develop skills necessary to identify the theoretical basis of decolonial activism. WI: Students will be required to take the theories we read in class and use them as analytics in a 20-page research paper on a topic of their choosing. Over the course of the semester, we will model how to do this in class work, research question development, outlining, and workshopping.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST 400-level Senior Seminars;

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Eli  Nelson

AMST 420 (S)  Senior Seminar: The Drag of Black Masculinity  (DPE)
Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

Secondary Crosslisting

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

Class Format: seminar

Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

Expected Class Size: 14

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

Spring 2019

SEM Section: 01    Cancelled

AMST 468 (S)  Race, Empire, and the Birth of the American Century  (DPE)
Crosslistings: AMST468 / HIST468

Secondary Crosslisting
This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

**Class Format:** seminar

**Requirements/Evaluation:** a series of weekly papers and a final research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** must be a History or American Studies major

**Expected Class Size:** 15-19

**Department Notes:** History Department Senior Seminar

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: This course will examine the racial, class, gender, and international implications of the American push across the continent and into the Pacific (Hawaii and the Philippines) during the late 19th and early 20th centuries. The content will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land both within our shores and the colonization of two island nations in the Pacific. We will also study how the American presence in these areas affected how the original inhabitants of these areas were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904. The course will also explore the role that American education played in "civilizing" Native Americans, Hawaiians, and Filipinos.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm    Scott Wong

**ANTH 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE) (WI)**

Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

**Secondary Crosslisting**

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy—gender, sexuality, race, and class—that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life—his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

**Class Format:** seminar

**Requirements/Evaluation:** class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

**Expected Class Size:** 15

**Distributions:** (D2) (DPE) (WI)
Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01  M 7:00 pm - 9:40 pm  Kim Gutschow

ANTH 269 (S) Mindsight: Mindfulness and Medicine (DPE) (WI)

Crosslistings: REL269 / ASST269 / ANTH269

Primary Crosslisting
This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the ‘kindness curriculum’ in schools, and other areas of applied research on mindfulness that have generated a “science of personal transformation”. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

Class Format: tutorial

Requirements/Evaluation: weekly papers, 4- to 8-pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students majoring or concentrating in; ANTH, SOC, REL, ASST, PH, COGS, and NSCI

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.

Attributes: GBST South + Southeast Asia Studies Electives; PHLH Social Determinants of Health;

Spring 2019

TUT Section: T1  TBA  Kim Gutschow

ANTH 301 (F) Sexual Economies (DPE)

Crosslistings: WGSS301 / ANTH301 / AMST334

Secondary Crosslisting
This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates.
about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We will have either guest speakers or a field trip to hear from people working in various commercial sex sectors.

Class Format: seminar

Requirements/Evaluation: midterm essay exam, final research paper, research proposal/annotated bibliography

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: We will study various questions related to sexual empowerment, agency, vulnerability, and exploitation in myriad global contexts. We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Fall 2018

SEM Section: 01 MR 1:10 pm - 2:25 pm Gregory C. Mitchell

ANTH 323 (F) Democracy and Citizenship in the Age of Multiculturalism (DPE)

Democracy (and its particular implementation in the United States) is regularly taken as an unconditional ideal for the rest of the world. In this class, we will analyze democracy as a culturally and historically specific form of social relations and meanings. We will carefully examine a broad range of phenomena that pertain to democracy—for instance, cultural notions of participation in public life in Post-Socialist Germany or categorization of citizens in contemporary India, attachment to homeland among migrant workers in Russia or transnational rhetoric of Chinese bloggers. By so doing, we will study local meanings, circulating discourses, multiple contestations, and changing forms of power in regimes that are heralded as democratic. Our focus on citizenship (broadly defined)—i.e., a recognized right to be different while being accepted as a part of a national community—will bring to light complex issues in the relationship between the state and its subjects. We will discuss how men and women, the abled and the disabled, the migrants and the natives identify with their statuses and define their place in state structures. Anthropological studies of citizenship and diversity of forms of belonging and identification in democratic states will enable us to understand cleavages of power inequality and conceptual predicaments of social fairness in the contemporary world. Ethnographic studies from around the world will be used to provide specific examples of the ability and failure of democratic regimes to govern their varied populations.

Class Format: seminar

Requirements/Evaluation: one long research paper, three book reports, and seminar discussions

Prerequisites: ANTH 101 or SOC 101 or by permission of the instructor

Enrollment Limit: none

Enrollment Preferences: juniors and seniors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: Through an in-depth examination of case-studies of citizen exclusion and inclusion around the world, the course will foster students' critical engagement with a concept of democracy. Special attention will be paid to a differential access to power on a basis of gender, disability, migration status, and ideological constructions of difference.

Fall 2018

SEM Section: 01 Cancelled
ANTH 337 (S)  Race, Sex & Gender in Brazil  (DPE)  
Crosslistings: ANTH337 / WGSS337  

Secondary Crosslisting  
The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: The seminar will include a mandatory spring break trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. These form the basis of their final research paper. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled. 

Class Format: seminar  
Requirements/Evaluation: research paper and its various components, participation  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Limit: 7  
Enrollment Preferences: students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview  
Expected Class Size: 7  
Materials/Lab Fee: the cost of the spring break trip is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student  
Distributions: (D2) (DPE)  
Distribution Notes: DPE: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil  
Attributes: LATS Countries of Origin + Transnationalism Elect  

Spring 2019  
SEM Section: 01  M 7:00 pm - 9:40 pm  Gregory C. Mitchell  

ANTH 371 (F)  Medicine, Pathology, and Power: An Ethnographic View  (DPE) (WI)  
Crosslistings: SCST370 / ANTH371 / WGSS371  

Primary Crosslisting  
How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.  

Class Format: seminar  
Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.
Attributes: EXPE Experiential Education Courses; PHLH Methods in Public Health; SCST Related Courses;

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm     Kim Gutschow

ARAB 207 (F) The Modern Middle East (DPE)
Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207
Secondary Crosslisting
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.
Class Format: lecture
Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size: 30-40
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

Fall 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm     Magnús T. Bernhardsson

ARAB 209 (S) Saharan Imaginations (DPE) (WI)
Crosslistings: COMP234 / ARAB209 / ENVI208
Primary Crosslisting
Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan
space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2019

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

ARAB 222 (F) Photography in/of the Middle East (DPE)

Crosslistings: ARAB222 / ARTH222

Secondary Crosslisting

Since its invention, photography has been globally disseminated and locally inflected, serving diverse documentary and expressive purposes around the world. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the hierarchical dynamics operative in individual communities and transcultural contexts. The course will explore photographic practices in different zones of the Middle East--e.g., the Holy Land, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the formative impact of visual representations in particular circumstances--what work do photographs do? Who resists and who benefits? The general goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: lecture/discussion meeting twice a week

Requirements/Evaluation: midterm, final, GLOW Posts and term project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors and area studies concentrators

Expected Class Size: 15-20

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ARAB

Fall 2018

LEC Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

ARAB 234 (F) What is Islam? (DPE)

Crosslistings: ARAB234 / GBST234 / REL234 / HIST208
This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar

Requirements/Evaluation: reading responses, two essays, final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm     Saadia Yacoob

ARAB 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Crosslistings: WGSS242 / REL242 / ARAB242

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences.

Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Class Format: seminar

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course explores the relationship between gender,
authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2019
SEM Section: 01    TR 9:55 am - 11:10 am    Saadia Yacoob

ARAB 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures   (DPE) (WI)
Crosslistings: ARAB249 / COMP249

Primary Crosslisting
Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given a short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Class Format: seminar
Requirements/Evaluation: active participation, short presentation, short weekly response papers, mid-term exam, and final paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Arabic Studies majors and certificate students
Expected Class Size: 15
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2018
SEM Section: 01    TR 9:55 am - 11:10 am    Brahim El Guabli

ARAB 308 (S) The Nile   (DPE) (WI)
Crosslistings: ARAB308 / HIST308

Secondary Crosslisting
For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Class Format: seminar
Requirements/Evaluation: short papers and final project/paper
**ARAB 331 (F) Popular Culture in the Arab World: Youth, Populism, and Politics** (DPE) (WI)

Crosslistings: COMP332 / ARAB331

**Primary Crosslisting**

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students majoring in or considering a major in Arabic Studies

**Expected Class Size:** 19

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARAB. DPE: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

**Attributes:** GBS/ Middle Eastern Studies Electives;
ARAB 346 (S)  Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean  (DPE) (WI)
Crosslistings: COMP346 / ARAB346

Secondary Crosslisting

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomies, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

Class Format: seminar

Requirements/Evaluation: active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ARAB DPE.

This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to address global injustices and neoliberalism

Spring 2019

SEM Section: 01  MR 2:35 pm - 3:50 pm  Amal Eqeiq

ARAB 480 (F)  Interpretations of the Israeli Palestinian Conflict  (DPE) (WI)
Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10
Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018
TUT Section: T1 TBA Magnús T. Bernhardsson

ARTH 104 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)

Crosslistings: AFR105 / ARTH104

Primary Crosslisting

This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.

Class Format: lecture

Requirements/Evaluation: three 2-page response papers, class journal on WCMA objects lab, midterm exam and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Art History and African Studies majors

Expected Class Size: 40

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: This course fulfills DPE requirements through its exploration of the differences between concepts of art in African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as ‘primitive’ or ‘exotic’ constructs.

Fall 2018
LEC Section: 01 WF 11:00 am - 12:15 pm Michelle M. Apotsos

ARTH 210 (S) Intro to Latin American and Latina/o Art: Contradictions & Continuities, Postcolonial to the Present (DPE)

This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latina/o art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art “native” to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists’ shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latina/o artistic practices in the postwar U.S., tracing these artists’ own exploration of race, class, and gender dynamics. This class introduces Latin American and Latina/o artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical
definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

**Class Format:** lecture

**Requirements/Evaluation:** midterm and final exam, two 2- to 3-page writing assignments, attendance, and active participation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** none

**Expected Class Size:** 20

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latina/o art in the canon of Western art history. The course also centers on contextualizing Latin American and Latina/o artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

**Attributes:** LATS Countries of Origin + Transnationalism Elect

Spring 2019
LEC Section: 01    TR 11:20 am - 12:35 pm     Mari Rodriguez Binnie

**ARTH 222 (F) Photography in/of the Middle East** (DPE)

**Crosslistings:** ARAB222 / ARTH222

**Primary Crosslisting**

Since its invention, photography has been globally disseminated and locally inflected, serving diverse documentary and expressive purposes around the world. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the hierarchical dynamics operative in individual communities and transcultural contexts. The course will explore photographic practices in different zones of the Middle East--e.g., the Holy Land, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the formative impact of visual representations in particular circumstances--what work do photographs do? Who resists and who benefits? The general goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

**Class Format:** lecture/discussion meeting twice a week

**Requirements/Evaluation:** midterm, final, GLOW Posts and term project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors and area studies concentrators

**Expected Class Size:** 15-20

**Distributions:** (D1) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under ARAB

Fall 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm     Holly Edwards

**ARTH 243 (F) Chemical Intimacies** (DPE)

**Crosslistings:** ENGL243 / WGSS233 / ARTH243 / SCST233

**Secondary Crosslisting**
This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Class Format: seminar

Requirements/Evaluation: individual research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 10

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS OR SCST; meets Division 1 requirement if registration is under ARTH or ENGL. DPE: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Attributes: WGSS Theory Courses

Fall 2018

SEM Section: 01 M 7:00 pm - 9:40 pm Mel Y. Chen

ARTH 249 (S) Introduction to Visual Cultures of Contact (DPE)

This introductory lecture course will survey the visual and material products of European contact with Asia, Oceania, Africa, and the Americas between 1500 and 1900. This period witnessed the establishment and loss of Spanish, English, and French colonies, a proliferation of exploratory voyages, and the abolition of the transatlantic slave trade. Some of our objects of study will be European in origin from well-known artists including Rubens, Velasquez, Reynolds, and Gauguin. In many cases we will be asking questions about circulation--whether we are looking at Tupi featherwork from Brazil brought to Europe, Flemish prints adapted by artists in Central and South America, or tattoos on the bodies of people traveling to and from Tahiti. Against the backdrop of these context-specific case studies, students will be asked to consider contact, colonialism, exchange, and appropriation more conceptually.

Class Format: lecture

Requirements/Evaluation: midterm exam, final exam, five 1-page assignments, research paper (7- to 9-pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Art majors

Expected Class Size: 10

Distributions: (D1) (DPE)

Attributes: ARTH post-1600 Courses

Spring 2019

LEC Section: 01 WF 11:00 am - 12:15 pm Kailani Polzak

ARTH 308 (S) African Art and the Western Museum (DPE) (WI)

Crosslistings: AFR369 / ARTH308
Primary Crosslisting

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Class Format: tutorial

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 104 or special permission from the instructor

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE.

Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2019

TUT Section: T1 TBA Michelle M. Apotsos

ARTH 348 (S) Women, Men and Other Animals (DPE)

Crosslistings: SCST348 / WGSS348 / ARTH348 / ENGL348

Secondary Crosslisting

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Class Format: seminar

Requirements/Evaluation: individual research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS or SCST; meets Division 1 requirement if registration is under ARTH
ARTH 408 (F)  Modernism in Brazil  (DPE)
Crosslistings: COMP408 / ARTH408

"Modernism" in art: when we think about it, we may not readily think of Brazil. But Brazil was in fact a vibrant battleground of ideas around what it was to be innovative, modern, and avant-garde. Between 1920 and 1945, artists, poets, and critics in the metropolises of São Paulo and Rio de Janeiro actively debated on the creation, and potential, of a uniquely Brazilian modernist aesthetic that would stand on par with the European avant-gardes. But what did "Brazilianess" mean to these intellectuals? What role did gender and race relations--indigeneity in particular--play in the construction of this aesthetic? How did the necessities and demands of the national context shape these modernist practices? This seminar will take a deep dive in this fascinatingly contradictory moment in Brazil, a chapter that would become a fundamental reference to Brazilian artists in the 1960s and even to this day. In addition to detailed analyses of artworks, we will read manifestos, novels, and criticism from this period, and the most up to date secondary interpretive texts.

Class Format: seminar

Requirements/Evaluation: participation, short presentations, four 2-page writing assignments, final 12-page research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 8

Distributions: (D1) (DPE)

Distribution Notes: DPE: As a DPE course, we will tackle Modernism in Brazil as a rich, comparative case study in the field of "global modernisms," so as to productively complicate canonical histories of Western art. Moreover, this course fulfills DPE requirements through textual, visual, and historical analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Brazilian modernism in Western art history. The course also centers on contextualizing the artistic practices of Brazilian modernism and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, and revolutionary politics.

Attributes: ARTH post-1600 Courses;

Fall 2018

SEM Section: 01  T 1:10 pm - 3:50 pm  Mari Rodriguez Binnie

ARTH 440 (F)  Contemporary Exhibitions: Los Angeles and Latin America  (DPE) (WI)
Crosslistings: ARTH440 / LATS440

This seminar examines connections between Latina/o and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalization and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Class Format: seminar
Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)
Enrollment Limit: 15
Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators
Expected Class Size: 12
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS. DPE: The key themes explored in the course concerning art and activism, borders and diaspora, globalism and modernism in the visual arts intersect with the critical exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Also, a number of the exhibitions studied in the class explicitly take up issues of difference, power, and equity. Through discussion, presentations, and writing assignments students will develop and refine skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice. WI: This course is a Writing Intensive seminar. This means that there will be considerable focus on writing, revision, and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus.
Attributes: ARTH post-1600 Courses; LATS Countries of Origin + Transnationalism Elect;

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm     C. Ondine Chavoya

ARTS 129 (S) Institutional Critique (DPE)
Crosslistings: THEA129 / ARTS129
Primary Crosslisting
This introductory course will investigate the performance potential of the radical art making methodology known as Institutional Critique. Influenced by Situationalism, and the Fluxus movement, Institutional Critique emerged as a way for artists to respond to the art worlds elitism, monopoly on culture, and dependency on Capitalism. Through collaborative performance based projects and readings students will explore the possibility of art to critically intervene in the hegemonic order and insight change within power relationships. We will also explore related movements such as Socially Engaged Practice, a term that describes art that is participatory and focuses as people as the medium. Artists covered will include: Thomas Hirshhorn, Tim Rollins, and Andrea Fraser. You do not need any prior experience just a willingness to use the power of voice and body.
Class Format: studio
Requirements/Evaluation: 3 collaborative projects, final independent project, readings, active participation, museum gallery visits, quality of work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: none
Expected Class Size: 10
Materials/Lab Fee: lab fee of $125
Distributions: (D1) (DPE)
Distribution Notes: DPE: Through a diverse selection of essays, visual art, and contact with prominent voices operating at the intersection of theory and practice students will examine how the concentration of power in the United States and Europe has contributed to inequities within educational, legislative and artistic institutions. Students will then transfer what they've learned to a research based visual practice that priorities social discourse.

Spring 2019
STU Section: 01    W 1:10 pm - 3:50 pm     Allana M. Clarke

ARTS 338 (S) Persona (DPE)
Crosslistings: THEA338 / ARTS338

Primary Crosslisting

Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson’s The art of Cruelty and Cherise Smith’s Enacting Others. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.

Class Format: studio

Requirements/Evaluation: completion of 3 assigned projects, independent project, participation, quality of work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: some experience with studio art courses, art history courses, performance experience or consent of the instructor

Enrollment Limit: 14

Enrollment Preferences: majors, seniors, juniors, sophomores

Expected Class Size: 12

Materials/Lab Fee: $150 charged to term bill

Distributions: (D1) (DPE)

Distribution Notes: DPE: Through a critical investigation of the closed systems of signification that relate to the body: race, class, gender, and sexual orientation students will employ interdisciplinary methods of making to consider how these signifiers dictate the bodies that become Othered, concepts of hyper-visibility/invisibility, inclusion/exclusion, authorship, and ideas of authenticity

Spring 2019

STU Section: 01    TR 11:20 am - 12:35 pm    Allana M. Clarke

ASST 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE) (WI)

Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha’s life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15
Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
SEM Section: 01  M 7:00 pm - 9:40 pm  Kim Gutschow

ASST 269 (S) Mindsight: Mindfulness and Medicine (DPE) (WI)

Crosslistings: REL269 / ASST269 / ANTH269

Secondary Crosslisting

This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the ‘kindness curriculum’ in schools, and other areas of applied research on mindfulness that have generated a ‘science of personal transformation’. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

Class Format: tutorial

Requirements/Evaluation: weekly papers, 4- to 8-pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students majoring or concentrating in; ANTH, SOC, REL, ASST, PH, COGS, and NSCI

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.

Attributes: GBST South + Southeast Asia Studies Electives; PHLH Social Determinants of Health;

Spring 2019
TUT Section: T1  TBA  Kim Gutschow

ASST 278 (S) Buddhist Material Culture: Objects of Practice and Merit (DPE)

Crosslistings: REL278 / ASST278

Secondary Crosslisting

What is material culture? What is considered Buddhist material culture? If Buddhism is a tradition that encourages non-attachment, then what is meant by “Buddhist material culture”? Shouldn't Buddhists be “free” from material things? Is it necessary for a Buddhist to be free from material things or
rather that material things should be free from Buddhists? This course will introduce students to a material culture approach to the study of religion, which acknowledges the agency of not only humans but also the agency of objects/things/stuff, and it emphasizes relationships and networks between people and things. The course will begin with basic foundational theories that make up the burgeoning field of "material culture" within Religious Studies. We focus on various relationships: "internal" (our body and senses in relation to things) and "external" (things themselves, and their connections to other things). We will learn about these relationships by looking closely at Buddhist "stuff" and investigating what such relationships can tell us about Buddhism. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. In a nutshell, this course is about the "social life of [Buddhist] things". For students without a background in Buddhism, this course will introduce them to Buddhism as lived in China, Korea, Japan, Tibet, and particularly Southeast Asia.

Class Format: seminar

Requirements/Evaluation: Attendance and active participation: 15%; Short Writing Assignments, 8 total (1 page): 25%; Midterm Exam (in-class): 25%; Group Presentation of Object: 35%

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Asian Studies majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: The material world of contemporary Buddhism is often condemned for "adulterating" "real" Buddhism because it does not fit stereotypical buzzwords like tranquil, austere, non-commercial. Yet, materiality is essential to Asian Buddhist practitioners, who are the 90%. Students will hone skills to seek the unseen by tracing networks of a New Materialism approach, which can reveal relationships that demonstrate power struggle and inequality, even within a "loving-kindness" tradition like Buddhism.

Spring 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Susanne Ryuyin Kerekes

ASST 284 (S) Introduction to Asian American History (DPE)

Crosslistings: HiST284 / AMST284 / ASST284

Secondary Crosslistings

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

Class Format: lecture/discussion

Requirements/Evaluation: a series of short essays and a final oral history/family history

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first come, first served

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course traces the immigration history of various peoples from Asia to the U.S. from the 1850s to the present. We will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the U.S.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HiST Group F Electives - U.S. + Canada

Spring 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Scott Wong
The antagonism between the West and the rest has been a defining feature of contemporary thought, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians stayed busy using blunt tools of violence, class and caste warfare, and fanning the flames of religious and ethnic tension, many artists, writers, and theorists challenged simple binaries that made cultures out to be at odds with one another by giving voice to complex identities and histories. Our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. In addition to encountering a postcolonial serial killer, a pterodactyl in present-day India, and a famed boxing match sponsored by an African dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi.

Class Format: seminar

Requirements/Evaluation: three short papers, one researched term paper, presentation, class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have not yet taken a 100-level course

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: In asking students to think broadly and comparatively in film, novel, poetry, and theory about counter-hegemonic discourses of gender, race, nation, anti-colonialism, ontology, third worldism and non-Western philosophy, this course will contribute to the college's course offerings in Difference, Power, and Equity. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.

Attributes: ASAM Related Courses; ENGL Literary Histories C;

Fall 2018

SEM Section: 01  TR 8:30 am - 9:45 am  Anjuli F. Raza Kolb

Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

Class Format: tutorial

Requirements/Evaluation: regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the
critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight. WI: Multiple writing and rewriting assignments that build on one another, totaling 20 pages or more, plus careful attention to writing practice in class.

Fall 2018
TUT Section: T1 TBA Natalie E. Lozinski-Veach

**COMP 119 (S) Asian American Femininities** (DPE) (WI)
Crosslistings: COMP119 / WGSS119

**Secondary Crosslisting**
This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

**Class Format:** tutorial

**Requirements/Evaluation:** weekly papers or peer responses

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 8

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP DPE:
The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn. WI: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019
TUT Section: T1 TBA Vivian L. Huang

**COMP 205 (F) The Latin-American Novel in Translation** (DPE)
Crosslistings: COMP205 / RLSP205

**Secondary Crosslisting**
A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

**Class Format:** lecture

**Requirements/Evaluation:** class participation, two brief papers, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 22

**Enrollment Preferences:** Spanish majors, Latina/o Studies concentrators

**Expected Class Size:** 22

**Department Notes:** does not carry credit for the Spanish major or the certificate

**Distributions:** (D1) (DPE)

**Attributes:** GBST Latin American Studies Electives
COMP 224 (F)  Remembering the Great War: The First World War in Literature and Film  (DPE)
Crosslistings: RLFR225 / COMP224

Primary Crosslisting

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. Readings and Discussions in English.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Distributions: (D1) (DPE)

Distribution Notes: DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Fall 2018

SEM Section: 01    MW 11:00 am - 12:15 pm    Brian Martin

COMP 228 (S)  Being American, Being Muslim: American Muslim Literature in the 21st century  (DPE)
Crosslistings: AMST266 / REL266 / ENGL268 / COMP228

Secondary Crosslisting

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal
belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Class Format: seminar

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL or AMST; meets Division 1 requirement if registration is under COMP or ENGL. DPE: This course will explore the many complex intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences internal to Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations and power and difference in the texts that we will read, and how to analyze their workings in nuanced multidimensional ways.

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm     Zaid Adhami

COMP 234 (S)  Saharan Imaginations  (DPE) (WI)

Crosslistings: COMP234 / ARAB209 / ENVI208

Secondary Crosslisting

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am     Brahim El Guabli

COMP 242 (S)  Americans Abroad  (DPE) (WI)
This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of “home” into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

Class Format: seminar

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Expected Class Size: 18

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST

DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home

Attributes: AMST Arts in Context Electives; GBST Borders, Exiles + Diaspora Studies Electives;

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm     Soledad Fox

COMP 244 (S) Mediterranean Journeys (DPE)

Crosslistings: COMP244 / GBST244

Primary Crosslisting

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of the so-called "migrant intellectuals and artists" who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as a literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Behind the medium of a national language, new cultures and identities are claiming inclusion into the core of the social fabric by speaking out from a marginal position. We read both literary works (Ali Farah, Guene, Lakhous, Scego) and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films and documentaries (Carpignano, Cialese, Godard).

Class Format: seminar

Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation

Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under GBST DPE. Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     Michele Monserrati

COMP 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WI)

Crosslistings: ARAB249 / COMP249

Secondary Crosslisting

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given a short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly response papers, mid-term exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2018

SEM Section: 01    TR 9:55 am - 11:10 am     Brahim El Guabli

COMP 257 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender (DPE)

Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213

Secondary Crosslisting

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to
understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. All readings will be in English, and all films with have English subtitles.

Class Format: seminar

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2018

SEM Section: 01    TF 2:35 pm - 3:50 pm     Julie A. Cassiday

COMP 267 (F) Performance Studies: An Introduction  (DPE)

Crosslistings: COMP267 / WGSS267 / DANC267 / THEA267

Primary Crosslisting

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing “performance” as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format: seminar

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS. DPE: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Vivian L. Huang
In this course, students will explore a variety of cultural artifacts (literature, film, song, visual art, and architecture), personal documents (diaries and letters), and secondary literature, which speaks to the real, subjective experience of life in the Soviet Union under Stalin. Throughout his reign, Stalin spurned basic human values like freedom and democracy in favor of class hatred, discipline, and conformity. He unleashed unthinkable violence on the Soviet population, provoking mass famine and instigating campaigns of political terror, all in the name of transforming impoverished, agricultural Russia into the world's first industrially advanced, socialist society. The underlying logic of this social experiment has been diagnosed as totalitarian, a distinction designating systems of governance in which the state uses a combination of coercion and propaganda to achieve total control over the thoughts and actions of its subjects. The opening of borders and archives since the fall of the Soviet Union, however, has shown the image of the passive, brainwashed automaton to be inadequate in relation to the everyday cares, aspirations, fears, joys and sorrows, ethical dilemmas, personal narratives, and forms of covert resistance that shaped the identities of ordinary Soviet people. Scholars of Soviet subjectivity have worked to bring these stories to light in an attempt to achieve a more nuanced understanding of the Soviet experience. Students will apply insight from this field to their own investigations of Soviet selfhood in discussions, short response papers, and a final research paper. All readings are in English.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, short response papers, final paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Russian majors, History majors, Comparative Literature majors

**Expected Class Size:** 10

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: This course is part of the Difference, Power, and Equity initiative not only because it explores the formation of identity in situations in which the state wields extreme power over the actions and speech of its subjects, but also because it confronts the limitations of the concept of totalitarianism in representing the experience of such subjects. Special attention will be devoted to issues of class, gender, ethnicity, and non-human actors as they relate to the problem of Soviet subjectivity.

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In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlalli Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucía Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sáñez Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

**Class Format:** lecture

**Requirements/Evaluation:** essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** Spanish 105, placement exam results, permission of instructor or Department Chair
Enrollment Limit: 19
Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators
Expected Class Size: 15
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under WGSS

W: There will be one-page long written exercises every week and two 7-8 pages essays. D: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Attributes: LATS Countries of Origin + Transnationalism Elect;

Spring 2019
LEC Section: 01    MR 1:10 pm - 2:25 pm    Roxana A. Blancas Curiel

COMP 303 (S) Embodied Archives: Global Theatre and Performance Histories   (DPE)
Crosslistings: COMP303 / THEA301
Secondary Crosslisting

History shapes bodies and is, in turn, shaped by bodies. Whose story is included in the archive? Whose story is left out? What remains over time? What disappears? Why? As theatre and performance historians, our task will be twofold: to study the past but also to question how its been constructed over time. Our obligations will include: handling, analyzing, and contextualizing primary sources; giving equal value to textual and embodied forms of knowledge preservation; taking into account the gender, race, class, status, and ethnicity of the historical participants who occupy the archive; and asking who benefitted from the ideological systems of a given age and who did not. Performance histories to be considered include: West-African Yoruba ritual; pre-Columbian performance in Mesoamerica; ancient Greek civic festivals; labor and guild theatres of Medieval England; print and Kabuki cultures of the Japanese Edo period; eighteenth-century celebrity portraiture across the circum-Atlantic; U.S. Civil War photography and reenactment; and performance histories drawn from (or unseen by) the archives of Williams College. Our readings and approaches will be informed by leading performance and cultural studies critics, such as: Diana Taylor, Joseph Roach, Saidiya Hartman, Rebecca Schneider, Harvey Young, and Tavia Nyong'o. This course is required for Theatre majors and is a prerequisite for THEA 401.

Class Format: seminar
Requirements/Evaluation: weekly "free-writing responses"; two "deep-reads" of archival materials; a 5-page midterm paper; a 10-minute oral report; and a final research project or presentation
Prerequisites: THEA 101, 102, 103, 201, 204 or by permission of instructor with evidence of equivalent 100-level course in Division I or Division II

Enrollment Limit: 18
Enrollment Preferences: Theatre majors
Expected Class Size: 8-10
Distributions: (D1) (DPE)
Distribution Notes: DPE: This course directly interrogates the power inequities of the historical archive and insists on acknowledging the value of embodied practice as a form of knowledge. Students will learn to question the authorship and ownership of the past by those who controlled its preservation. We will examine primary sources as contextually constructed rather than 'givens,' and we will seek to understand the status of those observers and participants whose stories comprise the archive of performance

Spring 2019
SEM Section: 01    R 1:10 pm - 3:50 pm     Amy S. Holzapfel

COMP 315 (F) Social Construction   (DPE)
Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301
Secondary Crosslisting

“Social construction” can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to
If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

**Class Format:** seminar

**Requirements/Evaluation:** regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors, then majors from cross-listed departments

**Expected Class Size:** 15

**Distributions:** (D1) (DPE)

**Distribution Notes:** meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

**Attributes:** PHIL Related Courses

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Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students majoring in or considering a major in Arabic Studies

**Expected Class Size:** 19
Distributions: (D1) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARAB DPE: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

**Attributes:** GBST Middle Eastern Studies Electives;

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**Fall 2018**

SEM Section: 01    MR 1:10 pm - 2:25 pm     Amal Eqeiq

**COMP 342 (S)  Elizabeth Bishop in the Americas  (DPE)**

Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340

**Secondary Crosslisting**

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop’s stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

**Class Format:** seminar; seminar, three hours per week, small group discussion, archival research

**Requirements/Evaluation:** two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 15

**Distributions:** (D1) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE: This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

**Attributes:** AMST Critical and Cultural Theory Electives;  ENGL Criticism Courses;  ENGL Literary Histories C

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**Spring 2019**

SEM Section: 01    Cancelled

**COMP 346 (S)  Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean  (DPE) (WI)**

Crosslistings: COMP346 / ARAB346

**Primary Crosslisting**
This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomousities, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ARAB DPE:

This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to address global injustices and neoliberalism

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Eqeiq

**COMP 347 (F) Silence, Loss, and (Non)Memory in Austria 1900-the Present** (DPE) (WI)

Crosslistings: COMP347 / GERM331

**Secondary Crosslisting**

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timeless. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English.
For those who do it in German, all literary readings and at least three of the papers will be in German.

Class Format: tutorial

Requirements/Evaluation: five 5-page papers, one revision, discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

Enrollment Limit: 10

Enrollment Preferences: German or Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.

Fall 2018

TUT Section: T1 TBA Gail M. Newman

COMP 357 (F) Tell Even Us: Writing Memory, Trauma, Self (DPE)

Crosslistings: COMP357 / ENGL300 / AMST300

Secondary Crosslisting

In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: Borderlands/La Frontera: The New Mestiza (Gloria Anzaldúa), Dictée (Theresa Hak Kyung Cha), How to Write an Autobiographical Novel (Alexander Chee), When They Call You A Terrorist: A Black Lives Matter Memoir (Patrisse Khan-Cullors and asha bandele), Bad Indians: A Tribal Memoir (Deborah Miranda), This is for the mostless (Jason Magabo Perez), Redefining Realness (Janet Mock), like a solid to a shadow (Janice Lobo Sapigao), Men We Reaped (Jesmyn Ward), 7 Miles A Second (David Wojnarowicz).

Class Format: seminar

Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP DPE: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Attributes: AMST Arts in Context Electives;

Fall 2018

SEM Section: 01 MR 2:35 pm - 3:50 pm Anthony Y. Kim
There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered “classic” texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Class Format: seminar/studio, three hours per week
Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: If the class is overenrolled, students will submit a letter of interest in the class
Expected Class Size: 14
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.

Fall 2018
SEM Section: 01    R 1:10 pm - 3:50 pm     Shayok Misha Chowdhury

COMP 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism  (DPE)
Crosslistings: COMP401 / GERM401 / WGSS401
Primary Crosslisting
Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate “entrepreneurs of self.” This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: seminar; seminar three hours per week
Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper
Extra Info: not available for the fifth course option
Prerequisites: 300-level course
Enrollment Limit: 25
Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor
Expected Class Size: 20
Materials/Lab Fee: course books and reader packet
Distributions: (D1) (DPE)
**Distribution Notes:** meets Division 1 requirement if registration is under COMP or GERM; meets Division 2 requirement if registration is under WGSS DPE: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

**Fall 2018**

**SEM Section: 01    MR 1:10 pm - 2:25 pm    Helga Druxes**

**COMP 408 (F) Modernism in Brazil (DPE)**

Crosslistings: COMP408 / ARTH408

**Secondary Crosslisting**

"Modernism" in art: when we think about it, we may not readily think of Brazil. But Brazil was in fact a vibrant battleground of ideas around what it was to be innovative, modern, and avant-garde. Between 1920 and 1945, artists, poets, and critics in the metropolises of São Paulo and Rio de Janeiro actively debated on the creation, and potential, of a uniquely Brazilian modernist aesthetic that would stand on par with the European avant-gardes. But what did "Brazilianess" mean to these intellectuals? What role did gender and race relations--indigeneity in particular--play in the construction of this aesthetic? How did the necessities and demands of the national context shape these modernist practices? This seminar will take a deep dive in this fascinatingly contradictory moment in Brazil, a chapter that would become a fundamental reference to Brazilian artists in the 1960s and even to this day. In addition to detailed analyses of artworks, we will read manifestos, novels, and criticism from this period, and the most up to date secondary interpretive texts.

**Class Format:** seminar

**Requirements/Evaluation:** participation, short presentations, four 2-page writing assignments, final 12-page research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** none

**Expected Class Size:** 8

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: As a DPE course, we will tackle Modernism in Brazil as a rich, comparative case study in the field of "global modernisms," so as to productively complicate canonical histories of Western art. Moreover, this course fulfills DPE requirements through textual, visual, and historical analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Brazilian modernism in Western art history. The course also centers on contextualizing the artistic practices of Brazilian modernism and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, and revolutionary politics.

**Attributes:** ARTH post-1600 Courses;

**Fall 2018**

**SEM Section: 01    T 1:10 pm - 3:50 pm    Mari Rodriguez Binnie**

**COMP 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE) (WI)**

Crosslistings: RLFR414 / COMP414

**Secondary Crosslisting**

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

**Class Format:** seminar
COMP 416 (S)  Postcolonial Theory and the World Literature Debates  (DPE)
Crosslistings: COMP416 / ENGL416

Secondary Crosslisting
When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance--African literature, say, or Sumerian art--or perhaps by their historical moment--Ottoman architecture, or postcolonial Indonesian poetry--but more and more, the catch-all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non-Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose? What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of economic, political, and military dominance? In this advanced seminar, we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including Aimé Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, Partha Chatterjee, and Homi Bhabha, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of World and Global Literature.

Class Format: seminar

Requirements/Evaluation:  two to three papers

Extra Info:  may not be taken on a pass/fail basis

Prerequisites:  none

Enrollment Limit:  25

Enrollment Preferences:  students who have done relevant coursework in Division I or II

Expected Class Size:  10

Department Notes:  Theory Course

Distributions:  (D1) (DPE)

Distribution Notes:  DPE: This advanced course in literature and theory will consider literary canonicity and postcolonial theory's challenges thereto through a deep examination of genre, criticism, institutional power, material conditions of publication, and postcolonial culture's relationship to the legacies of colonialism. We will interrogate power and the writing of history, material and cultural resource extraction, and narrative theory against developmental discourse. Students will additionally consider through their writing the role of academic and cultural institutions in perpetuating race and class hierarchy.
DANC 267 (F) Performance Studies: An Introduction (DPE)
Crosslistings: COMP267 / WGSS267 / DANC267 / THEA267

Secondary Crosslisting

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origins in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format: seminar
Requirements/Evaluation: reflection papers, performance analysis, final paper or performance
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15
Distributions: (D1) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS DPE: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.
Attributes: WGSS Theory Courses

Fall 2018
SEM Section: 01 W 1:10 pm - 3:50 pm Vivian L. Huang

ECON 204 (F) Economics of Developing Countries (DPE)
Crosslistings: ENVI234 / ECON204

Primary Crosslisting

The leaders of poor countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in poor countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: lecture/discussion
Requirements/Evaluation: short essays/assignments; exam; final group project, including a 15-page paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 25
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.
Attributes: GBST African Studies Electives; GBST Economic Development Studies Electives; POEC Comparative POEC/Public Policy Courses

Fall 2018
LEC Section: 01    MWF 8:30 am - 9:45 am    Steven E. Nafziger

ECON 240 (F) Colonialism and Underdevelopment in South Asia (DPE) (WI) (QFR)
British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, “nationalist” writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, “apologists,” argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between “nationalists” and “apologists” has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.
Class Format: tutorial
Requirements/Evaluation: essays (one every other week) and responses to partner's essays will be evaluated
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one course in ECON
Enrollment Limit: 10
Enrollment Preferences: Economics major, prior course on South Asia
Expected Class Size: 10
Distributions: (D2) (DPE) (WI) (QFR)
Distribution Notes: DPE: Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation. QFR and WI: Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies both the WI and QFR requirement.
Attributes: GBST South + Southeast Asia Studies Electives; POEC Comparative POEC/Public Policy Courses;

Fall 2018
TUT Section: T1    TBA    Anand V. Swamy

ECON 257 (S) The Economics of Race (DPE)
This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the economic history of slavery, Reconstruction and the Civil Rights Movement; racial gaps in earnings, wealth, educational attainment, standardized test scores, and health outcomes; formal models of taste-based and statistical discrimination; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 101 will be useful, but is not required.
Class Format: lecture
Requirements/Evaluation: exams, papers, problem sets, participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 110
Enrollment Limit: 30
**Enrollment Preferences:** first come first serve

**Expected Class Size:** 30

**Distributions:** (D2) (DPE)

**Distribution Notes:** The course is well suited for the DPE Distribution Requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

**Attributes:** POEC U.S. Political Economy + Public Policy Course

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**Spring 2019**

LEC Section: 01    TF 1:10 pm - 2:25 pm    Owen Thompson

**ENGL 105 (F) American Girlhoods** (DPE) (WI)

Crosslistings: AMST105 / WGSS105 / ENGL105

**Primary Crosslisting**

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

**Class Format:** seminar

**Requirements/Evaluation:** at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years without an AP 5, IB 6 or 7; Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 19

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equality and power and what kinds of literary and cultural forms writers utilize to illuminate these differences. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

**Attributes:** AMST Arts in Context Electives;

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**Fall 2018**

SEM Section: 01    TF 2:35 pm - 3:50 pm    Kathryn R. Kent

**ENGL 113 (F) The Feminist Poetry Movement** (DPE) (WI)

Crosslistings: ENGL113 / WGSS113 / AMST113

**Primary Crosslisting**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the
Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: seminar; discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; EXPE Experiential Education Courses; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018

SEM Section: 01    TR 8:30 am - 9:45 am     Bethany Hicok

ENGL 115 (F) Rumble in the Jungle: Major Postcolonial Writers and Movements (DPE) (WI)

Crosslistings: COMP115 / ENGL115

Primary Crosslisting

The antagonism between the West and the rest has been a defining feature of contemporary thought, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians stayed busy using blunt tools of violence, class and caste warfare, and fanning the flames of religious and ethnic tension, many artists, writers, and theorists challenged simple binaries that made cultures out to be at odds with one another by giving voice to complex identities and histories. Our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. In addition to encountering a postcolonial serial killer, a pterodactyl in present-day India, and a famed boxing match sponsored by an African dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi.

Class Format: seminar

Requirements/Evaluation: three short papers, one researched term paper, presentation, class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have not yet taken a 100-level course

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: In asking students to think broadly and comparatively in film, novel, poetry, and theory about counter-hegemonic discourses of gender, race, nation, anti-colonialism, ontology, third worldism and non-Western philosophy, this course will contribute to the college's
course offerings in Difference, Power, and Equity. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.

**Attributes:** ASAM Related Courses; ENGL Literary Histories C

**Fall 2018**

SEM Section: 01    TR 8:30 am - 9:45 am     Anjuli F. Raza Kolb

**ENGL 119 (S) Missed Encounters (DPE) (WI)**

Although we all entertain the dream of reaching directly across boundaries of personal and cultural difference, such exchanges remain inseparable from fantasies of otherness. Those fantasies can be as reductive as a stereotype, but they can also be enormously nuanced and self-revealing--as rich as literature itself. We will study the missed encounter--the encounter in which the element of presupposition and fantasy is vividly apparent--in cultural contexts from the first English accounts of the inhabitants of Virginia to race relations in contemporary African fiction; we will consider such encounters in other contexts as well, including sexual relations, the relations between young and old, even the relation between past and present. But in every case, we will keep our gaze trained on what such events tell us about the nature of fantasy and the place of fiction. The course will consider novels, drama, film, opera, and non-fiction, works such as: Coetzee, *Waiting for the Barbarians*; Harriot, "Report of the New Found Land of Virginia"; Conrad, *Heart of Darkness*; Stephen Crane, "The Blue Hotel"; Nadine Gordimer, *The Pick Up*; Herzog, "Aguirre"; Shakespeare, *Merchant of Venice*; Puccini, *Madame Butterfly*; Huang, *M. Butterfly*; Austen, *Pride and Prejudice*; Gyasi, *Homegoing*; and theoretical writing, including texts by the psychoanalytic critic, Jacques Lacan.

**Class Format:** seminar

**Requirements/Evaluation:** 20 pages of writing in the form of frequent short papers

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students who have not taken or placed out of an English 100-level class

**Expected Class Size:** 19

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: The course fulfills the spirit of the DPE requirement by engaging diverse cultural contexts in order to explore the ways in which political, racial, and sexual identities are staked on forcible assertions of difference which at once constitute power and erode it from within. Through discussion and critical writing, students will develop analytical tools and skills to interrogate these effects of social power. WI: Like all English 100-level courses, there is an intensive focus on writing skills through frequent short papers (20 pages total).

**Spring 2019**

SEM Section: 01    MWF 11:00 am - 12:15 pm     Christopher L. Pye

**ENGL 126 (F) Black Literature Matters (DPE) (WI)**

Crosslistings: AFR126 / AMST126 / ENGL126

**Primary Crosslisting**

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts—essays, novels, drama, music, and poetry—by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

**Class Format:** seminar

**Requirements/Evaluation:** four papers totaling at least 20 pages, active class participation, class presentation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors
Expected Class Size: 19
Distributions: (D1) (DPE) (WI) Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR
DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

Fall 2018
SEM Section: 01 TR 8:30 am - 9:45 am Kimberly S. Love

Spring 2019
SEM Section: 01 Cancelled

ENGL 132 (F) Black Writing To, From, and About Prison (DPE) (WI)
Crosslistings: WGSS132 / ENGL132
Primary Crosslisting
This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. Course texts will include letters from Angela Davis's edited collection *If They Come in the Morning*, autobiographies like that by Malcolm X, poetry by Ericka Huggins and Huey Newton, as well as critical interventions by scholars like Nikki Jones, WEB Du Bois, and Nat Smith's edited collection *Captive Genders*. We will also look at contemporary groups organizing around the question of prisons and justice including Critical Resistance, BYP100 (Black Youth Project 100), and TGIJP (Transgender Gender Variant Intersex Justice Project).
Class Format: seminar
Requirements/Evaluation: three 4- to 5-page individual papers, one 4- to 5-page hybrid paper, informal writing, letter writing
Extra Info: may not be taken on a pass/fail basis
Prerequisites: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE: This class meets the DPE designation in that it facilitates critical engagement with the question of what counts as justice, for whom, for what reasons, and at what cost individually and communally. Students will sharpen their understanding of the relationship between race, gender, and power in the afterlife of slavery WI: This class is Writing-Intensive in that it requires a minimum of 20 pages of formal writing

Fall 2018
SEM Section: 01 MWF 8:30 am - 9:45 am Ianna Hawkins Owen

ENGL 206 (S) We Aren't The World: "Global" Literature in the 20th Century (DPE) (WI)
An eighteenth-century diplomat once referred to the British colonies as a "vast empire on which the sun never set," and at the time, he was right: the
British controlled an enormous portion of the globe for nearly three centuries, from the Caribbean to South Asia, from Oceania to Africa. One outcome of this vast empire was the creation of a rich and diverse literary tradition in the English language—now called Anglophone literature—from far-flung places around the globe. This course will introduce students to select works of global Anglophone literature in the twentieth century, and consider the ways in which writers from around the world have used a variety of literary forms, such as the bildungsroman, national allegory, and testimony, to participate in and reshape conversations about culture, globalization, aesthetics, and politics. Readings will include novels, poetry, short stories, and film by writers including Kipling, Kincaid, Achebe, Rushdie, Conrad, Coetzee, and Roy, among others. The course will expose students to a variety of global English idioms, as well as literary traditions from, or in conversation with, non-Western countries.

Class Format: seminar

Requirements/Evaluation: three short papers, term research essay, presentation, class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Conceived as an introduction to Global Literature in English, this course will expose students to comparative histories of anticolonialism and decolonization, a variety of postcolonial English idioms, as well as literary traditions from, non-Western traditions. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.

Attributes: ASAM Related Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019

SEM Section: 01    TR 8:30 am - 9:45 am     Anjuli F. Raza Kolb

ENGL 218 (S)  Gender and Sexuality in the Neo-slave Narrative (DPE) (WI)

Crosslistings: WGSS218 / AFR218 / AMST218 / ENGL218

Primary Crosslisting

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories" and Glenn Ligon's "Runaways", and film such as Jordan Peele's Get Out.

Class Format: seminar

Requirements/Evaluation: weekly keyword responses, one presentation, four papers totaling about 20 pp, including an engaged feedback process, thoughtful class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI; Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts.
ENGL 243 (F)  Chemical Intimacies  (DPE)
Crosslistings: ENGL243 / WGSS233 / ARTH243 / SCST233

Secondary Crosslisting
This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geographically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Class Format: seminar
Requirements/Evaluation: individual research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors
Expected Class Size: 10
Distributions:  (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under WGSS OR SCST; meets Division 1 requirement if registration is under ARTH or ENGL. DPE: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.
Attributes:  WGSS Theory Courses

ENGL 246 (S)  The Love of Literature  (DPE) (WI)
If love "makes the world go 'round," then literature, love's chronicler, may contain the key for understanding this world-formative passion. In this seminar, we will explore representations of love in works of poetry, drama, prose fiction, and philosophy from antiquity to the present. From the philosophical love extolled in Plato's dramatic dialogue The Symposium to the Christian love of Paul's epistles; the Romantic love of Goethe's Elective Affinities to the modern love of Woolf's To the Lighthouse and beyond, we will see how love, like literature, at once reflects and produces historically significant changes in the ways that human beings relate to one another, to themselves, and to the world in which they live. In addition to the authors already mentioned, readings may include literary works by Virgil, Mary Shelley, Wordsworth, Baldwin, and theoretical works by Freud, Foucault, and Luhmann.

Class Format: seminar
Requirements/Evaluation: three papers of 4, 6, and 10 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: those interested in majoring in English
ENGL 249 (F) Staging Race and Gender  (DPE) (WI)

Crosslistings: ENGL249 / THEA249 / WGSS269

Primary Crosslisting

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's *Black Odyssey*, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection.

We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as *Queen Sugar*, *This Is Us*, *Atlanta*, and *The Chi*.

Class Format: seminar

Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS

DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies. WI: Students will submit four papers totaling at least 20 pages

Attributes: ENGL 200-level Gateway Courses;

ENGL 250 (S) Americans Abroad  (DPE) (WI)

Crosslistings: AMST242 / COMP242 / ENGL250

Secondary Crosslisting

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic,
emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of "home" into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

Class Format: seminar

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Expected Class Size: 18

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST

DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home

Attributes: AMST Arts in Context Electives; GBST Borders, Exiles + Diaspora Studies Electives;

Spring 2019

ENGL 252 (F) Ficciones: A Writing Workshop (DPE) (WI)

Crosslistings: ENGL252 / LATS222

Secondary Crosslisting

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: studio/workshop

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL

DPE: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change WI: Requires minimum 30 pages of writing, close reading by peers and instructor, and final portfolio of revisions

Attributes: LATS Core Electives;

Fall 2018

STU Section: 01    TR 8:30 am - 9:45 am   Nelly A. Rosario

Spring 2019
ENGL 254 (S)  'As If Her Mouth Were a Weapon': Jamaica Kincaid  (DPE)  (WI)

Crosslistings: ENGL254 / WGSS274

Primary Crosslisting

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include Annie John (1985), Lucy (1990), The Autobiography of My Mother (1996), My Brother (1997), Mr. Potter (2002), and See Now Then (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging WI: This course will fulfill the Writing-Intensive distribution requirement in that it requires a minimum of 20 pages of formal writing

Attributes: ENGL Post-1900 Courses; ENGL 200-level Gateway Courses;

Spring 2019

TUT Section: T1  TBA  Ianna Hawkins Owen

ENGL 268 (S)  Being American, Being Muslim: American Muslim Literature in the 21st century  (DPE)

Crosslistings: AMST266 / REL266 / ENGL268 / COMP228

Secondary Crosslisting

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Class Format: seminar

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under REL or AMST; meets Division 1 requirement if registration is under COMP or ENGL. DPE: This course will explore the many complex intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences internal to Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations and power and difference in the texts that we will read, and how to analyze their workings in nuanced multidimensional ways.

Spring 2019
SEM Section: 01    MW 11:00 am - 12:15 pm     Zaid Adhami

ENGL 300 (F)  Tell Even Us: Writing Memory, Trauma, Self  (DPE)
Crosslistings: COMP357 / ENGL300 / AMST300
Secondary Crosslisting
In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: Borderlands/La Frontera: The New Mestiza (Gloria Anzaldúa), Dictee (Theresa Hak Kyung Cha), How to Write an Autobiographical Novel (Alexander Chee), When They Call You A Terrorist: A Black Lives Matter Memoir (Patrisse Khan-Cullors and asha bandele), Bad Indians: A Tribal Memoir (Deborah Miranda), This is for the mostless (Jason Magabo Perez), Redefining Realness (Janet Mock), like a solid to a shadow (Janice Lobo Sapigao), Men We Reaped (Jesmyn Ward), 7 Miles A Second (David Wojnarowicz).
Class Format: seminar
Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: American Studies majors
Expected Class Size: 15
Distributions: (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP
DPE: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.
Attributes: AMST Arts in Context Electives;

Fall 2018
SEM Section: 01    MR 2:35 pm - 3:50 pm     Anthony Y. Kim

ENGL 332 (F)  Writing in the Margins: Race, Performance, Plagiarism  (DPE) (WI)
Crosslistings: COMP358 / ENGL332 / THEA332
Secondary Crosslisting
In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: Borderlands/La Frontera: The New Mestiza (Gloria Anzaldúa), Dictee (Theresa Hak Kyung Cha), How to Write an Autobiographical Novel (Alexander Chee), When They Call You A Terrorist: A Black Lives Matter Memoir (Patrisse Khan-Cullors and asha bandele), Bad Indians: A Tribal Memoir (Deborah Miranda), This is for the mostless (Jason Magabo Perez), Redefining Realness (Janet Mock), like a solid to a shadow (Janice Lobo Sapigao), Men We Reaped (Jesmyn Ward), 7 Miles A Second (David Wojnarowicz).
Class Format: seminar
Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: American Studies majors
Expected Class Size: 15
Distributions: (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP
DPE: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.
Attributes: AMST Arts in Context Electives;

Fall 2018
SEM Section: 01    MR 2:35 pm - 3:50 pm     Anthony Y. Kim

ENGL 332 (F)  Writing in the Margins: Race, Performance, Plagiarism  (DPE) (WI)
Crosslistings: COMP358 / ENGL332 / THEA332
Secondary Crosslisting
There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that
The process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered "classic" texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

**Class Format:** seminar/studio, three hours per week

**Requirements/Evaluation:** a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 14

**Expected Class Size:** 14

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.

Fall 2018

**ENGL 339 (S) Black Counterpublic Sphere in Early America (DPE)**

This course examines the emergence of black writing and chronicles the major movements of African American print culture from the early American republic to the ante-bellum era. We will investigate what Joanna Brooks identifies as a distinct tradition of black publication, or a black print "counterpublic" sphere, and determine how this counterpublic emerges around questions of agency, humanity, and the law. We also will consider its role in setting and sustaining communal and intellectual agendas for black people through our engagement with such questions as: how did print culture become central to liberation efforts in early America? And how did black people participate through print in the making of the early republic and the transatlantic exchange of ideas? We will discuss such authors as Briton Hammon, Phillis Wheatley, and Olaudah Equiano. Collaborating with Williams College Special Collections, we will analyze a broad range of literary forms and documents (e.g. pamphlets, orations, epistles, and sermons) and study the institutions that made early black print publication possible.

**Class Format:** seminar

**Requirements/Evaluation:** three critical response papers of two pages each and a culminating research project with Special Collections

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** none

**Expected Class Size:** 25

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: This course centers black writing and print culture during the nascence of the American empire, illuminating the ways in which black people wrote themselves into the early American public sphere. Through reading and discussion, analytical essays, and archival investigation, this course introduces students to discourses that shaped the early American republic and teaches students how to examine and articulate ideas about race, rights, nation, citizenship, self-mastery, agency, authorship, aesthetics, and freedom.

**Attributes:** ENGL Criticism Courses; ENGL Literary Histories A

Spring 2019

**ENGL 340 (S) Elizabeth Bishop in the Americas (DPE)**

Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340
Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE: This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL Literary Histories C

Spring 2019

SEM Section: 01 Cancelled

ENGL 348 (S) Women, Men and Other Animals (DPE)

Crosslistings: SCST348 / WGSS348 / ARTH348 / ENGL348

Secondary Crosslisting

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Class Format: seminar

Requirements/Evaluation: individual research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS or SCST; meets Division 1 requirement if registration is under ARTH or ENGL

Spring 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Mel Y. Chen

ENGL 416 (S) Postcolonial Theory and the World Literature Debates (DPE)

Crosslistings: COMP416 / ENGL416

Primary Crosslisting

When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance—African literature, say, or Sumerian art—or perhaps by their historical moment—Ottoman architecture, or postcolonial Indonesian poetry—but more and more, the catch-all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non-Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose? What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of economic, political, and military dominance? In this advanced seminar, we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including Aimé Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, Partha Chatterjee, and Homi Bhabha, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of World and Global Literature.

Class Format: seminar

Requirements/Evaluation: two to three papers

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: students who have done relevant coursework in Division I or II

Expected Class Size: 10

Department Notes: Theory Course

Distributions: (D1) (DPE)

Distribution Notes: DPE: This advanced course in literature and theory will consider literary canonicity and postcolonial theory's challenges thereto through a deep examination of genre, criticism, institutional power, material conditions of publication, and postcolonial culture's relationship to the legacies of colonialism. We will interrogate power and the writing of history, material and cultural resource extraction, and narrative theory against developmental discourse. Students will additionally consider through their writing the role of academic and cultural institutions in perpetuating race and class hierarchy.

Spring 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Anjuli F. Raza Kolb

ENGL 420 (S) Senior Seminar: The Drag of Black Masculinity (DPE)

Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

Secondary Crosslisting
In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

Class Format: seminar

Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

Expected Class Size: 14

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

Spring 2019

SEM Section: 01 Cancelled

ENVI 208 (S) Saharan Imaginations (DPE) (WI)
Crosslistings: COMP234 / ARAB209 / ENVI208

Secondary Crosslisting

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.
ENVI 218 (S) "Ecologismo": Literature, Culture and the Environment in Latin America (DPE)

Crosslistings: ENVI218 / RLSP214

Secondary Crosslisting

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies--including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism--inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Class Format: seminar

Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

Extra Info: may not be taken on a pass/fail basis

Prerequisites: RLS 105, placement exam results, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish and Environmental Studies majors

Expected Class Size: 12

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"--economic, ecological, and cultural--informs Latin American responses to environmental degradation.

Spring 2019

SEM Section: 01 MWF 12:00 pm - 12:50 pm Jennifer L. French

ENVI 234 (F) Economics of Developing Countries (DPE)

Crosslistings: ENVI234 / ECON204

Secondary Crosslisting

The leaders of poor countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in poor countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: lecture/discussion

Requirements/Evaluation: short essays/assignments; exam; final group project, including a 15-page paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25
Distributions:  (D2) (DPE)

Distribution Notes:  DPE: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes:  GBST African Studies Electives;  GBST Economic Development Studies Electives;  POEC Comparative POEC/Public Policy Courses

Fall 2018
LEC Section: 01    MWF 8:30 am - 9:45 am     Steven E. Nafziger

ENVI 250 (S)  Environmental Justice  (DPE)
Crosslistings:  ENV250 / SCST250

Primary Crosslisting

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Class Format:  seminar
Requirements/Evaluation:  several short essays, final essay
Extra Info:  may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites:  ENVI101 or permission of the instructor
Enrollment Limit:  12
Enrollment Preferences:  Environmental Studies concentrators
Expected Class Size:  10
Distributions:  (D2) (DPE)

Distribution Notes:  DPE: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes:  ENVI Humanities, Arts + Social Science Electives;  EVST Culture/Humanities;  EXPE Experiential Education Courses

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Laura J. Martin

GBST 101 (F)  The Modern Middle East  (DPE)
Crosslistings:  JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Secondary Crosslisting

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format:  lecture
Requirements/Evaluation:  participation, two short papers, quizzes, midterm, and final exam
Prerequisites:  none
Enrollment Limit: 40
Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size: 30-40
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

Fall 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm     Magnús T. Bernhardsson

GBST 213 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender  (DPE)
Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213
Secondary Crosslisting
Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. All readings will be in English, and all films with have English subtitles.
Class Format: seminar
Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS. This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.
Attributes: GBST Russian + Eurasian Studies Electives

Fall 2018
SEM Section: 01    TF 2:35 pm - 3:50 pm     Julie A. Cassiday

GBST 234 (F) What is Islam?  (DPE)
Crosslistings: ARAB234 / GBST234 / REL234 / HIST208
Secondary Crosslisting
This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar

Requirements/Evaluation: reading responses, two essays, final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

Fall 2018

SEM Section: 01 MR 1:10 pm - 2:25 pm Saadia Yacoob

GBST 244 (S) Mediterranean Journeys (DPE)

Crosslistings: COMP244 / GBST244

Secondary Crosslisting

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of the so-called "migrant intellectuals and artists" who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as a literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Behind the medium of a national language, new cultures and identities are claiming inclusion into the core of the social fabric by speaking out from a marginal position. We read both literary works (Ali Farah, Guene, Lakhous, Scego) and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films and documentaries (Carpignano, Crialese, Godard).

Class Format: seminar

Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under GBST DPE: Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2019
GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WI)
Crosslistings: SOC248 / GBST247 / RUSS248
Secondary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial
Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Anthropology, Sociology, and Russian majors
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS
DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018
TUT Section: T1  TBA  Olga Shevchenko

GBST 351 (S) The New Left and Neoliberalism in Latin America  (DPE) (WI)
Crosslistings: GBST351 / PSCI351
Secondary Crosslisting

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America—or anywhere—both in policy and political terms.

Class Format: lecture/discussion, then seminar
Requirements/Evaluation: three short essays, a 1-page reflection paper, and a 12-page research proposal
Prerequisites: a course on Latin America and a course in Economics or permission of the instructor
Enrollment Limit: 15
Enrollment Preferences: Political Science majors
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
**GBST 352 (F) Politics in Mexico (DPE) (WI)**
Crosslistings: GBST352 / PSCI352

**Secondary Crosslisting**
Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

**Class Format:** lecture, discussion, then seminar

**Requirements/Evaluation:** map quiz, two short papers, and a 12- to 15-page research proposal

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** some knowledge of Mexican history

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and seniors

**Expected Class Size:** 14

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA. WI: There will be 20 pages of writing and the short papers will be discussed in individual appointments with the professor.

**Attributes:** INST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

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**GBST 358 (S) Religion and Law (DPE)**
Crosslistings: REL358 / GBST358

**Secondary Crosslisting**
This course explores the concept of “law” through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

**Class Format:** seminar

**Requirements/Evaluation:** reading response, two essays, final research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 15
Enrollment Preferences: Religion majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm     Saadia Yacoob

**GBST 480 (F) Interpretations of the Israeli Palestinian Conflict** (DPE) (WI)

Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018

TUT Section: T1    TBA     Magnús T. Bernhardsson

**GERM 118 (F) Animal Subjects** (DPE) (WI)

Crosslistings: GERM118 / COMP118

Secondary Crosslisting

Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute
human and nonhuman lives, emphasizing moments of contact and conflict.

Class Format: tutorial

Requirements/Evaluation: regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight. WI: Multiple writing and rewriting assignments that build on one another, totaling 20 pages or more, plus careful attention to writing practice in class.

Fall 2018

TUT Section: T1    TBA    Natalie E. Lozinski-Veach

GERM 331 (F) Silence, Loss, and (Non)Memory in Austria 1900-the Present (DPE) (WI)

Crosslistings: COMP347 / GERM331

Primary Crosslisting

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least three of the papers will be in German.

Class Format: tutorial

Requirements/Evaluation: five 5-page papers, one revision, discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

Enrollment Limit: 10

Enrollment Preferences: German or Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to
our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.

Fall 2018

TUT Section: T1   TBA   Gail M. Newman

GERM 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)
Crosslistings: COMP401 / GERM401 / WGSS401

Secondary Crosslisting

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate ‘entrepreneurs of self.’

This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: seminar; seminar three hours per week
Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper
Extra Info: not available for the fifth course option
Prerequisites: 300-level course
Enrollment Limit: 25
Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor
Expected Class Size: 20
Materials/Lab Fee: course books and reader packet
Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP or GERM; meets Division 2 requirement if registration is under WGSS DPE: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2018

SEM Section: 01   MR 1:10 pm - 2:25 pm   Helga Druxes

HIST 102 (F) West Africa through Women's Voices (DPE) (WI)
Crosslistings: HIST102 / WGSS102

Primary Crosslisting

This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources--oral tradition, legal records, women's popular songs, Islamic pedagogical verse, personal correspondence and novels--we will consider how women's experiences challenge dominant narratives of history that have often excluded them. The course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

Class Format: lecture
Requirements/Evaluation: discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing
**HIST 152 (S)  The Fourteenth Amendment and the Meanings of Equality  (DPE) (WI)**

Crosslistings: WGSS152 / HIST152

**Primary Crosslisting**
For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment’s meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," ¿due process¿, ¿privileges and immunities¿, ¿equal protection¿, ¿life, liberty or property¿; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

**Class Format:** seminar

**Requirements/Evaluation:** a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** given first to those who have been dropped from this class previously, then to first-years, then to second years

**Expected Class Size:** 15-19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equips students to understand how women in West Africa have understood and responded to structures of power and inequality, rather than applying frameworks of our own experiences and backgrounds.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora;  HIST Group F Electives - U.S. + Canada;  JLST Interdepartmental Electives;
How do historians write and discover the lives of American women who never ran for office, led social movements, or married famous men? What sorts of lives did they lead? In what ways did they respond to the social and political upheavals of their age? How do historians unearth everyday experiences? Are the stakes different when we attempt to tell the stories of people whose lives make little mark on official letters? We will read social and cultural U.S. women's history, looking at urban working class women, enslaved women, rural farmers and wives, immigrant women from Europe and the Caribbean. Tutorial pairs will spend at least one week investigating sources in the Chapin Library and perhaps looking at visual art at Williams College Museum of Art.

Class Format: tutorial
Requirements/Evaluation: students will write papers (4-6 pages) roughly every other week, students will also write one page critiques, students will make a formal oral presentation one week
Extra Info: not available for the fifth course option
Prerequisites: First-Years and Sophomores
Enrollment Limit: 10
Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: This course investigates women whose lack of political, economic and cultural power has persisted into the historical record. We will consciously think and write about the role of historians in recovering lives and stories. How much of someone's story can we really tell? How far should historians go in deploying peoples scanty records to make an intellectual argument?
Attributes: HIST Group F Electives - U.S. + Canada;

Spring 2019
TUT Section: T1     Cancelled

HIST 202 (F) From the Atlantic Slave Trade to Black Panther: Africa and the United States  (DPE)
This course introduces the history of Africa since the eighteenth century by exploring the connections between the African continent and United States. By taking a pan-African and international approach, the class will highlight how the histories of both places have been deeply intertwined. The course is organized around four themes. The first explores the impact of African enslavement on both continents and the way African social practices were carried across the ocean and transformed by slavery and abolition. We will then turn to the back to Africa movements of the nineteenth and twentieth centuries and explore why different groups of African-Americans sought to return to the continent of their origin, and what impact this had on those living in Africa. The third part of the class shows how the US government and non-governmental organizations became deeply involved in Africa beginning in the second half of the twentieth century. The final section explores the important links between Black freedom movements in the United States and anti-colonial and anti-apartheid movements in Africa including recent connections between the Black Lives Matter movement and student activists in South Africa.
Class Format: discussion/lecture
Requirements/Evaluation: discussion participation, map quiz, short papers, and final group project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History Majors, Africana Studies Concentrators, American Studies Majors
Expected Class Size: 15-20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course focuses on effects of racism & colonialism on peoples of African descent & key episodes when Black solidarity was forged across great physical distance between the US & Africa. Through readings, discussion, & the final group project, the course will help students assess what foundations allowed for trans-Atlantic collaboration both among people who trace their heritage to Africa & between people with different racial backgrounds.
Attributes: HIST Group A Electives - Africa; HIST Group F Electives - U.S. + Canada
HIST 204 (S) Anti-Colonialism & Social Movements in Africa Since World War II (DPE)
This discussion-based survey introduces the major struggles for political and social change in sub-Saharan Africa since the end of the Second World War. We begin by looking at the anti-colonial and nationalist movements that flourished after the war and eventually brought about an end to formal colonial rule across the continent. Decolonization took place over many decades, and intertwined with this history, we look at artistic and popular struggles that sought to change the practices of independent governments in Africa, as well as confront intervening forces—from the World Bank to regional militias. The course examines contemporary movements for democratic rights, access to health and environmental resources, and freedom of gender expression and sexual practice. We will focus on how the movements were organized, including those led by trade unions, women's organizations, and student associations, but also those that have not been led by formal organizations.

Class Format: discussion/lecture
Requirements/Evaluation: discussion participation, exams & short papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History Majors, as well as Africana Studies, Global Studies, and Leadership Studies Concentrators
Expected Class Size: 15-20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This class focuses on how people in sub-Saharan Africa sought to address issues of power, difference, & equity in their societies through activity & organizing. Discussions focus on how inequality was structured by colonialism and differences of power that have existed within African societies & African social movements. The class will prepare students to understand their own relationship to injustices in Africa and differences between international intervention & international solidarity.
Attributes: HIST Group A Electives - Africa

Spring 2019
LEC Section: 01    TF 1:10 pm - 2:25 pm     Matthew Swagler

HIST 207 (F) The Modern Middle East (DPE)
Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207
Primary Crosslisting
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.
Class Format: lecture
Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size: 30-40
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political
and cultural implications.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

Fall 2018

LEC Section: 01    TF 1:10 pm - 2:25 pm    Magnús T. Bernhardsson

HIST 208 (F)  What is Islam?    (DPE)
Crosslistings: ARAB234 / GBST234 / REL234 / HIST208
Secondary Crosslisting

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar
Requirements/Evaluation: reading responses, two essays, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm    Saadia Yacoob

HIST 256 (F)  Social Justice Traditions: 1960s to #Black Lives Matter    (DPE)
Crosslistings: HIST256 / AMST256 / AFR257
Secondary Crosslisting

We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today's activists draw on the "freedom dreams," tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of "justice." Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

Class Format: seminar
**Requirements/Evaluation:** attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Enrollment Limit:** 35

**Enrollment Preferences:** first years, sophomores, and American Studies majors

**Expected Class Size:** 25

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the “same” as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. Focus on strategies and tactics: e.g. demonstrations, guerrilla theatre, electoral campaigns, strikes. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

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**Fall 2018**

SEM Section: 01 MR 1:10 pm - 2:25 pm Andrew R. Cornell

**HIST 284 (S) Introduction to Asian American History** (DPE)

Crosslistings: HIST284 / AMST284 / ASST284

**Primary Crosslisting**

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** a series of short essays and a final oral history/family history

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first come, first served

**Expected Class Size:** 25

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: This course traces the immigration history of various peoples from Asia to the U.S. from the 1850s to the present. We will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the U.S.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

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**Spring 2019**

LEC Section: 01 MW 11:00 am - 12:15 pm Scott Wong

**HIST 307 (S) Is Africa Poor?** (DPE)

Poverty is widespread across Africa, yet exists alongside the continent's fantastic wealth in natural resources. Despite a decade of excitement about "Africa rising" as a new economic powerhouse, African countries still occupy 36 of the bottom 40 positions in the most recent UN Human Development Report. How can we make sense of this contradiction? In this reading-focused seminar, we will delve deeply into the work of historians, international organizations, and African activists who have debated the causes of poverty and inequality in Africa and arrived at different conclusions about the appropriate solutions. Taking a historical approach, we will explore how the current challenges faced by African societies are rooted in the slave trade, colonial rule, the Cold War, and more recently, the imposition of neoliberal economic policies in Africa.
HIST 308 (S)  The Nile  (DPE) (WI)
Crosslistings: ARAB308 / HIST308

Primary Crosslisting
For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Class Format: seminar
Requirements/Evaluation: short papers and final project/paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, though background in Middle East history is preferable
Enrollment Limit: 19
Enrollment Preferences: History and Arabic Studies majors
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment. WI:
Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern;

Spring 2019
SEM Section: 01   TF 1:10 pm - 2:25 pm   Magnús T. Bernhardsson

HIST 332 (S)  Queer Europe: Sexualities and Politics since 1850  (DPE)
Crosslistings: HIST332 / WGSS331

Primary Crosslisting

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but Italy and Russia will also be the focus of some meetings. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Class Format: seminar

Requirements/Evaluation: class discussion, the posting of four 500 word response papers, two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Women's, Gender and Sexuality Studies majors

Expected Class Size: 12-20

Distributions: (D2) (DPE)

Distribution Notes: DPE: Queer Europe is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Chris Waters

HIST 362 (S) Indigenous Women's History (DPE) (WI)

Crosslistings: AMST324 / HIST362 / WGSS324

Secondary Crosslisting

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

Class Format: seminar

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students’ development of independent research papers, this course satisfies the WI requirement.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

Spring 2019
SEM Section: 01 TR 8:30 am - 9:45 am Tyler J. Rogers

HIST 376 (F) Sex, Gender, and the Law in U.S. History  (DPE)
Crosslistings: HIST376 / WGSS376

Primary Crosslisting
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Class Format: seminar
Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors
Expected Class Size: 20
Distributions: (D2) (DPE)

Distribution Notes: DPE: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives

Fall 2018
SEM Section: 01 TF 2:35 pm - 3:50 pm Sara Dubow

HIST 380 (F) Comparative American Immigration History  (DPE)
This course covers the history of immigration to the U.S. from the 1800s to the present. It compares the experiences of immigrants from Europe, Asia, Latin America, and the Middle East.

Class Format: lecture/discussion
Requirements/Evaluation: a series of papers and a final oral history or family history
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: first come, first served
Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course examines the history of immigration patterns of people coming to the U.S. from all over the world from the late 18th century to the present. By examining American immigration history through immigration law and a variety of texts (novels, census materials, legal cases, oral histories, and secondary sources) this class will reveal a constant tension in American society that vacillates between welcoming and shunning immigrants, depending on their race, religion, class, gender, and sexuality. The power to include and exclude various people wishing to become part of our country and society has been a conflict that has played out for nearly all of our national history.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; GBST Borders, Exiles + Diaspora Studies Electives; HIST Group F Electives - U.S. + Canada; LATS Comparative Race + Ethnic Studies Electives

Fall 2018
LEC Section: 01    MR 1:10 pm - 2:25 pm     Scott Wong

HIST 468 (S) Race, Empire, and the Birth of the American Century (DPE)

Crosslistings: AMST468 / HIST468

Primary Crosslisting

This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

Class Format: seminar

Requirements/Evaluation: a series of weekly papers and a final research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

Department Notes: History Department Senior Seminar

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course will examine the racial, class, gender, and international implications of the American push across the continent and into the Pacific (Hawaii and the Philippines) during the late 19th and early 20th centuries. The content will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land both within our shores and the colonization of two island nations in the Pacific. We will also study how the American presence in these areas affected how the original inhabitants of these areas were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904. The course will also explore the role that American education played in "civilizing" Native Americans, Hawaiians, and Filipinos.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Scott Wong

HIST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)

Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Primary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial
Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli-Palestinian conflict through the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018

TUT Section: T1  TBA  Magnús T. Bernhardsson

HIST 489 (F) Feminist Movements in U.S. History  (DPE)

This class studies the historical development of feminist movements in the United States. From the 19th century women's rights movements through 20th century movements for women's liberation, it examines the changing definitions of feminism and the array of strategies and organizations that activists have generated. It also examines the complex dynamic between feminist activism and the production of women's history, examining the role of historical narrative in feminists' struggle for social change.

Class Format: tutorial

Requirements/Evaluation: bi-weekly five page papers, bi-weekly analytic papers, and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: instructor's permission required

Enrollment Limit: 10

Enrollment Preferences: History and Women's, Gender, and Sexuality Studies majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Fall 2018

TUT Section: T1  TBA  Annie Valk

JWST 217 (F) The Modern Middle East  (DPE)

Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Secondary Crosslisting

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture
**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB  DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

**Fall 2018**

**LEC Section:** 01  TF 1:10 pm - 2:25 pm  Magnús T. Bernhardsson

**JWST 249 (F) Anti-Semitism (DPE)**

**Crosslistings:** JWST249 / REL249

**Secondary Crosslisting**

This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term “anti-Semitism” come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

**Class Format:** seminar

**Requirements/Evaluation:** three short papers (4-5 pages), one longer final paper (6-8 pages)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

**Expected Class Size:** 18

**Distributions:** (D2) (DPE)

**Fall 2018**

**SEM Section:** 01  TF 1:10 pm - 2:25 pm  Jeffrey I. Israel

**JWST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)**

**Crosslistings:** JWST480 / GBST480 / ARAB480 / HIST480

**Secondary Crosslisting**

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict.
(Jerusalem, refugees, settlements, terrorism).

**Class Format:** tutorial

**Requirements/Evaluation:** 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none, though some academic experience with Middle East materials is preferred

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and Arabic Studies majors and Jewish Studies concentrators

**Expected Class Size:** 10

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

**Attributes:** GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

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**Fall 2018**

**TUT Section:** T1  TBA  Magnús T. Bernhardsson

**LATS 106 (S) Coming of Age in the City: Growing up and Growing Older in Communities of Color** (DPE) (WI)

This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

**Class Format:** tutorial

**Requirements/Evaluation:** five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first- and second-years, students considering an American Studies major or Latina/o Studies concentration

**Expected Class Size:** 10

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: This DPE tutorial foregrounds the significance of age, as it crosscuts with race, class, and gender, in explorations of urban inequality in the United States.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; LATS Core Electives;

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**Spring 2019**

**TUT Section:** T1  Cancelled

**LATS 222 (F) Ficciones: A Writing Workshop** (DPE) (WI)

Crosslistings: ENGL252 / LATS222

**Primary Crosslisting**

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present
short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements—characterization, plotting, structure, dialogue mechanics, setting, tone, theme—as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: studio/workshop

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL DPE; Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change WI: Requires minimum 30 pages of writing, close reading by peers and instructor, and final portfolio of revisions

Attributes: LATS Core Electives

Fall 2018
STU Section: 01  TR 8:30 am - 9:45 am  Nelly A. Rosario

Spring 2019
STU Section: 01  M 7:00 pm - 9:40 pm  Nelly A. Rosario

LATS 316 (F) The Graphic Narrative: A "Global South" Perspective  (DPE)

"[I]n a media-saturated world in which a huge preponderance of the world's news images are controlled and diffused by a handful of men' a stream of comic book images and words, assertively etched' can provide a remarkable antidote." --Edward Said, Introduction to Palestine by Joe Sacco. This course examines graphic narratives (and related texts and film) rooted in the "Global South," with particular emphasis on Latina/o and Latin American experiences. We will focus on how each author/artist deploys visual and narrative elements to express social, political, economic, and cultural realities. Regular assignments will offer students opportunities to create their own graphic narratives.

Class Format: seminar

Requirements/Evaluation: attendance and class participation, short writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: Readings in the course offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

Attributes: LATS Core Electives

Fall 2018
SEM Section: 01  TR 11:20 am - 12:35 pm  Nelly A. Rosario

LATS 330 (S) DNA + Latinx: Decoding the "Cosmic Race"  (DPE)
Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. In this interdisciplinary course, we will explore Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Readings will include *The Cosmic Race* by José Vasconcelos, *The Cosmic Serpent* by Jeremy Narby, *Bird of Paradise: How I Became Latina* by Raquel Cepeda, and *The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome* by Alondra Nelson.

**Class Format:** seminar

**Requirements/Evaluation:** attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Latina/o Studies concentrators

**Expected Class Size:** 15

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

**Attributes:** LATS Core Electives

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**Spring 2019**

**SEM Section: 01** MR 1:10 pm - 2:25 pm Nelly A. Rosario

**LATS 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE) (WI)**

**Crosslistings:** ARTH440 / LATS440

**Secondary Crosslisting**

This seminar examines connections between Latina/o and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled *Pacific Standard Time: LA/LA* that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Class Format:** seminar

**Requirements/Evaluation:** several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ARTH 102 (graduate students are exempt from the prerequisite)

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Art majors and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS. DPE: The key themes explored in the course concerning art and activism, borders and diaspora, globalism and modernism in the visual arts intersect with the critical exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Also, a number of the exhibitions studied in the class explicitly take up issues of difference, power, and equity. Through discussion, presentations, and writing assignments students will develop and refine skills in analyzing artworks and exhibitions that respond to and/or document
social inequality and social injustice. WI: This course is a Writing Intensive seminar. This means that there will be considerable focus on writing, revision, and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus.

Attributes: ARTH post-1600 Courses; LATS Countries of Origin + Transnationalism Elect;

Fall 2018
SEM Section: 01 W 1:10 pm - 3:50 pm C. Ondine Chavoya

LEAD 205 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)
Crosslistings: PSCI212 / LEAD205

Primary Crosslisting
America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Class Format: lecture
Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Leadership Studies concentrators and Political Science majors
Expected Class Size: 25
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course examines the role of race, gender, and class in structuring the history of American politics and citizenship; efforts by marginalized communities to gain access to full citizenship; and the role of politics in shaping regimes of social difference. Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.
Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses

Spring 2019
LEC Section: 01 TR 11:20 am - 12:35 pm Mason B. Williams

LEAD 207 (F) The Modern Middle East (DPE)
Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Secondary Crosslisting
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture
Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

Fall 2018

LEC Section: 01    TF 1:10 pm - 2:25 pm     Magnús T. Bernhardsson

MUS 111 (F)  Music Cultures of the World  (DPE)
This course introduces a variety of musical traditions from around the world, from highlife and hip hop in Ghana to Balinese Gamelan and Indian classical genres. Students will develop a working knowledge of musical terms, influential musicians, and concepts relevant to performance genres hailing from the Americas, Africa, Asia, Europe, and the Middle East. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. Reading and writing assignments are combined with direct engagement with music and musicians. No prior musical training required.

Class Format: lecture/discussion

Requirements/Evaluation: based on class attendance and participation, regular short writing assignments, and a final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: current or prospective majors in Music, Anthropology, Sociology, Arabic Studies and Asian Studies, as well as current and prospective concentrators in Africana Studies and Latina/o Studies

Expected Class Size: 20

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1) (DPE)

Distribution Notes: DPE: Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

Attributes: MUS World Music/Ethnomusicology

Fall 2018

LEC Section: 01    MW 11:00 am - 12:15 pm     Corinna S. Campbell

MUS 177 (F)  Gender and Sexuality in Music  (DPE)
Crosslistings: MUS177 / WGSS177

Primary Crosslisting
This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered
ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class further inform these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, short weekly assignments, a final paper/project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with some musical experience

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Fall 2018

LEC Section: 01    TR 9:55 am - 11:10 am     Corinna S. Campbell

MUS 211 (S) Music, Nationalism, and Popular Culture  (DPE) (WI)

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel, Joao Gilberto, Youssou N'dour), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Ernest Gellner, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Class Format: lecture/discussion

Requirements/Evaluation: class participation, two 4- to 6-page papers, Midterm paper, a Final Paper/Project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: upperclass students and Music majors

Expected Class Size: 12

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Attributes: AMST Arts in Context Electives;  MUS World Music/Ethnomusicology;

Spring 2019

LEC Section: 01    MR 1:10 pm - 2:25 pm     Corinna S. Campbell

PHLH 201 (S) Dimensions of Public Health  (DPE)

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of
public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.

**Class Format:** lecture

**Requirements/Evaluation:** two papers on a selected population or country and health issue, two short reaction papers, peer reviews and active contribution to class discussion, including on Glow

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** sophomores, potential Public Health concentrators

**Expected Class Size:** 30

**Distributions:** (DPE)

**Distribution Notes:** does not meet Division 1, 2, or 3 requirements  DPE: This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc, in health outcomes.

**Attributes:** PHLH Core Courses

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Spring 2019

LEC Section: 01   TF 1:10 pm - 2:25 pm   Kiaran Honderich

**PHLH 220 (F)  Nutrition in the Developing World** (DPE) (WI)

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and over-nutrition beginning as early as in utero can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America.

**Class Format:** seminar

**Requirements/Evaluation:** six 1-page essays, one situation analysis paper (5-7 pages), one final term paper (10-15 pages), one oral presentation, and active class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** PHLH 201 or equivalent

**Enrollment Limit:** 19

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of nutrition program design and implementation.  WI: As a WI course, students will write six 1-page essays (each with an optional rewrite) and a 5- to 7-page, country assessment paper which will help build the specific writing skills necessary for the final 10- to 15-page paper.

**Attributes:** PHLH Nutrition,Food Security+Environmental Health;

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Fall 2018

SEM Section: 01   M 7:00 pm - 9:40 pm   Marion Min-Barron
Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants, evaluate international organizations’ roles in managing population displacement, and consider refugee camps in theory and example. In whose interest is the prevailing system? Who might change it, and how?

Class Format: tutorial

Requirements/Evaluation: eleven graded essays: five primary, five critique, and one statement

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Refugees are, by definition, those persecuted because of their political allegiance or membership in an ethnic, racial or religious group; having lost the protection that nationality should give them, they become de facto stateless. This course examines the way in which states oppress people and the question of why we privilege these categories of oppression. WI: Students will write, and will write about writing, every week.

Attributes: POEC International Political Economy Courses; PSCI International Relations Courses;

Spring 2019
TUT Section: T1   TBA   Cheryl Shanks

PSCI 212 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

Crosslistings: PSCI212 / LEAD205

Secondary Crosslisting

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Class Format: lecture

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course examines the role of race, gender, and class in structuring the history of American politics and citizenship; efforts by marginalized communities to gain access to full citizenship; and the role of politics in shaping regimes of social difference. Using conceptual
tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

**Attributes:** LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses

Spring 2019
LEC Section: 01    TR 11:20 am - 12:35 pm    Mason B. Williams

**PSCI 260 (S) Power, Feminist-Style (DPE) (WI)**
Crosslistings: PSCI260 / WGSS260

**Secondary Crosslisting**
This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice—the concept of power—from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, bell hooks, Catherine MacKinnon, Hannah Arendt, and Gloria E. Anzaldúa.

**Class Format:** seminar

**Requirements/Evaluation:** class facilitation, critical reflections (four 3- to 4-page assignments), review of peer's essay (2-3 pages), essay draft and revision (8-10 pages)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large. WI: Writing assignments train students’ attention on various elements of argumentation and style and involve peer and teacher review and revision.

**Attributes:** WGSS Theory Courses

Spring 2019
SEM Section: 01    MW 11:00 am - 12:15 pm    Greta F. Snyder

**PSCI 266 (S) The United States and Latin America (DPE)**
This course examines the most important political and diplomatic divide in the Western Hemisphere. The first half is a historical survey of U.S.-Latin American foreign relations from the early Spanish American independence movements through the end of the Cold War, with some emphasis on the latter. We consider how this history confirms or undermines influential views about U.S. foreign relations and about international relations generally. We also compare historical U.S. foreign policy toward the hemisphere to current policy globally. The second half covers the most important current issues in hemispheric relations: the rise of leftist governments in Latin America; the war on drugs; immigration and border security; and competition with China for influence. At the end we briefly reconsider current U.S. policies, in view of the economic and political evolution of Latin America, in historical perspective.

**Class Format:** lecture/discussion, with more lecture in the first half, more discussion and several in-class debates in the second

**Requirements/Evaluation:** a map quiz, two short papers, a longer paper, and either another policy paper and a regular final exam, or a 10-page research paper and a short final exam
**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 20

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: In the paper that considers the first part of the course, the students weigh to what extent U.S. policy toward Latin America was affected by the largely derogatory attitudes of U.S. diplomats toward Latin Americans. A unit in the second part of the course critically analyzes current U.S. immigration policy in this context.

**Attributes:** GBST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; LEAD American Foreign Policy Leadership; PSCI International Relations Courses

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**Spring 2019**

**LEC Section:** 01   MR 2:35 pm - 3:50 pm   James E. Mahon

**PSCI 335 (F) Racial Equity, Liberal Democracy, and Democratic Theory (DPE)**

In Ta-Nehisi Coates’ best-selling book *Between the World and Me*, he says that in the wake of the non-indictment of former police officer Darren Wilson in the death of Michael Brown “I did not tell [my son] that it would be okay, because I have never believed it would be okay.” With admissions like this, Coates stoked a long-standing debate about the prospects for racial equity in liberal democracies like the United States. In this course, we look at this debate, examining what black thinkers in particular have said about whether racial equity can be achieved in a liberal democracy founded on racial domination and why they come to the conclusions they do. Then, we examine what contemporary democratic theorists have had to say about how racial equity might be achieved and how they have sought to advance this goal through their writing. Can the strategies theorists propose and employ really aid in the advancement of racial equity? Which are more and less promising? We end by asking: Do anti-democratic means have to be employed to fully realize democracy? What anti-democratic means? Authors we will engage include Coates, bell hooks, Charles Mills, Melvin Rogers, Chris Lebron, Lawrie Balfour, and Danielle Allen.

**Class Format:** seminar

**Requirements/Evaluation:** class facilitation, group reflections (three 4-page responses), book review (6-8 pages), final essay (12-14 pages)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 20

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: This class centers sociological and political theoretical questions about race inequity and equity in a liberal democratic society. It features black writers’ perspectives on inequity and equity. The course nurtures the skill of speaking across difference by requiring students to write responses as groups and encouraging deep student participation by making students class facilitators.

**Attributes:** PSCI Political Theory Courses

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**Fall 2018**

**SEM Section:** 01   TR 8:30 am - 9:45 am   Greta F. Snyder

**PSCI 351 (S) The New Left and Neoliberalism in Latin America (DPE) (WI)**

Crosslistings: GBST351 / PSCI351

**Primary Crosslisting**

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador,
Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America—or anywhere—both in policy and political terms.

**Class Format:** lecture/discussion, then seminar

**Requirements/Evaluation:** three short essays, a 1-page reflection paper, and a 12-page research proposal

**Prerequisites:** a course on Latin America and a course in Economics or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 15

**Distributions:** (D2) (DPE) (WI)

**Attributes:** GBST Latin American Studies Electives; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

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**PSCI 352 (F) Politics in Mexico** (DPE) (WI)

Crosslistings: GBST352 / PSCI352

**Primary Crosslisting**

Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

**Class Format:** lecture, discussion, then seminar

**Requirements/Evaluation:** map quiz, two short papers, and a 12- to 15-page research proposal

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** some knowledge of Mexican history

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and seniors

**Expected Class Size:** 14

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA. WI: There will be 20 pages of writing and the short papers will be discussed in individual appointments with the professor.

**Attributes:** INST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

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**PSCI 359 (S) The Body as Property** (DPE) (WI)

From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign:
the employment contract in which bodily services are offered in exchange for payment; the feminist slogan "my body, my choice"; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).

Class Format: tutorial

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: prior coursework in political theory, cultural theory, philosophy or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors with a concentration in Political Theory, then other Political Science majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis. WI: The course is Writing-Intensive because it includes a substantial amount of writing (>30 pages) and opportunities for revision

Attributes: JLST Interdepartmental Electives; PSCI Political Theory Courses;

Spring 2019

TUT Section: T1    TBA     Nimu  Njoya

REL 234 (F)  What is Islam?  (DPE)

Crosslistings: ARAB234 / GBST234 / REL234 / HIST208

Primary Crosslisting

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar

Requirements/Evaluation: reading responses, two essays, final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern
REL 239 (F)  The Modern Middle East  (DPE)

Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Secondary Crosslisting

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture
Requirements/Evaluation:  participation, two short papers, quizzes, midterm, and final exam
Prerequisites:  none
Enrollment Limit:  40
Enrollment Preferences:  History &  Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size:  30-40
Distributions:  (D2) (DPE)
Distribution Notes:  meets Division 2 requirement if registration is under ARAB  DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.
Attributes:  GBST Middle Eastern Studies Electives;  HIST Group E Electives - Middle East;  JWST Elective Courses;  LEAD Facets or Domains of Leadership

REL 242 (S)  Women, Gender, and Sexuality in Islam  (DPE)

Crosslistings: WGSS242 / REL242 / ARAB242

Primary Crosslisting

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences.
Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Class Format: seminar
Requirements/Evaluation:  weekly discussion post, midterm essay, and final paper (6-8 pages)
Extra Info:  may not be taken on a pass/fail basis
Prerequisites:  none
Enrollment Limit:  19
Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2019

SEM Section: 01  TR 9:55 am - 11:10 am  Saadia Yacoob

**REL 249 (F)  Anti-Semitism (DPE)**

Crosslistings: JWST249 / REL249

Primary Crosslisting

This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term "anti-Semitism" come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

Class Format: seminar

Requirements/Evaluation: three short papers (4-5 pages), one longer final paper (6-8 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

Expected Class Size: 18

Distributions: (D2) (DPE)

Fall 2018

SEM Section: 01  TF 1:10 pm - 2:25 pm  Jeffrey I. Israel

**REL 256 (F)  Buddhism, Sex, & Gender: #MeToo Then and Now (DPE) (WI)**

Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Primary Crosslisting

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Therī) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose
topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01    M 7:00 pm - 9:40 pm     Kim Gutschow

REL 266 (S)  Being American, Being Muslim: American Muslim Literature in the 21st century  (DPE)
Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Class Format: seminar

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL or AMST; meets Division 1 requirement if registration is under COMP or ENGL. DPE: This course will explore the many complex intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences internal to Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations and power and difference in the texts that we will read, and how to analyze their workings in nuanced multidimensional ways.
Enrollment Preferences: students majoring or concentrating in; ANTH, SOC, REL, ASST, PH, COGS, and NSCI

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.

Attributes: GBST South + Southeast Asia Studies Electives; PHLH Social Determinants of Health;

Spring 2019

TUT Section: T1 TBA Kim Gutschow

REL 278 (S) Buddhist Material Culture: Objects of Practice and Merit (DPE)

Crosslistings: REL278 / ASST278

Primary Crosslisting

What is material culture? What is considered Buddhist material culture? If Buddhism is a tradition that encourages non-attachment, then what is meant by “Buddhist material culture”? Shouldn’t Buddhists be “free” from material things? Is it necessary for a Buddhist to be free from material things or rather that material things should be free from Buddhists? This course will introduce students to a material culture approach to the study of religion, which acknowledges the agency of not only humans but also the agency of objects/things/stuff, and it emphasizes relationships and networks between people and things. The course will begin with basic foundational theories that make up the burgeoning field of “material culture” within Religious Studies. We focus on various relationships: “internal” (our body and senses in relation to things) and “external” (things themselves, and their connections to other things). We will learn about these relationships by looking closely at Buddhist “stuff” and investigating what such relationships can tell us about Buddhism. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. In a nutshell, this course is about the “social life of [Buddhist] things”. For students without a background in Buddhism, this course will introduce them to Buddhism as lived in China, Korea, Japan, Tibet, and particularly Southeast Asia.

Class Format: seminar

Requirements/Evaluation: Attendance and active participation: 15%; Short Writing Assignments, 8 total (1 page): 25%; Midterm Exam (in-class): 25%; Group Presentation of Object: 35%

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Asian Studies majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: The material world of contemporary Buddhism is often condemned for “adulterating” “real” Buddhism because it does not fit stereotypical buzzwords like tranquil, austere, non-commercial. Yet, materiality is essential to Asian Buddhist practitioners, who are the 90%. Students will hone skills to seek the unseen by tracing networks of a New Materialism approach, which can reveal relationships that demonstrate power struggle and inequality, even within a “loving-kindness” tradition like Buddhism.

Spring 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Susanne Ryuyin Kerekes

REL 301 (F) Social Construction (DPE)

Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

Primary Crosslisting

“Social construction” can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical
race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Jason Josephson Storm

REL 358 (S) Religion and Law  (DPE)

Crosslistings: REL358 / GBST358

Primary Crosslisting

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

Class Format: seminar

Requirements/Evaluation: reading response, two essays, final research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power
RLFR 206 (F)  The Outsider in French & Francophone Film Adaptations of Literary Texts  (DPE) (WI)

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Class Format: seminar

Requirements/Evaluation: three response papers, one short essay on film adaption, one video essay with a student partner

Extra Info: not available for the fifth course option

Prerequisites: students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers, in literary texts and their film adaptations. WI: This course is WI because students write three response, 4-page papers and one 7-page script for the narration in their video essay.

Attributes: FMST Core Courses;

RLFR 224 (S)  Sexuality and Seduction in Nineteenth and Twentieth-Century France  (DPE)

Crosslistings: WGSS224 / RLFR224

Primary Crosslisting

In 1857, both Flaubert’s Madame Bovary and Baudelaire’s Les Fleurs du mal were put on trial for sexual indecency and “crimes against public morality.” In 1868, Le Figaro attacked Zola’s novel Thérèse Raquin as “putrid literature” for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d’Aurevilly, Gide, Proust, Colette, Duras, and Guibert.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers, a midterm, and a longer final paper

Extra Info: not available for the fifth course option

Prerequisites: exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if overenrolled, preference will be given to French majors and certificate students, Women's, Gender, and Sexuality Studies majors, and those with compelling justification for admission

Expected Class Size: 18

Department Notes: if the course is overenrolled, students will submit a form online

Distributions: (D1) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS. DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Spring 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Martin

RLFR 225 (F) Remembering the Great War: The First World War in Literature and Film (DPE)

Crosslistings: RLFR225 / COMP224

Secondary Crosslisting

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawning of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. Readings and Discussions in English.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Distributions: (D1) (DPE)

Distribution Notes: DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Fall 2018

SEM Section: 01 MW 11:00 am - 12:15 pm Brian Martin

RLFR 300 (F) Albert Camus and the Philosophy of Living (DPE)

Why is Albert Camus so well known? Why has this XXth century humanist, writer and philosopher, touched so many lives? From exile to kinship, from despair to resistance and rebellion, Camus invites us to reflect on the human condition with lucidity and the knowledge that happiness and serenity can cohabit with incomprehension and injustice. We are like Sisyphus, as he rolls the rock back up the hill over and over again, he has time to think of his condition, realizing that in spite of the struggle and because of it, he can find meaning and happiness in life. What remains to define is what is
We will examine in depth Camus' major works of fiction: the novels (L'Etranger, La Peste) and short stories (in L'Exil et le royaume, L'Envers et l'endroit), his philosophical essay (Le Mythe de Sisyphe) one political work (Lettres à un ami allemand) and his last posthumous novel (Le Premier Homme). Students must be prepared to actively discuss these works and their themes as we interpret them. Conducted in French.

**Class Format:** seminar

**Requirements/Evaluation:** oral presentations, two papers (5 pages each), one final paper (8-10 pages)

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** any RLFR 200 level at Williams or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** French majors or certificate candidates

**Expected Class Size:** 15

**Materials/Lab Fee:** packet

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: In this course we will focus on the themes of exile, religion, social injustice and inequalities through the works of Camus. Many discussions will center on the responsibility individual has to refute injustice, rebel against it, and find a balance in a humanistic approach.

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**RLFR 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film** (DPE) (WI)

**Crosslistings:** RLFR414 / COMP414

**Primary Crosslisting**

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

**Class Format:** seminar

**Requirements/Evaluation:** three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay

**Extra Info:** not available for the fifth course option

**Prerequisites:** 200 RLFR level courses

**Enrollment Limit:** 19

**Enrollment Preferences:** French and Comparative Literature majors and certificate students

**Expected Class Size:** 10

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. WI: This course is writing-intensive because it includes 9 pages of response papers; 1 page with a thesis statement, methodology, and works cited list; plus10 pages of script for video essay.

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**RLSP 205 (F) The Latin-American Novel in Translation** (DPE)

**Crosslistings:** COMP205 / RLSP205

**Primary Crosslisting**
A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, The Hour of the Star lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Class Format: lecture

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 22

Department Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

Attributes: GBST Latin American Studies Electives

Fall 2018

LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

RLSP 214 (S) "Ecologismo": Literature, Culture and the Environment in Latin America (DPE)

Crosslistings: ENVI218 / RLSP214

Primary Crosslisting

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies—including massive disparities of wealth and poverty; the cultural and political impacts of the region’s indigenous populations; and the complex histories of colonialism, dependency and neoliberalism—inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Class Format: seminar

Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

Extra Info: may not be taken on a pass/fail basis

Prerequisites: RLSP 105, placement exam results, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish and Environmental Studies majors

Expected Class Size: 12

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference": our work throughout the semester aims to understand the myriad ways in which "difference"—economic, ecological, and cultural—inform Latin American responses to environmental degradation.

Spring 2019

SEM Section: 01 MWF 12:00 pm - 12:50 pm Jennifer L. French

RLSP 274 (S) Women's Contemporary Cultural Production in Latin America (DPE) (WI)

Crosslistings: WGSS275 / COMP286 / RLSP274

Primary Crosslisting
In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lita Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

Class Format: lecture

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: Spanish 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under WGSS

W: There will be one-page long written exercises every week and two 7-8 pages essays.

D: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Attributes: LATS Countries of Origin + Transnationalism Elect;
RUSS 213 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender  (DPE)
Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213

Primary Crosslisting

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. All readings will be in English, and all films with have English subtitles.

Class Format: seminar

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2018

SEM Section: 01    TF 2:35 pm - 3:50 pm    Julie A. Cassiday

RUSS 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WI)
Crosslistings: SOC248 / GBST247 / RUSS248

Secondary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10
**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Fall 2018**

TUT Section: T1    TBA     Olga  Shevchenko

**RUSS 277 (F) The Self Under Stalin: a Genealogy of Soviet Subjectivity (DPE)**

Crosslistings: COMP269 / RUSS277

**Primary Crosslisting**

In this course, students will explore a variety of cultural artifacts (literature, film, song, visual art, and architecture), personal documents (diaries and letters), and secondary literature, which speaks to the real, subjective experience of life in the Soviet Union under Stalin. Throughout his reign, Stalin spurned basic human values like freedom and democracy in favor of class hatred, discipline, and conformity. He unleashed unthinkable violence on the Soviet population, provoking mass famine and instigating campaigns of political terror, all in the name of transforming impoverished, agricultural Russia into the world's first industrially advanced, socialist society. The underlying logic of this social experiment has been diagnosed as totalitarian, a distinction designating systems of governance in which the state uses a combination of coercion and propaganda to achieve total control over the thoughts and actions of its subjects. The opening of borders and archives since the fall of the Soviet Union, however, has shown the image of the passive, brainwashed automaton to be inadequate in relation to the everyday cares, aspirations, fears, joys and sorrows, ethical dilemmas, personal narratives, and forms of covert resistance that shaped the identities of ordinary Soviet people. Scholars of Soviet subjectivity have worked to bring these stories to light in an attempt to achieve a more nuanced understanding of the Soviet experience. Students will apply insight from this field to their own investigations of Soviet selfhood in discussions, short response papers, and a final research paper. All readings are in English.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, short response papers, final paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: This course is part of the Difference, Power, and Equity initiative not only because it explores the formation of identity in situations in which the state wields extreme power over the actions and speech of its subjects, but also because it confronts the limitations of the concept of totalitarianism in representing the experience of such subjects. Special attention will be devoted to issues of class, gender, ethnicity, and non-human actors as they relate to the problem of Soviet subjectivity.

**Fall 2018**

SEM Section: 01    TR 11:20 am - 12:35 pm     Jason A. Cieply

**SCST 229 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)**

Crosslistings: SOC228 / SCST229

**Secondary Crosslisting**

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy
Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

**Class Format:** seminar

**Requirements/Evaluation:** discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 10

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.

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**Fall 2018**

**SEM Section:** 01  MR 2:35 pm - 3:50 pm  Ben Snyder

**SCST 233 (F) Chemical Intimacies** (DPE)

**Crosslistings:** ENGL243 / WGSS233 / ARTH243 / SCST233

**Secondary Crosslisting**

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

**Class Format:** seminar

**Requirements/Evaluation:** individual research project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

**Expected Class Size:** 10

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS OR SCST; meets Division 1 requirement if registration is under ARTH or ENGL. DPE: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

**Attributes:** WGSS Theory Courses
SCST 235 (F) Innovation, Gender, and Sustainable Development  (DPE)
Crosslistings: SCST235 / WGSS235

Secondary Crosslisting
Technological innovation is vital for communities, businesses and nations seeking to adapt to a globalized, competitive world. But any innovation also has impacts on all three dimensions of sustainability: the ecological, the economic, and the social. For example, such impacts may either exacerbate or mitigate gender inequalities. This course uses a gender studies lens to study innovation in the development of sustainable practices in the present and for the future. We will look at the impact of gender stereotypes on innovation, including the co-construction of gender and technology. Since the course is taught by a visiting scholar from Sweden, a particular focus will be the EU's policy of "Gender Mainstreaming" which requires all proposed policies to be assessed for their impact on gender inequality. The course looks at technical development as necessary and valuable, while investigating power relations and taken-for-granted views embedded in the particular forms it takes. The course will rely largely on analysis of case studies, and students will be encouraged to apply the analytic tools of the course to develop US-based case studies of their own.

Class Format: seminar, combination of lecture and discussion
Requirements/Evaluation: reading journal, mid-term exam, and a final research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Environmental Studies majors, students who have taken WGSS 101
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: The course focuses specifically on tools for analysing the potential differential impacts of sustainable development projects along gender lines.

SCST 250 (S) Environmental Justice  (DPE)
Crosslistings: ENVI250 / SCST250

Secondary Crosslisting
How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Class Format: seminar
Requirements/Evaluation: several short essays, final essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI101 or permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses

Spring 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Laura J. Martin

SCST 301 (F) Social Construction  (DPE)
Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

Secondary Crosslisting

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions:   (D2)  (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Fall 2018

SEM Section: 01  W 1:10 pm - 3:50 pm  Jason Josephson Storm

SCST 348 (S) Women, Men and Other Animals  (DPE)
Crosslistings: SCST348 / WGSS348 / ARTH348 / ENGL348

Secondary Crosslisting

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric,
interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both “everyday” animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Class Format: seminar
Requirements/Evaluation: individual research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under WGSS or SCST; meets Division 1 requirement if registration is under ARTH or ENGL

Spring 2019
SEM Section: 01 M 7:00 pm - 9:40 pm  Mel Y. Chen

SCST 370 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE) (WI)
Crosslistings: SCST370 / ANTH371 / WGSS371
Secondary Crosslisting
How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Class Format: seminar
Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to ‘improve’ health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly ‘writing chats’ with instructor.
Attributes: EXPE Experiential Education Courses; PHLH Methods in Public Health; SCST Related Courses;
SOC 228 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)
Crosslistings: SOC228 / SCST229

Primary Crosslisting

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

Class Format: seminar

Requirements/Evaluation: discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.

SOC 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WI)
Crosslistings: SOC248 / GBST247 / RUSS248

Primary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Anthropology, Sociology, and Russian majors
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS
DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018
TUT Section: T1    TBA     Olga  Shevchenko

SO 264 (F)  Transnational Activism: Practice, Problems, Ethics  (DPE)
Crosslistings: WGSS263 / SOC264

Secondary Crosslisting
As more and more people, goods, ideas, and health hazards circulate across borders, transnational institutions and organizations proliferate, and problems recognized as regional or global intensity, there is both increasing need and opportunity for transnational activism. In such a context, it is vital to understand how activists have engaged peoples around the world and/or have influenced transnational institutions, as well as to attune oneself to the ethical and practical difficulties associated with this kind of activism. This course examines the different forms that transnational activism takes and how transnational activists have advanced their goals. We also look into why and how transnational activists' efforts have failed, focusing in particular on the issue of neo-imperialism and the problems created by the "white savior." Orienting our exploration is the following question: what is the relationship between ethics and efficacy in activism that crosses borders? What does "ethical" transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.
Class Format: seminar
Requirements/Evaluation: class facilitation, assessment construction, essay proposal (3- to 4-pages), group portfolio (6- to 8-pages), group presentation, final essay (10- to 12-pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: Women's, Gender, and Sexuality Studies majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements. It builds the skill to engage across difference by requiring students to work together to develop a transnational activist action plan.
Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
SEM Section: 01    MW 11:00 am - 12:15 pm     Greta F. Snyder

SO 301 (F)  Social Construction  (DPE)
Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301
Secondary Crosslisting
“Social construction” can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Fall 2018

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

SOC 314 (S) The Social Ecology of Racial and Gender Inequity (DPE)

Crosslistings: SOC314 / WGSS314

Secondary Crosslisting

Why the political furor over monuments? What would a feminist city look like? Does gentrification promote racial justice? This course trains your focus on space and place, asking you to take a socioecological perspective on race and gender. In it, we examine how ideas about race and gender shape space as well as how the location, demographic composition and design of cities, neighborhoods, parks, and uncultivated spaces reinforce ideas about race and gender and racial/gender power relations. What is distinctive about this perspective, as compared with other analytical lenses through which we approach race and gender, and what is its value? What does a socioecological perspective suggest about the efficacy of different types of efforts to facilitate greater equity in social relations?

Class Format: seminar

Requirements/Evaluation: class facilitation, critical responses (four 2- to 3-page responses), late-term exam, final essay (10-12 pages) or essay-equivalent (video essay, photo essay, or other)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 20

Distributions: (D2) (DPE)
Distribution Notes: DPE: This course introduces students to social psychology's socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm  Greta F. Snyder

SOC 324 (S) Memory and Identity (DPE)

Our sense of self is inextricably tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from natural; it itself has its origins in the debates and politics of the time, and evolves under an array of influences. This course analyzes discourses of collective and individual identity and the mechanisms involved in the formulation of the individuals' sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective forgetting, narratives of trauma and of a "golden age," the invention of tradition, and battles over remembrance and heritage, such as the struggles over the proper way to face the difficult past around the world, with a particular emphasis on the United States and on the memory wars in the post-Soviet space.

Class Format: seminar

Requirements/Evaluation: extensive class participation, several short papers, and a final research project with class presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course fulfills the DPE requirement because it explores the diversity of the ways in which communities imagine and engage with their past, and puts struggles over memory in the context of groups' struggles for power and visibility.

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm  Olga Shevchenko

THEA 129 (S) Institutional Critique (DPE)

Crosslistings: THEA129 / ARTS129

Secondary Crosslisting

This introductory course will investigate the performance potential of the radical art making methodology known as Institutional Critique. Influenced by Situationalism, and the Fluxus movement, Institutional Critique emerged as a way for artists to respond to the art worlds elitism, monopoly on culture, and dependency on Capitalism. Through collaborative performance based projects and readings students will explore the possibility of art to critically intervene in the hegemonic order and insight change within power relationships. We will also explore related movements such as Socially Engaged Practice, a term that describes art that is participatory and focuses as people as the medium. Artists covered will include: Thomas Hirshhorn, Tim Rollins, and Andrea Fraser. You do not need any prior experience just a willingness to use the power of voice and body.

Class Format: studio

Requirements/Evaluation: 3 collaborative projects, final independent project, readings, active participation, museum gallery visits, quality of work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: none

Expected Class Size: 10
**Materials/Lab Fee:** lab fee of $125

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: Through a diverse selection of essays, visual art, and contact with prominent voices operating at the intersection of theory and practice students will examine how the concentration of power in the United States and Europe has contributed to inequities within educational, legislative and artistic institutions. Students will then transfer what they've learned to a research based visual practice that prioritizes social discourse.

Spring 2019
STU Section: 01  W 1:10 pm - 3:50 pm  Allana M. Clarke

THEA 240 (S)  Queer Drama  (DPE)

**Crosslistings:** THEA240 / WGSS237

**Primary Crosslisting**

This seminar course is a deep dive into the richly dissonant dialogue between queer lives and live performance. How have queer artists shaped and reshaped the field of theatre and performance over time? How has drama, in turn, shaped the landscape of queer life? What inventions and innovations might we attribute to the evolution of "queer"? We will look to the work of artists such as Tennessee Williams, Tarell McCraney, Taylor Mac, Reza Abdoh, Sharon Bridgforth, Virginia Grise, and many others as we seek to map the messy topography of queer performance.

**Class Format:** seminar, three hours per week

**Requirements/Evaluation:** two 5-page papers, participation in text-based seminars, and a final performance

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** if the class is overenrolled, students will submit a letter of interest in the class

**Expected Class Size:** 14

**Distributions:** (D1) (DPE)

**Distribution Notes:** This course takes "queer" as an analytical and methodological lens for approaching questions of power, performance, and self-making.

Spring 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  Shayok Misha Chowdhury

THEA 249 (F)  Staging Race and Gender  (DPE) (WI)

**Crosslistings:** ENGL249 / THEA249 / WGSS269

**Secondary Crosslisting**

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's *Black Odyssey*, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection.

We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

**Class Format:** seminar

**Requirements/Evaluation:** four papers totaling at least 20 pages and in-class group performances

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19
Enrollment Preferences: none
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS
DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies WI: Students will submit four papers totaling at least 20 pages
Attributes: ENGL 200-level Gateway Courses;

Fall 2018
SEM Section: 01 Cancelled

THEA 267 (F) Performance Studies: An Introduction (DPE)

Crosslistings: COMP267 / WGSS267 / DANC267 / THEA267

Secondary Crosslisting

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format: seminar
Requirements/Evaluation: reflection papers, performance analysis, final paper or performance
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15
Distributions: (D1) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS DPE: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.
Attributes: WGSS Theory Courses

Fall 2018
SEM Section: 01 W 1:10 pm - 3:50 pm Vivian L. Huang

THEA 301 (S) Embodied Archives: Global Theatre and Performance Histories (DPE)

Crosslistings: COMP303 / THEA301

Primary Crosslisting

History shapes bodies and is, in turn, shaped by bodies. Whose story is included in the archive? Whose story is left out? What remains over time? What disappears? Why? As theatre and performance historians, our task will be twofold: to study the past but also to question how its been
constructed over time. Our obligations will include: handling, analyzing, and contextualizing primary sources; giving equal value to textual and embodied forms of knowledge preservation; taking into account the gender, race, class, status, and ethnicity of the historical participants who occupy the archive; and asking who benefited from the ideological systems of a given age and who did not. Performance histories to be considered include: West-African Yoruba ritual; pre-Columbian performance in Mesoamerica; ancient Greek civic festivals; labor and guild theatres of Medieval England; print and Kabuki cultures of the Japanese Edo period; eighteenth-century celebrity portraiture across the circum-Atlantic; U.S. Civil War photography and reenactment; and performance histories drawn from (or unseen by) the archives of Williams College. Our readings and approaches will be informed by leading performance and cultural studies critics, such as: Diana Taylor, Joseph Roach, Saidiya Hartman, Rebecca Schneider, Harvey Young, and Tavia Nyong’o. This course is required for Theatre majors and is a prerequisite for THEA 401.

Class Format: seminar

Requirements/Evaluation: weekly “free-writing responses”; two “deep-reads” of archival materials; a 5-page midterm paper; a 10-minute oral report; and a final research project or presentation

Prerequisites: THEA 101, 102, 103, 201, 204 or by permission of instructor with evidence of equivalent 100-level course in Division I or Division II

Enrollment Limit: 18

Enrollment Preferences: Theatre majors

Expected Class Size: 8-10

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course directly interrogates the power inequities of the historical archive and insists on acknowledging the value of embodied practice as a form of knowledge. Students will learn to question the authorship and ownership of the past by those who controlled its preservation. We will examine primary sources as contextually constructed rather than ‘givens,’ and we will seek to understand the status of those observers and participants whose stories comprise the archive of performance.

Spring 2019

SEM Section: 01    R 1:10 pm - 3:50 pm     Amy S. Holzapfel

THEA 332 (F) Writing in the Margins: Race, Performance, Playgiarism  (DPE) (WI)

Crosslistings: COMP358 / ENGL332 / THEA332

Primary Crosslisting

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered “classic” texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Class Format: seminar/studio, three hours per week

Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.

Fall 2018

SEM Section: 01    R 1:10 pm - 3:50 pm     Shayok Misha Chowdhury
THEA 338 (S)  Persona  
Crosslistings: THEA338 / ARTS338  
Secondary Crosslisting  
Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson's The art of Cruelty and Cherise Smith's Enacting Others. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.  
Class Format: studio  
Requirements/Evaluation: completion of 3 assigned projects, independent project, participation, quality of work  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: some experience with studio art courses, art history courses, performance experience or consent of the instructor  
Enrollment Limit: 14  
Enrollment Preferences: majors, seniors, juniors, sophomores  
Expected Class Size: 12  
Materials/Lab Fee: $150 charged to term bill  
Distributions: (D1) (DPE)  
Distribution Notes: DPE: Through a critical investigation of the closed systems of signification that relate to the body: race, class, gender, and sexual orientation students will employ interdisciplinary methods of making to consider how these signifiers dictate the bodies that become Othered, concepts of hyper-visibility/invisibility, inclusion/exclusion, authorship, and ideas of authenticity  

Spring 2019  
STU Section: 01    TR 11:20 am - 12:35 pm    Allana M. Clarke  

WGSS 101 (F)  Introduction to Women's, Gender & Sexuality Studies  
This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.  
Class Format: lecture; mix of lecture and seminar meetings  
Requirements/Evaluation: two short papers, research proposal and final paper; participation  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Limit: 15  
Expected Class Size: 15  
Department Notes: required course for the Women's, Gender and Sexuality Studies major  
Distributions: (D2) (DPE)  
Distribution Notes: DPE: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies’ history, activism, and theory.  
Attributes: AMST Critical and Cultural Theory Electives;
WGSS 102 (F) West Africa through Women’s Voices (DPE) (WI)

Crosslistings: HiST102 / WGSS102

Secondary Crosslisting

This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources—oral tradition, legal records, women’s popular songs, Islamic pedagogical verse, personal correspondence and novels—we will consider how women’s experiences challenge dominant narratives of history that have often excluded them. The course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

Class Format: lecture

Requirements/Evaluation: discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10-15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equips students to understand how women in West Africa have understood and responded to structures of power and inequality, rather than applying frameworks of our own experiences and backgrounds.

Attributes: HIST Group A Electives - Africa;

WGSS 105 (F) American Girlhoods (DPE) (WI)

Crosslistings: AMST105 / WGSS105 / ENGL105

Secondary Crosslisting

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Class Format: seminar

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equality and power and what kinds of literary and cultural forms writers utilize to illuminate these differences. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

Attributes: AMST Arts in Context Electives;

Fall 2018
SEM Section: 01  TF 2:35 pm - 3:50 pm  Kathryn R. Kent

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WI)

Crosslistings: ENGL113 / WGSS113 / AMST113

Secondary Crosslisting

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: seminar; discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; EXPE Experiential Education Courses; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses
Fall 2018

SEM Section: 01    TR 8:30 am - 9:45 am     Bethany  Hicok

WGSS 119 (S)  Asian American Femininities  (DPE) (WI)
Crosslistings: COMP119 / WGSS119

Primary Crosslisting
This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

Class Format: tutorial

Requirements/Evaluation: weekly papers or peer responses

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP DPE: The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn. WI: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

TUT Section: T1    TBA     Vivian L. Huang

WGSS 132 (F)  Black Writing To, From, and About Prison  (DPE) (WI)
Crosslistings: WGSS132 / ENGL132

Secondary Crosslisting
This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. Course texts will include letters from Angela Davis's edited collection If They Come in the Morning, autobiographies like that by Malcolm X, poetry by Ericka Huggins and Huey Newton, as well as critical interventions by scholars like Nikki Jones, WEB Du Bois, and selections from Eric Stanley and Nat Smith's edited collection Captive Genders. We will also look at contemporary groups organizing around the question of prisons and justice including Critical Resistance, BYP100 (Black Youth Project 100), and TGJUP (Transgender Gender Variant Intersex Justice Project).

Class Format: seminar

Requirements/Evaluation: three 4- to 5-page individual papers, one 4- to 5-page hybrid paper, informal writing, letter writing

Extra Info: may not be taken on a pass/fail basis

Prerequisites: first-year students who have not taken or placed out of a 100-level ENGL course

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE:
This class meets the DPE designation in that it facilitates critical engagement with the question of what counts as justice, for whom, for what reasons, and at what cost individually and communally. Students will sharpen their understanding of the relationship between race, gender, and power in the afterlife of slavery WI: This class is Writing-Intensive in that it requires a minimum of 20 pages of formal writing.

Fall 2018
SEM Section: 01 MWF 8:30 am - 9:45 am Ianna Hawkins Owen

WGSS 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WI)
Crosslistings: WGSS152 / HIST152

Secondary Crosslisting
For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," due process, privileges and immunities, equal protection, and life, liberty or property; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Class Format: seminar
Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 19
Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to second years
Expected Class Size: 15-19
Distributions: (D2) (DPE) (WI)
Distribution Notes: WI Distribution Explanation: In the process of writing a substantial research paper, students will develop proposals, bibliographies, and drafts of the paper. Class will include peer review, writing workshops, and individual and group conferences on writing, revision, and editing. DPE Distribution Explanation: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives;

Spring 2019
SEM Section: 01 TF 2:35 pm - 3:50 pm Sara Dubow

WGSS 177 (F) Gender and Sexuality in Music (DPE)
Crosslistings: MUS177 / WGSS177

Secondary Crosslisting
This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class further inform these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Class Format: lecture/discussion
WGSS 202 (F) Foundations in Sexuality Studies  (DPE)

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

Class Format: discussion

Requirements/Evaluation: short papers, possible creative assignments, final essay exam

Prerequisites: none, though WGSS 101 may be helpful, but not required

Enrollment Limit: 20

Enrollment Preferences: Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality’s relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of “gay rights” that have developed over time.

Attributes: AMST Critical and Cultural Theory Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018

LEC Section: 01    TR 9:55 am - 11:10 am    Corinna S. Campbell

WGSS 214 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender  (DPE)

Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213

Secondary Crosslisting

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin’s regime by performing in day-glo balaclavas in Russia’s largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press’s fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen,
the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. All readings will be in English, and all films with have English subtitles.

**Class Format:** seminar

**Requirements/Evaluation:** active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 20

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

**Attributes:** GBST Russian + Eurasian Studies Electives

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**WGSS 218 (S) Gender and Sexuality in the Neo-slave Narrative**  (DPE) (WI)

**Crosslistings:** WGSS218 / AFR218 / AMST218 / ENGL218

**Secondary Crosslisting**

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories“ and Glenn Ligon’s "Runaways", and film such as Jordan Peele’s Get Out.

**Class Format:** seminar

**Requirements/Evaluation:** weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI: Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts.

**Attributes:** ENGL 200-level Gateway Courses; ENGL Literary Histories C;

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**WGSS 218 (S) Gender and Sexuality in the Neo-slave Narrative**  (DPE) (WI)

**Crosslistings:** WGSS218 / AFR218 / AMST218 / ENGL218

**Secondary Crosslisting**

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories“ and Glenn Ligon’s "Runaways", and film such as Jordan Peele’s Get Out.

**Class Format:** seminar

**Requirements/Evaluation:** weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI: Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts.

**Attributes:** ENGL 200-level Gateway Courses; ENGL Literary Histories C;

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**WGSS 218 (S) Gender and Sexuality in the Neo-slave Narrative**  (DPE) (WI)

**Crosslistings:** WGSS218 / AFR218 / AMST218 / ENGL218

**Secondary Crosslisting**

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories“ and Glenn Ligon’s "Runaways", and film such as Jordan Peele’s Get Out.

**Class Format:** seminar

**Requirements/Evaluation:** weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)
In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, two shorter papers, a midterm, and a longer final paper

**Extra Info:** not available for the fifth course option

**Prerequisites:** exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** all are welcome, but if overenrolled, preference will be given to French majors and certificate students, Women's, Gender, and Sexuality Studies majors, and those with compelling justification for admission

**Expected Class Size:** 18

**Department Notes:** if the course is overenrolled, students will submit a form online

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS. DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Spring 2019

**SEM Section:** 01    TR 11:20 am - 12:35 pm    Brian Martin

**WGSS 233 (F)  Chemical Intimacies  (DPE)**

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

**Class Format:** seminar

**Requirements/Evaluation:** individual research project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Fall 2018
SEM Section: 01    M 7:00 pm - 9:40 pm     Mel Y. Chen

WGSS 235 (F) Innovation, Gender, and Sustainable Development  (DPE)
Crosslistings: SCST235 / WGSS235

Primary Crosslisting

Technological innovation is vital for communities, businesses and nations seeking to adapt to a globalized, competitive world. But any innovation also has impacts on all three dimensions of sustainability: the ecological, the economic, and the social. For example, such impacts may either exacerbate or mitigate gender inequalities. This course uses a gender studies lens to study innovation in the development of sustainable practices in the present and for the future. We will look at the impact of gender stereotypes on innovation, including the co-construction of gender and technology. Since the course is taught by a visiting scholar from Sweden, a particular focus will be the EU’s policy of “Gender Mainstreaming” which requires all proposed policies to be assessed for their impact on gender inequality. The course looks at technical development as necessary and valuable, while investigating power relations and taken-for-granted views embedded in the particular forms it takes. The course will rely largely on analysis of case studies, and students will be encouraged to apply the analytic tools of the course to develop US-based case studies of their own.

Class Format: seminar, combination of lecture and discussion
Requirements/Evaluation: reading journal, mid-term exam, and a final research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Women’s, Gender and Sexuality Studies majors, Environmental Studies majors, students who have taken WGSS 101
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: The course focuses specifically on tools for analysing the potential differential impacts of sustainable development projects along gender lines.

Fall 2018
SEM Section: 01    TF 1:10 pm - 2:25 pm     Maria K. Udén

WGSS 237 (S) Queer Drama  (DPE)
Crosslistings: THEA240 / WGSS237

Secondary Crosslisting

This seminar course is a deep dive into the richly dissonant dialogue between queer lives and live performance. How have queer artists shaped and reshaped the field of theatre and performance over time? How has drama, in turn, shaped the landscape of queer life? What inventions and innovations might we attribute to the evolution of “queer”? We will look to the work of artists such as Tennessee Williams, Tarell McCraney, Taylor Mac, Reza Abdoh, Sharon Bridgforth, Virginia Grise, and many others as we seek to map the messy topography of queer performance.

Class Format: seminar, three hours per week
WGSS 242 (S)  Women, Gender, and Sexuality in Islam  (DPE)
Crosslistings: WGSS242 / REL242 / ARAB242

Secondary Crosslisting

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Class Format: seminar

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors
Expected Class Size: 14
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2019
SEM Section: 01  TR 9:55 am - 11:10 am  Sadia Yacoob

WGSS 244 (F)  Actually Existing Alternative Economies  (DPE) (WI)

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain—and now parts of the U.S.—are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these
activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' Feminist geographers Julie Graham and Katherine Gibson developed practices of 'mapping' local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

Class Format: tutorial
Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: open to sophomores and above
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)

Fall 2018
TUT Section: T1 TBA Kiaran Honderich

WGSS 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE) (WI)
Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting
This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar
Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors
Expected Class Size: 15

Distributions:  (D2) (DPE)  (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
SEM Section: 01    M 7:00 pm - 9:40 pm     Kim Gutschow

WGSS 260 (S)  Power, Feminist-Style  (DPE)  (WI)
Crosslistings: PSCI260 / WGSS260

Primary Crosslisting

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice--the concept of power--from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, bell hooks, Catherine MacKinnon, Hannah Arendt, and Gloria E. Anzaldúa.

Class Format: seminar

Requirements/Evaluation: class facilitation, critical reflections (four 3- to 4-page assignments), review of peer's essay (2-3 pages), essay draft and revision (8-10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Distributions:  (D2) (DPE)  (WI)

Distribution Notes: DPE: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large. WI: Writing assignments train students' attention on various elements of argumentation and style and involve peer and teacher review and revision.

Attributes: WGSS Theory Courses

Spring 2019
SEM Section: 01    MW 11:00 am - 12:15 pm     Greta F. Snyder

WGSS 263 (F)  Transnational Activism: Practice, Problems, Ethics  (DPE)
Crosslistings: WGSS263 / SOC264

Primary Crosslisting

As more and more people, goods, ideas, and health hazards circulate across borders, transnational institutions and organizations proliferate, and problems recognized as regional or global intensify, there is both increasing need and opportunity for transnational activism. In such a context, it is vital to understand how activists have engaged peoples around the world and/or have influenced transnational institutions, as well as to attune oneself to the ethical and practical difficulties associated with this kind of activism. This course examines the different forms that transnational activism takes
and how transnational activists have advanced their goals. We also look into why and how transnational activists' efforts have failed, focusing in particular on the issue of neo-imperialism and the problems created by the "white savior." Orienting our exploration is the following question: what is the relationship between ethics and efficacy in activism that crosses borders? What does "ethical" transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Class Format: seminar

Requirements/Evaluation: class facilitation, assessment construction, essay proposal (3- to 4-pages), group portfolio (6- to 8-pages), group presentation, final essay (10- to 12-pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements. It builds the skill to engage across difference by requiring students to work together to develop a transnational activist action plan.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01    MW 11:00 am - 12:15 pm     Greta F. Snyder

WGSS 264 (F) Bodies, Genders, and Sexualities in the Early Christian World (DPE)

Crosslistings: REL264 / WGSS264

Secondary Crosslisting

What does it mean to be a woman or a man? To have body? A gender? A sexuality? In this course we will explore the ways in which bodies, genders, and sexualities were experienced and described in Mediterranean antiquity. Ancient experiences of and ideas about bodies, genders, and sexualities were often very different than those of the contemporary world. Nevertheless, because Greek and Roman antiquity and Christian beginnings often function as the imagined origins of "Western" (or European and American) "civilization," these ancient ideas about bodies, genders, and sexuality, maintain an out-sized presence in current debates about the "normal" body, gender practices, and the contour of sexuality. With a focus on early Christianity, the course seeks, on the one hand, to introduce students to the early history of Christianity through an inspection of its pluriform discourses on the meaning and regulation of bodies, genders, and sexuality, even as it keeps an eye toward the modern legacy of these ideas. On the other hand, the course gives students the opportunity to be introduced to key questions and theories in Women's, Gender, and Sexuality Studies through the study of early Christianity and its environs.

Class Format: seminar

Requirements/Evaluation: weekly response papers, 5- to 6-page paper, 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors, student seniority by class

Expected Class Size: 19

Distributions: (D2) (DPE)

Distribution Notes: DPE: The course's focus on the production and use of difference in terms of bodies, genders, and sexualities, and how those putative differences were used to authorize the social distribution of power, qualify this course as meeting the DPE distribution requirement.

Fall 2018

SEM Section: 01    TR 11:20 am - 12:35 pm     Phillip J. Webster
Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing “performance” as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

**Class Format:** seminar

**Requirements/Evaluation:** reflection papers, performance analysis, final paper or performance

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS DPE: This course tracks performance studies’ engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

**Attributes:** WGSS Theory Courses

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This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's *Black Odyssey*, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection.

We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

**Class Format:** seminar

**Requirements/Evaluation:** four papers totaling at least 20 pages and in-class group performances

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** none
Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS

DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies

WI: Students will submit four papers totaling at least 20 pages

Attributes: ENGL 200-level Gateway Courses;

Fall 2018

SEM Section: 01 Cancelled

WGSS 274 (S) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE) (WI)

Crosslistings: ENGL254 / WGSS274

Secondary Crosslisting

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include Annie John (1985), Lucy (1990), The Autobiography of My Mother (1996), My Brother (1997), Mr. Potter (2002), and See Now Then (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

DPE: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging

WI: This course will fulfill the Writing-Intensive distribution requirement in that it requires a minimum of 20 pages of formal writing

Attributes: ENGL Post-1900 Courses; ENGL 200-level Gateway Courses;

Spring 2019

TUT Section: T1 TBA Ianna Hawkins Owen

WGSS 275 (S) Women's Contemporary Cultural Production in Latin America (DPE) (WI)

Crosslistings: WGSS275 / COMP286 / RLSP274

Secondary Crosslisting

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a
representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucía Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

Class Format: lecture

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: Spanish 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under WGSS

W: There will be one-page long written exercises every week and two 7-8 pages essays. D: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Attributes: LATS Countries of Origin + Transnationalism Elect;

Spring 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Roxana A. Blancas Curiel

WGSS 301 (F) Sexual Economies (DPE)

Crosslistings: WGSS301 / ANTH301 / AMST334

Primary Crosslisting

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We will have either guest speakers or a field trip to hear from people working in various commercial sex sectors.

Class Format: seminar

Requirements/Evaluation: midterm essay exam, final research paper, research proposal/annotated bibliography

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: We will study various questions related to sexual empowerment, agency, vulnerability, and exploitation in myriad global contexts. We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.
**WGSS 302 (F) Social Construction**  (DPE)

Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

**Secondary Crosslisting**

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

**Class Format:** seminar

**Requirements/Evaluation:** regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors, then majors from cross-listed departments

**Expected Class Size:** 15

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

**Attributes:** PHIL Related Courses

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**WGSS 314 (S) The Social Ecology of Racial and Gender Inequity**  (DPE)

Crosslistings: SOC314 / WGSS314

**Primary Crosslisting**

Why the political furor over monuments? What would a feminist city look like? Does gentrification promote racial justice? This course trains your focus on space and place, asking you to take a socioecological perspective on race and gender. In it, we examine how ideas about race and gender shape space as well as how the location, demographic composition and design of cities, neighborhoods, parks, and uncultivated spaces reinforce ideas about race and gender and racial/gender power relations. What is distinctive about this perspective, as compared with other analytical lenses through which we approach race and gender, and what is its value? What does a socioecological perspective suggest about the efficacy of different types of efforts to facilitate greater equity in social relations?

**Class Format:** seminar

**Requirements/Evaluation:** class facilitation, critical responses (four 2- to 3-page responses), late-term exam, final essay (10-12 pages) or essay-equivalent (video essay, photo essay, or other)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: Women's, Gender, and Sexuality Studies majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course introduces students to social psychology's socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.
Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019
SEM Section: 01    MR 2:35 pm - 3:50 pm     Greta F. Snyder

WGSS 324 (S) Indigenous Women's History  (DPE) (WI)
Crosslistings: AMST324 / HIST362 / WGSS324
Secondary Crosslisting
What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as how their methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.
Class Format: seminar
Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students' development of independent research papers, this course satisfies the WI requirement.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

Spring 2019
SEM Section: 01    TR 8:30 am - 9:45 am     Tyler J. Rogers

WGSS 331 (S) Queer Europe: Sexualities and Politics since 1850  (DPE)
Crosslistings: HIST332 / WGSS331
Secondary Crosslisting
This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By
placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but Italy and Russia will also be the focus of some meetings. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Class Format: seminar

Requirements/Evaluation: class discussion, the posting of four 500 word response papers, two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Women's, Gender and Sexuality Studies majors

Expected Class Size: 12-20

Distributions: (D2) (DPE)

Distribution Notes: DPE: Queer Europe is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Chris Waters

WGSS 337 (S) Race, Sex & Gender in Brazil (DPE)

Crosslistings: ANTH337 / WGSS337

Primary Crosslisting

The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: The seminar will include a mandatory spring break trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. These form the basis of their final research paper. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

Class Format: seminar

Requirements/Evaluation: research paper and its various components, participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 7

Enrollment Preferences: students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview

Expected Class Size: 7

Materials/Lab Fee: the cost of the spring break trip is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g.,
souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student

**Distributions:**  (D2) (DPE)

**Distribution Notes:** DPE: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil

**Attributes:** LATS Countries of Origin + Transnationalism Elect

Spring 2019

SEM Section: 01    M 7:00 pm - 9:40 pm    Gregory C. Mitchell

**WGSS 340 (S) Elizabeth Bishop in the Americas**  (DPE)

Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340

**Secondary Crosslisting**

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

**Class Format:** seminar; seminar, three hours per week, small group discussion, archival research

**Requirements/Evaluation:** two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 15

**Distributions:**  (D2) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE. This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

**Attributes:** AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL Literary Histories C

Spring 2019

SEM Section: 01      Cancelled

**WGSS 348 (S) Women, Men and Other Animals**  (DPE)

Crosslistings: SCST348 / WGSS348 / ARTH348 / ENGL348

**Primary Crosslisting**

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key
definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Class Format: seminar
Requirements/Evaluation: individual research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under WGSS or SCST; meets Division 1 requirement if registration is under ARTH or ENGL

Spring 2019
SEM Section: 01    M 7:00 pm - 9:40 pm    Mei Y. Chen

WGSS 371 (F)  Medicine, Pathology, and Power: An Ethnographic View  (DPE) (WI)
Crosslistings: SCST370 / ANTH371 / WGSS371
Secondary Crosslisting
How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Class Format: seminar
Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.
WGSS 376 (F) Sex, Gender, and the Law in U.S. History  (DPE)
Crosslistings: HIST376 / WGSS376

Secondary Crosslisting
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Class Format: seminar
Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.
Attributes: HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives

WGSS 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism  (DPE)
Crosslistings: COMP401 / GERM401 / WGSS401

Secondary Crosslisting
Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate ‘entrepreneurs of self.’ This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: seminar; seminar three hours per week
Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper
**Extra Info:** not available for the fifth course option

**Prerequisites:** 300-level course

**Enrollment Limit:** 25

**Enrollment Preferences:** Comparative Literature majors and advanced students in other fields with permission of instructor

**Expected Class Size:** 20

**Materials/Lab Fee:** course books and reader packet

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP or GERM; meets Division 2 requirement if registration is under WGSS DPE: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

**Fall 2018**

SEM Section: 01  MR 1:10 pm - 2:25 pm  Helga Druxes

**WGSS 420 (S) Senior Seminar: The Drag of Black Masculinity (DPE)**

Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

**Primary Crosslisting**

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

**Class Format:** seminar

**Requirements/Evaluation:** each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

**Expected Class Size:** 14

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

**Spring 2019**

SEM Section: 01  Cancelled

**Difference, Power, and Equity**

**AFR 105 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)**

Crosslistings: AFR105 / ARTH104
Secondary Crosslisting

This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.

Class Format: lecture
Requirements/Evaluation: three 2-page response papers, class journal on WCMA objects lab, midterm exam and final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: Art History and African Studies majors
Expected Class Size: 40
Distributions: (D2) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: This course fulfills DPE requirements through its exploration of the differences between concepts of art in African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as 'primitive' or 'exotic' constructs

Fall 2018
LEC Section: 01    WF 11:00 am - 12:15 pm     Michelle M. Apotsos

AFR 126 (F) Black Literature Matters   (DPE) (WI)
Crosslistings: AFR126 / AMST126 / ENGL126
Secondary Crosslisting

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts—essays, novels, drama, music, and poetry—by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Class Format: seminar
Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential role of literature in defining, responding to, and re-shaping issues of race,
class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am     Kimberly S. Love

Spring 2019
SEM Section: 01    Cancelled

AFR 218 (S)  Gender and Sexuality in the Neo-slave Narrative  (DPE) (WI)
Crosslistings: WGSS218 / AFR218 / AMST218 / ENGL218
Secondary Crosslisting
Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories" and Glenn Ligon's "Runaways", and film such as Jordan Peele's Get Out.

Class Format: seminar
Requirements/Evaluation: weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI: Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts.
Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Ianna Hawkins Owen

AFR 257 (F)  Social Justice Traditions: 1960s to #Black Lives Matter  (DPE)
Crosslistings: HIST256 / AMST256 / AFR257
Secondary Crosslisting
We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today's activists draw on the "freedom dreams," tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of "justice." Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and
feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

Class Format: seminar

Requirements/Evaluation: attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Limit: 35

Enrollment Preferences: first years, sophomores, and American Studies majors

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the "same" as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. Focus on strategies and tactics: e.g. demonstrations, guerrilla theatre, electoral campaigns, strikes. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm    Andrew R. Cornell

AFR 331 (S) Senior Seminar: The Drag of Black Masculinity  (DPE)

Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

Secondary Crosslisting

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

Class Format: seminar

Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

Expected Class Size: 14

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.
AFR 369 (S)  African Art and the Western Museum  (DPE) (WI)

Crosslistings: AFR369 / ARTH308

Secondary Crosslisting

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Class Format: tutorial

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 104 or special permission from the instructor

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: Explores issues of ‘authentic’ representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African ‘art’ has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2019

TUT Section: T1  TBA  Michelle M. Apotsos

AMST 101 (F)  America: the Nation and Its Discontents  (DPE) (WI)

America has always named something more than a geographical place; being "American" has always been about something more than political citizenship. This course is an introduction to the interdisciplinary study of American culture and the nation of the United States. We will focus on the workings of that culture and nation as they both shape and have been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. We critique notions of American exceptionalism, empire, power, citizenship, labor, borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world.

Class Format: seminar

Requirements/Evaluation: total of 20 pages of writing: several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)
Distribution Notes: NOTE: Prof. Nelson's section Spring 2019 only is NOT Writing Intensive. DPE: This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities. WI: This course satisfies the WI requirement in its close attention to the processes of writing, argumentation, and revision; and in the total number of pages of writing produced.

Attributes: EXPE Experiential Education Courses;

Fall 2018
SEM Section: 01    TF 1:10 pm - 2:25 pm    Cassandra J. Cleghorn

Spring 2019
SEM Section: 01    TR 8:30 am - 9:45 am    Andrew R. Cornell
SEM Section: 02    TF 2:35 pm - 3:50 pm    Eli Nelson

AMST 105 (F) American Girlhoods (DPE) (WI)
Crosslistings: AMST105 / WGSS105 / ENGL105
Secondary Crosslisting
The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Class Format: seminar
Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
DPE: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.
Attributes: AMST Arts in Context Electives;

Fall 2018
SEM Section: 01    TF 2:35 pm - 3:50 pm    Kathryn R. Kent

AMST 106 (S) Coming of Age in the City: Growing up and Growing Older in Communities of Color (DPE) (WI)
This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Class Format: tutorial
Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion
AMST 113 (F) The Feminist Poetry Movement (DPE) (WI)

Crosslistings: ENGL113 / WGSS113 / AMST113

Secondary Crosslisting

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: seminar; discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; EXPE Experiential Education Courses; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018

SEM Section: 01    TR 8:30 am - 9:45 am    Bethany Hicok
Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts—essays, novels, drama, music, and poetry—by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Class Format: seminar

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR

DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

Fall 2018

SEM Section: 01    TR 8:30 am - 9:45 am     Kimberly S. Love

Spring 2019

SEM Section: 01    Cancelled

What does it mean to be a citizen of an Indigenous nation? Why are there laws against selling inauthentic Native American art? Who is two spirit and what obligations and politics does that position and identity entail? Where do we locate tradition and Indigenous peoples in time? In this course, we will address these questions and more, surveying indigeneity as it is constructed and expressed in historical narratives, activism and education, governance and identity, art and literature, science and religion, and gender and sexuality. Knowledge of the Indigenous is a foundational element of the United States. From missionaries documenting Indigenous languages, to sports mascots, DNA testing, and even to New Age spirit quests and sweat lodges, the coherence and legitimacy of this settler colonial empire has demanded expertise in and the appropriation of Indigenous bodies, knowledges, and cultures as a means of continually displacing and erasing them. And yet, that is not the only way to produce knowledge of, by, and with Indigenous people. Indigenous Studies provides a variant way of thinking and learning about indigeneity. The imperative of Indigenous Studies is to understand Indigenous peoples on their own terms and the world on those same terms. In this course we will explore not only questions related to Native America today, but also the various reasons and implications for why we study it.

Class Format: seminar

Requirements/Evaluation: attendance and class participation, three 3- to 5-page essays, and one in-class presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: American Studies majors or first- and second-year students
Expected Class Size: 19
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course addresses the dynamics of power inherent in studying Indigenous people in the academy, and will provide students the vocabulary and framework necessary to interrogate how settler colonialism and Indigenous survivance intersects with questions of race, gender, sexuality, and the construction of difference.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;

Fall 2018
SEM Section: 01  MW 11:00 am - 12:15 pm  Eli Nelson

AMST 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WI)
Crosslistings: WGSS218 / AFR218 / AMST218 / ENGL218
Secondary Crosslisting
Hortense Spillers has noted that ex-slave Harriet Jacobs, “between the lines of her narrative, demarcates a sexuality that is neuterbound” and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation “slave” rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories" and Glenn Ligon's "Runaways", and film such as Jordan Peele's Get Out.
Class Format: seminar
Requirements/Evaluation: weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI: Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts.
Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  Ianna Hawkins Owen

AMST 219 (F) Understanding Social Class (DPE)
Politicians and pundits often bill the United States as a classless society, owing to its lack of a feudal past. Since the 1950s, most Americans--including many who sociologists would deem wealthy or poor--have come to describe themselves as "middle class." But this may be changing. Bernie Sanders' strident calls to reign in Wall Street greed remain enormously popular. And since the election of President Trump, journalists have rediscovered a group they call "the white working-class" while books such as Hillbilly Elegy and White Trash have moved to the top of the best seller
lists. So, what is class and how does it shape our lives today? This course is designed to introduce students to the study of social class in an interdisciplinary fashion. We will use memoir and works of fiction to better grasp the life experiences and worldviews of people on different rungs of the economic ladder. Then we will delve into the ways that major theorists, such as Karl Marx, Max Weber, and Pierre Bourdieu have defined social class in terms of work life, social standing in a community, and bundles of "tastes" or consumption preferences. We will turn to historians to make sense of the patterns by which class inequality developed in tandem with racial oppression in the United States, and to the competing arguments of sociologists attempting to explain the growing wealth gap. Finally, we will look to activists and social workers to see how individuals and groups work to bridge the class divide in attempts to mitigate poverty and challenge inequalities. Throughout, participants will be encouraged to use assigned materials as prompts to think critically about how class shapes their own lives.

Class Format: tutorial

Requirements/Evaluation: attendance, participation, three papers 5-10 pages each

Extra Info: Not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students, American Studies majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: The course focuses on the ways access to material wealth, and perceived class position shape life experiences. We will analyze different aspects of class power, from employment relations, to political influence, to self-confidence. The last weeks of the course will address ways movements seek to bridge class divides to challenge economic and other forms of inequality. The course will be intersectional throughout--discussing how class, race, and gender inequalities reinforce one another.

Attributes: AMST Critical and Cultural Theory Electives;

Fall 2018

TUT Section: T1 TBA Andrew R. Cornell

AMST 239 (S) Asian/Pacific Islander/American Documentary Cinemas (DPE)

In Asian America Through The Lens, film scholar Jun Xing contends, "documentaries have been, and remain, the predominant genre of Asian American cinema" (1998). In this course, we will launch an investigation into this statement and examine a selection of A/P/A documentaries ranging from independent and experimental film, public access television, and digital and social media, 1960s---present. We will ask: (1) how did A/P/A documentary develop as a tradition and practice in relation to mainstream media industries?, (2) how has documentary been mobilized to critique, demystify, and/or disrupt dominant scripts like Orientalism, the Yellow Peril, and the Model Minority Myth?, and (3) how do documentary makers formally negotiate the generic impulse for the "real" and "authentic" against the burden of A/P/A representation? While neither chronological nor all-encompassing in its capacity, we will do our best to situate the historical and material conditions that form and inform the works and contextualize their visual aesthetic practices and tactics of representation. We will also pay particular attention to untangling the intersectional and multidimensional categories of race/ethnicity, gender, sexuality, class, and ability that emerge from the sociohistorical processes of war, immigration, nationalism, colonialism and settler colonialism, state violence, and social movements. Finally, we will meet and engage with current artists, filmmakers, and organizers in order to gain insight into development, production, distribution, and reception.

Class Format: seminar

Requirements/Evaluation: weekly reading responses, a midterm paper, final creative project and paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: AMST 101/201 Intro to American Studies

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultures of these groups.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;
AMST 242 (S)  Americans Abroad  (DPE) (WI)
Crosslistings: AMST242 / COMP242 / ENGL250

Secondary Crosslisting

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of “home” into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

Class Format: seminar

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Expected Class Size: 18

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST

DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home

Attributes: AMST Arts in Context Electives; GBST Borders, Exiles + Diaspora Studies Electives;

AMST 256 (F)  Social Justice Traditions: 1960s to #Black Lives Matter  (DPE)
Crosslistings: HIST256 / AMST256 / AFR257

Primary Crosslisting

We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today’s activists draw on the “freedom dreams,” tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of “justice.” Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study
the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

Class Format: seminar

Requirements/Evaluation: attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Limit: 35

Enrollment Preferences: first years, sophomores, and American Studies majors

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the "same" as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. Focus on strategies and tactics: e.g. demonstrations, guerrilla theatre, electoral campaigns, strikes. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm     Andrew R. Cornell

AMST 266 (S) Being American, Being Muslim: American Muslim Literature in the 21st century (DPE)

Crosslistings: AMST266 / REL266 / ENGL268 / COMP228

Secondary Crosslisting

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Class Format: seminar

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL or AMST; meets Division 1 requirement if registration is under COMP or ENGL. DPE: This course will explore the many complex intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences internal to Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations and power and difference in the texts that we will read, and how to analyze their workings in nuanced multidimensional ways

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm     Zaid Adhami
AMST 284 (S)  Introduction to Asian American History  (DPE)
Crosslistings: HIST284 / AMST284 / ASST284

Secondary Crosslisting
This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

Class Format: lecture/discussion
Requirements/Evaluation: a series of short essays and a final oral history/family history
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first come, first served
Expected Class Size: 25
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course traces the immigration history of various peoples from Asia to the U.S. from the 1850s to the present. We will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the U.S.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

Spring 2019
LEC Section: 01    MW 11:00 am - 12:15 pm     Scott Wong

AMST 300 (F)  Tell Even Us: Writing Memory, Trauma, Self  (DPE)
Crosslistings: COMP357 / ENGL300 / AMST300

Primary Crosslisting
In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: Borderlands/La Frontera: The New Mestiza (Gloria Anzaldúa), Dictee (Theresa Hak Kyung Cha), How to Write an Autobiographical Novel (Alexander Chee), When They Call You A Terrorist: A Black Lives Matter Memoir (Patrisse Khan-Cullors and asha bandele), Bad Indians: A Tribal Memoir (Deborah Miranda), This is for the mostless (Jason Magabo Perez), Redefining Realness (Janet Mock), like a solid to a shadow (Janice Lobo Sapigao), Men We Reaped (Jesmyn Ward), 7 Miles A Second (David Wojnarowicz).

Class Format: seminar
Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: American Studies majors
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP
DPE: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Attributes: AMST Arts in Context Electives;

Fall 2018
SEM Section: 01    MR 2:35 pm - 3:50 pm     Anthony Y. Kim

**AMST 324 (S) Indigenous Women's History** (DPE) (WI)
Crosslistings: AMST324 / HIST362 / WGSS324

**Primary Crosslisting**
What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

**Class Format:** seminar

**Requirements/Evaluation:** engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** American Studies, History, and Women's Studies, Gender and Sexuality majors

**Expected Class Size:** 10

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students' development of independent research papers, this course satisfies the WI requirement.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

Spring 2019
SEM Section: 01    TR 8:30 am - 9:45 am     Tyler J. Rogers

**AMST 334 (F) Sexual Economies** (DPE)
Crosslistings: WGSS301 / ANTH301 / AMST334

**Secondary Crosslisting**
This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We will have either guest speakers or a field trip to hear from people working in various commercial sex sectors.

**Class Format:** seminar
**Requirements/Evaluation:** midterm essay exam, final research paper, research proposal/annotated bibliography

**Prerequisites:** none, though WGSS 101 and/or 202 may be helpful, but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** based on statement of interest

**Expected Class Size:** 20

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: We will study various questions related to sexual empowerment, agency, vulnerability, and exploitation in myriad global contexts. We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm     Gregory C. Mitchell

**AMST 340 (S) Elizabeth Bishop in the Americas (DPE)**

Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340

**Secondary Crosslisting**

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

**Class Format:** seminar; seminar, three hours per week, small group discussion, archival research

**Requirements/Evaluation:** two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 15

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE: This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

**Attributes:** AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL Literary Histories C

Spring 2019

SEM Section: 01      Cancelled
AMST 352 (S) Grassroots Organizing and Civil Resistance (DPE)

This course examines the ways that ordinary people exercise collective power to influence elites, access resources, and even topple authoritarian governments. We will explore a variety of case studies--from the U.S. labor movement and urban community organizing, to recent direct action campaigns to prevent climate catastrophe--in order to gain insight into the art and science of grassroots mobilization. The class will make use of scholarship from the fields of history, sociology, and peace studies to probe the nature of political consent and the efficacy of forms of nonviolent action, such as boycotts, strikes, and blockades. Most importantly, however, we will draw from the personal expertise, tool kits, and training manuals of on-the-ground organizers to develop practical skill sets that can be applied in a variety of settings. Students will gain hands-on experience with important organizing techniques, such as power-mapping, 1-on-1 conversations, and action scenario planning. We will also consider the importance of expressive cultures and artistic practices to social change efforts, and delve into abiding challenges, such as building coalitions across race and class differences. The course will prove useful for those considering careers in social work, the labor movement, international NGOs, the law, public education, or political journalism.

Class Format: seminar

Requirements/Evaluation: attendance and participation; in-person skills assessments; group project; short essay-style final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: The class combines knowledge generated by social scientists with the practical know how of grassroots organizers on the most effective ways for people without significant financial resources to change opinions, laws, and regimes. Students practice specific skills such as one-on-one organizing conversations, power-mapping, strategic messaging, and planning of nonviolent direct actions to gain attention or bargaining leverage. We directly discuss different meanings and forms of power, and we address ways movements can build coalitions among diverse constituencies.

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; Spring 2019

SEM Section: 01    MR 1:10 pm - 2:25 pm     Andrew R. Cornell

AMST 353 (F) Is Science Native to Turtle Island? The History of Native Science in North America (DPE)

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

Class Format: seminar

Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors
Expected Class Size: 13
Distributions: (D2) (DPE)

Distribution Notes: DPE: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives;

Fall 2018
SEM Section: 01    TF 2:35 pm - 3:50 pm    Eli Nelson

AMST 405 (S)  Critical Indigenous Theory  (DPE) (WI)

Intellectual decolonization is not a bounded project. On one hand, it demands a vocabulary of difference and refusal that rejects colonial theories and epistemologies. On the other, it demands that we interrogate our own intellectual and cultural traditions and trauma. Critical Indigenous theory is a tool in those projects, as it offers a corrective and an opening up of both dominant critical theory traditions that violently erase Indigenous bodies and political realities and of Indigenous theory that can essentialize difference and replicate oppressive dynamics in our communities. Critical Indigenous theory seeks to understand the structures and relations of power in settler colonialism, nested sovereignty, and culturally specific Indigenous philosophical traditions, like Indigenous studies more broadly, but also questions the key concepts that define Indigenous studies: tradition, sovereignty, authenticity, identity, race, gender, and sexuality. In this course, we will read major works in critical Indigenous theory that address indigeneity as it relates to race, postcolonial theory, feminist and two-spirit critique, alternative political engagement with the settler colonial state, and questions of "colonial unknowing." We will work on cultivating the reading practices needed to parse dense theoretical texts, and over the course of the semester you will develop a research project on a topic of your choosing that will allow you to take critical Indigenous theories and employ them as analytic tools and lenses.

Class Format: seminar

Requirements/Evaluation: attendance and participation, one discussion prospectus, and a 20-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: junior or senior status and some background in American Studies, Native American Studies, or Critical Theory or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15
Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Students will be invited to think deeply about the intersections of race, gender, colonialism, sexuality, and epistemology, and develop skills necessary to identify the theoretical basis of decolonial activism. WI: Students will be required to take the theories we read in class and use them as analytics in a 20-page research paper on a topic of their choosing. Over the course of the semester, we will model how to do this in class work, research question development, outlining, and workshopping.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST 400-level Senior Seminars;

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm    Eli Nelson

AMST 420 (S)  Senior Seminar: The Drag of Black Masculinity  (DPE)

Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

Secondary Crosslisting

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and
masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

Class Format: seminar

Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

Expected Class Size: 14

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

Spring 2019

SEM Section: 01 Cancelled

AMST 468 (S) Race, Empire, and the Birth of the American Century (DPE)

Crosslistings: AMST468 / HIST468

Secondary Crosslisting

This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

Class Format: seminar

Requirements/Evaluation: a series of weekly papers and a final research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

Department Notes: History Department Senior Seminar

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course will examine the racial, class, gender, and international implications of the American push across the continent and into the Pacific (Hawaii and the Philippines) during the late 19th and early 20th centuries. The content will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land both within our shores and the colonization of two island nations in the Pacific. We will also study how the American presence in these areas affected how the original inhabitants of these areas were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904. The course will also explore the role that American education played in "civilizing" Native Americans, Hawaiians, and Filipinos.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Scott Wong
ANTH 256 (F)  Buddhism, Sex, & Gender: #MeToo Then and Now  (DPE) (WI)
Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting
This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue an intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar
Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.
Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
SEM Section: 01   M 7:00 pm - 9:40 pm   Kim Gutschow

ANTH 269 (S)  Mindsight: Mindfulness and Medicine  (DPE) (WI)
Crosslistings: REL269 / ASST269 / ANTH269

Primary Crosslisting
This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the 'kindness curriculum' in schools, and other areas of applied research on mindfulness that have generated a 'science of personal transformation'. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.
**Class Format:** tutorial

**Requirements/Evaluation:** weekly papers, 4- to 8-pages

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students majoring or concentrating in; ANTH, SOC, REL, ASST, PH, COGS, and NSCI

**Expected Class Size:** 10

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.

**Attributes:** GBST South + Southeast Asia Studies Electives; PHLH Social Determinants of Health;

Spring 2019

TUT Section: T1 TBA Kim Gutschow

ANTH 301 (F) Sexual Economies (DPE)

Crosslistings: WGSS301 / ANTH301 / AMST334

Secondary Crosslisting

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We will have either guest speakers or a field trip to hear from people working in various commercial sex sectors.

**Class Format:** seminar

**Requirements/Evaluation:** midterm essay exam, final research paper, research proposal/annotated bibliography

**Prerequisites:** none, though WGSS 101 and/or 202 may be helpful, but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** based on statement of interest

**Expected Class Size:** 20

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: We will study various questions related to sexual empowerment, agency, vulnerability, and exploitation in myriad global contexts. We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Fall 2018

SEM Section: 01 MR 1:10 pm - 2:25 pm Gregory C. Mitchell

ANTH 323 (F) Democracy and Citizenship in the Age of Multiculturalism (DPE)

Democracy (and its particular implementation in the United States) is regularly taken as an unconditional ideal for the rest of the world. In this class, we will analyze democracy as a culturally and historically specific form of social relations and meanings. We will carefully examine a broad range of
phenomena that pertain to democracy—for instance, cultural notions of participation in public life in Post-Socialist Germany or categorization of citizens in contemporary India, attachment to homeland among migrant workers in Russia or transnational rhetoric of Chinese bloggers. By so doing, we will study local meanings, circulating discourses, multiple contestations, and changing forms of power in regimes that are heralded as democratic. Our focus on citizenship (broadly defined)—i.e., a recognized right to be different while being accepted as a part of a national community—will bring to light complex issues in the relationship between the state and its subjects. We will discuss how men and women, the abled and the disabled, the migrants and the natives identify with their statuses and define their place in state structures. Anthropological studies of citizenship and diversity of forms of belonging and identification in democratic states will enable us to understand cleavages of power inequality and conceptual predicaments of social fairness in the contemporary world. Ethnographic studies from around the world will be used to provide specific examples of the ability and failure of democratic regimes to govern their varied populations.

Class Format: seminar

Requirements/Evaluation: one long research paper, three book reports, and seminar discussions

Prerequisites: ANTH 101 or SOC 101 or by permission of the instructor

Enrollment Limit: none

Enrollment Preferences: juniors and seniors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: Through an in-depth examination of case-studies of citizen exclusion and inclusion around the world, the course will foster students' critical engagement with a concept of democracy. Special attention will be paid to a differential access to power on a basis of gender, disability, migration status, and ideological constructions of difference.

Fall 2018

SEM Section: 01  Cancelled

ANTH 337 (S) Race, Sex & Gender in Brazil  (DPE)

Crosslistings: ANTH337 / WGSS337

Secondary Crosslisting

The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: The seminar will include a mandatory spring break trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. These form the basis of their final research paper. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

Class Format: seminar

Requirements/Evaluation: research paper and its various components, participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 7

Enrollment Preferences: students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview

Expected Class Size: 7

Materials/Lab Fee: the cost of the spring break trip is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student

Distributions: (D2) (DPE)

Distribution Notes: DPE: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted
to these issues and engages questions related to the origins of inequality and prejudice in Brazil

**Attributes:** LATS Countries of Origin + Transnationalism Elect

Spring 2019

**SEM Section:** 01    **M 7:00 pm - 9:40 pm**     **Gregory C. Mitchell**

**ANTH 371 (F)  Medicine, Pathology, and Power: An Ethnographic View**  (DPE) (WI)

Crosslistings: SCST370 / ANTH371 / WGSS371

**Primary Crosslisting**

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation—also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

**Class Format:** seminar

**Requirements/Evaluation:** four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

**Attributes:** EXPE Experiential Education Courses; PHLH Methods in Public Health; SCST Related Courses;

Fall 2018

**SEM Section:** 01    **W 1:10 pm - 3:50 pm**     **Kim Gutschow**

**ARAB 207 (F)  The Modern Middle East**  (DPE)

Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

**Secondary Crosslisting**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Class Format:** lecture
Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size: 30-40
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

Fall 2018
LEC Section: 01       TF 1:10 pm - 2:25 pm       Magnús T. Bernhardsson

ARAB 209 (S) Saharan Imaginations (DPE) (WI)
Crosslistings: COMP234 / ARAB209 / ENVI208
Primary Crosslisting

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara’s biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.
Class Format: seminar
Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Arabic Studies majors and certificate students
Expected Class Size: 15
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2019
SEM Section: 01       TR 9:55 am - 11:10 am       Brahim El Guabli

ARAB 222 (F) Photography in/of the Middle East (DPE)
Crosslistings: ARAB222 / ARTH222
Secondary Crosslisting
Since its invention, photography has been globally disseminated and locally inflected, serving diverse documentary and expressive purposes around the world. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the hierarchical dynamics operative in individual communities and transcultural contexts. The course will explore photographic practices in different zones of the Middle East--e.g., the Holy Land, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the formative impact of visual representations in particular circumstances--what work do photographs do? Who resists and who benefits? The general goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: lecture/discussion meeting twice a week

Requirements/Evaluation: midterm, final, GLOW Posts and term project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors and area studies concentrators

Expected Class Size: 15-20

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ARAB

Fall 2018

LEC Section: 01  TF 1:10 pm - 2:25 pm  Holly Edwards

ARAB 234 (F) What is Islam? (DPE)

Crosslistings: ARAB234 / GBST234 / REL234 / HIST208

Secondary Crosslisting

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar

Requirements/Evaluation: reading responses, two essays, final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

Fall 2018

SEM Section: 01  MR 1:10 pm - 2:25 pm  Saadia Yacoob
ARAB 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Crosslistings: WGSS242 / REL242 / ARAB242

Secondary Crosslisting

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Class Format: seminar

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric.

This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2019

SEM Section: 01 TR 9:55 am - 11:10 am Saadia Yacoob

ARAB 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WI)

Crosslistings: ARAB249 / COMP249

Primary Crosslisting

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given a short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly response papers, mid-term exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students
Expected Class Size: 15

Distributions:  (D1) (DPE) (WI)

Distribution Notes:  DPE: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2018
SEM Section: 01  TR 9:55 am - 11:10 am  Brahim El Guabli

ARAB 308 (S)  The Nile  (DPE) (WI)
Crosslistings: ARAB308 / HIST308

Secondary Crosslisting
For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to “water wars” in East Africa and the Middle East.

Class Format: seminar
Requirements/Evaluation: short papers and final project/paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, though background in Middle East history is preferable
Enrollment Limit: 19
Enrollment Preferences: History and Arabic Studies majors

Spring 2019
SEM Section: 01  TF 1:10 pm - 2:25 pm  Magnús T. Bernhardsson

ARAB 331 (F)  Popular Culture in the Arab World: Youth, Populism, and Politics  (DPE) (WI)
Crosslistings: COMP332 / ARAB331

Primary Crosslisting
Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the “popular” in creating social and political transformations. The voice of the youth and “the street,” in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes “popular culture” in the Arab world? How is it different than folk culture, mass culture, or “high” culture? Who are the key players in the creation and dissemination of “popular” culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the “popular”? What are modes of self-fashioning and representation of Arab identity that
characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students majoring in or considering a major in Arabic Studies

**Expected Class Size:** 19

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARAB DPE: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

**Attributes:** GBST Middle Eastern Studies Electives;

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**ARAB 346 (S) Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean (DPE) (WI)**

**Crosslistings:** COMP346 / ARAB346

**Secondary Crosslisting**

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomies, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ARAB DPE:
This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examine the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to address global injustices and neoliberalism.

Spring 2019
SEM Section: 01    MR 2:35 pm - 3:50 pm     Amal Eeqiq

ARAB 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)
Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimate their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial
Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, though some academic experience with Middle East materials is preferred
Enrollment Limit: 10
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018
TUT Section: T1      TBA     Magnús T. Bernhardsson

ARTH 104 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)
Crosslistings: AFR105 / ARTH104

Primary Crosslisting
This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.
Class Format: lecture
Requirements/Evaluation: three 2-page response papers, class journal on WCMA objects lab, midterm exam and final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: Art History and African Studies majors
Expected Class Size: 40
Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR. DPE: This course fulfills DPE requirements through its exploration of the differences between concepts of art in African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as 'primitive' or 'exotic' constructs.

Fall 2018
LEC Section: 01    WF 11:00 am - 12:15 pm    Michelle M. Apotsos

 ARTH 210 (S) Intro to Latin American and Latina/o Art: Contradictions & Continuities, Postcolonial to the Present (DPE)
This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latina/o art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art "native" to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists’ shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latina/o artistic practices in the postwar U.S., tracing these artists’ own exploration of race, class, and gender dynamics. This class introduces Latin American and Latina/o artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

Class Format: lecture
Requirements/Evaluation: midterm exam and final exam, two 2- to 3-page writing assignments, attendance, and active participation
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D1) (DPE)

Distribution Notes: DPE: This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latina/o art in the canon of Western art history. The course also centers on contextualizing Latin American and Latina/o artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

Attributes: LATS Countries of Origin + Transnationalism Elect

Spring 2019
LEC Section: 01    TR 11:20 am - 12:35 pm    Mari Rodriguez Binnie

 ARTH 222 (F) Photography in/of the Middle East  (DPE)
Crosslistings: ARAB222 / ARTH222

Primary Crosslisting
Since its invention, photography has been globally disseminated and locally inflected, serving diverse documentary and expressive purposes around
the world. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the hierarchical dynamics operative in individual communities and transcultural contexts. The course will explore photographic practices in different zones of the Middle East—e.g., the Holy Land, Egypt and the Persian sphere—by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the formative impact of visual representations in particular circumstances—what work do photographs do? Who resists and who benefits? The general goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: lecture/discussion meeting twice a week

Requirements/Evaluation: midterm, final, GLOW Posts and term project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors and area studies concentrators

Expected Class Size: 15-20

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ARAB

Fall 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm     Holly Edwards

ARTH 243 (F) Chemical Intimacies (DPE)

Crosslistings: ENGL243 / WGSS233 / ARTH243 / SCST233

Secondary Crosslisting
This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Class Format: seminar

Requirements/Evaluation: individual research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 10

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS OR SCST; meets Division 1 requirement if registration is under ARTH or ENGL. DPE: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Attributes: WGSS Theory Courses

Fall 2018
SEM Section: 01    M 7:00 pm - 9:40 pm     Mel Y. Chen
This introductory lecture course will survey the visual and material products of European contact with Asia, Oceania, Africa, and the Americas between 1500 and 1900. This period witnessed the establishment and loss of Spanish, English, and French colonies, a proliferation of exploratory voyages, and the abolition of the transatlantic slave trade. Some of our objects of study will be European in origin from well-known artists including Rubens, Velasquez, Reynolds, and Gauguin. In many cases we will be asking questions about circulation—whether we are looking at Tupi featherwork from Brazil brought to Europe, Flemish prints adapted by artists in Central and South America, or tattoos on the bodies of people traveling to and from Tahiti. Against the backdrop of these context-specific case studies, students will be asked to consider contact, colonialism, exchange, and appropriation more conceptually.

**Class Format:** lecture

**Requirements/Evaluation:** midterm exam, final exam, five 1-page assignments, research paper (7- to 9-pages)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Art majors

**Expected Class Size:** 10

**Distributions:** (D1) (DPE)

**Attributes:** ARTH post-1600 Courses;

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This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

**Class Format:** tutorial

**Requirements/Evaluation:** field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ARTH 104 or special permission from the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and African Studies Majors

**Expected Class Size:** 10

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: Explores issues of ‘authentic’ representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African ‘art’ has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

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Spring 2019

**LEC Section:** 01    WF 11:00 am - 12:15 pm     Kailani Polzak

**TUT Section:** T1    TBA     Michelle M. Apotsos
ARTH 348 (S) Women, Men and Other Animals (DPE)
Crosslistings: SCST348 / WGSS348 / ARTH348 / ENGL348

Secondary Crosslisting
In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Class Format: seminar
Requirements/Evaluation: individual research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors
Expected Class Size: 15
Distributions: (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under WGSS or SCST; meets Division 1 requirement if registration is under ARTH or ENGL

Spring 2019
SEM Section: 01 M 7:00 pm - 9:40 pm Mel Y. Chen

ARTH 408 (F) Modernism in Brazil (DPE)
Crosslistings: COMP408 / ARTH408

Primary Crosslisting
"Modernism" in art: when we think about it, we may not readily think of Brazil. But Brazil was in fact a vibrant battleground of ideas around what it was to be innovative, modern, and avant-garde. Between 1920 and 1945, artists, poets, and critics in the metropolises of São Paulo and Rio de Janeiro actively debated on the creation, and potential, of a uniquely Brazilian modernist aesthetic that would stand on par with the European avant-gardes. But what did "Brazilianness" mean to these intellectuals? What role did gender and race relations--indigeneity in particular--play in the construction of this aesthetic? How did the necessities and demands of the national context shape these modernist practices? This seminar will take a deep dive in this fascinatingly contradictory moment in Brazil, a chapter that would become a fundamental reference to Brazilian artists in the 1960s and even to this day. In addition to detailed analyses of artworks, we will read manifestos, novels, and criticism from this period, and the most up to date secondary interpretive texts.

Class Format: seminar
Requirements/Evaluation: participation, short presentations, four 2-page writing assignments, final 12-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: none
Expected Class Size: 8
Distributions: (D1) (DPE)
Distribution Notes: DPE: As a DPE course, we will tackle Modernism in Brazil as a rich, comparative case study in the field of "global modernisms,"
so as to productively complicate canonical histories of Western art. Moreover, this course fulfills DPE requirements through textual, visual, and historical analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Brazilian modernism in Western art history. The course also centers on contextualizing the artistic practices of Brazilian modernism and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, and revolutionary politics.

Attributes: ARTH post-1600 Courses;

Fall 2018
SEM Section: 01    T 1:10 pm - 3:50 pm     Mari Rodriguez Binnie

ARTH 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE) (WI)
Crosslistings: ARTH440 / LATS440

Primary Crosslisting
This seminar examines connections between Latina/o and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Class Format: seminar
Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)
Enrollment Limit: 15
Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators
Expected Class Size: 12
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS. DPE: The key themes explored in the course concerning art and activism, borders and diaspora, globalism and modernism in the visual arts intersect with the critical exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Also, a number of the exhibitions studied in the class explicitly take up issues of difference, power, and equity. Through discussion, presentations, and writing assignments students will develop and refine skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice. WI: This course is a Writing Intensive seminar. This means that there will be considerable focus on writing, revision, and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus.

Attributes: ARTH post-1600 Courses; LATS Countries of Origin + Transnationalism Elect;

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm     C. Ondine Chavoya

ARTS 129 (S) Institutional Critique (DPE)
Crosslistings: THEA129 / ARTS129

Primary Crosslisting
This introductory course will investigate the performance potential of the radical art making methodology known as Institutional Critique. Influenced by Situationalism, and the Fluxus movement, Institutional Critique emerged as a way for artists to respond to the art worlds elitism, monopoly on culture,
and dependency on Capitalism. Through collaborative performance based projects and readings students will explore the possibility of art to critically intervene in the hegemonic order and insight change within power relationships. We will also explore related movements such as Socially Engaged Practice, a term that describes art that is participatory and focuses as people as the medium. Artists covered will include: Thomas Hirshhorn, Tim Rollins, and Andrea Fraser. You do not need any prior experience just a willingness to use the power of voice and body.

Class Format: studio
Requirements/Evaluation: 3 collaborative projects, final independent project, readings, active participation, museum gallery visits, quality of work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: none
Expected Class Size: 10
Materials/Lab Fee: $125 charged to term bill
Distributions: (D1) (DPE)
Distribution Notes: DPE: Through a diverse selection of essays, visual art, and contact with prominent voices operating at the intersection of theory and practice students will examine how the concentration of power in the United States and Europe has contributed to inequities within educational, legislative and artistic institutions. Students will then transfer what they've learned to a research based visual practice that prioritizes social discourse.

Spring 2019
STU Section: 01  W 1:10 pm - 3:50 pm  Allana M. Clarke

ARTS 338 (S) Persona  (DPE)
Crosslistings: THEA338 / ARTS338
Primary Crosslisting
Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson's The art of Cruelty and Cherise Smith's Enacting Others. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.

Class Format: studio
Requirements/Evaluation: completion of 3 assigned projects, independent project, participation, quality of work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: some experience with studio art courses, art history courses, performance experience or consent of the instructor
Enrollment Limit: 14
Enrollment Preferences: majors, seniors, juniors, sophomores
Expected Class Size: 12
Materials/Lab Fee: $150 charged to term bill
Distributions: (D1) (DPE)
Distribution Notes: DPE: Through a critical investigation of the closed systems of signification that relate to the body: race, class, gender, and sexual orientation students will employ interdisciplinary methods of making to consider how these signifiers dictate the bodies that become Othered, concepts of hyper-visibility/invisibility, inclusion/exclusion, authorship, and ideas of authenticity

Spring 2019
STU Section: 01   TR 11:20 am - 12:35 pm   Allana M. Clarke

ASST 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now  (DPE) (WI)
This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decrying harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity.

Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy—gender, sexuality, race, and class—that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life—his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01  M 7:00 pm - 9:40 pm  Kim Gutschow

ASST 269 (S) Mindsight: Mindfulness and Medicine (DPE) (WI)

Crosslistings: REL269 / ASST269 / ANTH269

Secondary Crosslisting

This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the ‘kindness curriculum’ in schools, and other areas of applied research on mindfulness that have generated a 'science of personal transformation'. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

Class Format: tutorial
ASSM 278 (S) Buddhist Material Culture: Objects of Practice and Merit (DPE)

Crosslistings: REL278 / ASST278

Secondary Crosslisting

What is material culture? What is considered Buddhist material culture? If Buddhism is a tradition that encourages non-attachment, then what is meant by "Buddhist material culture"? Shouldn't Buddhists be "free" from material things? Is it necessary for a Buddhist to be free from material things or rather that material things should be free from Buddhists? This course will introduce students to a material culture approach to the study of religion, which acknowledges the agency of not only humans but also the agency of objects/things/stuff, and it emphasizes relationships and networks between people and things. The course will begin with basic foundational theories that make up the burgeoning field of "material culture" within Religious Studies. We focus on various relationships: “internal” (our body and senses in relation to things) and “external” (things themselves, and their connections to other things). We will learn about these relationships by looking closely at Buddhist “stuff” and investigating what such relationships can tell us about Buddhism. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. In a nutshell, this course is about the "social life of [Buddhist] things". For students without a background in Buddhism, this course will introduce them to Buddhism as lived in China, Korea, Japan, Tibet, and particularly Southeast Asia.

Class Format: seminar

Requirements/Evaluation: Attendance and active participation: 15%; Short Writing Assignments, 8 total (1 page): 25%; Midterm Exam (in-class): 25%; Group Presentation of Object: 35%

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Asian Studies majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: The material world of contemporary Buddhism is often condemned for “adulterating” “real” Buddhism because it does not fit stereotypical buzzwords like tranquil, austere, non-commercial. Yet, materiality is essential to Asian Buddhist practitioners, who are the 90%. Students will hone skills to seek the unseen by tracing networks of a New Materialism approach, which can reveal relationships that demonstrate power struggle and inequality, even within a "loving-kindness" tradition like Buddhism.

Spring 2019

SEM Section: 01    MR 1:10 pm - 2:25 pm    Susanne Ryuyin Kerekes

ASST 284 (S) Introduction to Asian American History (DPE)
This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** a series of short essays and a final oral history/family history

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first come, first served

**Expected Class Size:** 25

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: This course traces the immigration history of various peoples from Asia to the U.S. from the 1850s to the present. We will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the U.S.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora;  HIST Group F Electives - U.S. + Canada

Spring 2019

LEC Section: 01   MW 11:00 am - 12:15 pm   Scott Wong

**COMP 115 (F)  Rumble in the Jungle: Major Postcolonial Writers and Movements** (DPE) (WI)

Crosslistings: COMP115 / ENGL115

Secondary Crosslisting

The antagonism between the West and the rest has been a defining feature of contemporary thought, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians stayed busy using blunt tools of violence, class and caste warfare, and fanning the flames of religious and ethnic tension, many artists, writers, and theorists challenged simple binaries that made cultures out to be at odds with one another by giving voice to complex identities and histories. Our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. In addition to encountering a postcolonial serial killer, a pterodactyl in present-day India, and a famed boxing match sponsored by an African dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi.

**Class Format:** seminar

**Requirements/Evaluation:** three short papers, one researched term paper, presentation, class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students who have not yet taken a 100-level course

**Expected Class Size:** 19

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: In asking students to think broadly and comparatively in film, novel, poetry, and theory about counter-hegemonic discourses of gender, race, nation, anti-colonialism, ontology, third worldism and non-Western philosophy, this course will contribute to the college's course offerings in Difference, Power, and Equity. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.

**Attributes:** ASAM Related Courses;  ENGL Literary Histories C;
**COMP 118 (F)  Animal Subjects  (DPE) (WI)**

Crosslistings: GERM118 / COMP118

**Primary Crosslisting**

Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

**Class Format:** tutorial

**Requirements/Evaluation:** regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 8

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight. WI: Multiple writing and rewriting assignments that build on one another, totaling 20 pages or more, plus careful attention to writing practice in class.

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**COMP 119 (S)  Asian American Femininities  (DPE) (WI)**

Crosslistings: COMP119 / WGSS119

**Secondary Crosslisting**

This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

**Class Format:** tutorial

**Requirements/Evaluation:** weekly papers or peer responses

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 8

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP DPE: The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn. WI: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.
COMP 205 (F) The Latin-American Novel in Translation (DPE)
Crosslistings: COMP205 / RLSP205

Secondary Crosslisting
A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude.
Conducted in English

Class Format: lecture
Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam
Prerequisites: none
Enrollment Limit: 22
Enrollment Preferences: Spanish majors, Latina/o Studies concentrators
Expected Class Size: 22
Department Notes: does not carry credit for the Spanish major or the certificate
Distributions: (D1) (DPE)
Attributes: GBST Latin American Studies Electives

COMP 224 (F) Remembering the Great War: The First World War in Literature and Film (DPE)
Crosslistings: RLFR225 / COMP224

Primary Crosslisting
From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. Readings and Discussions in English.

Class Format: seminar
Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Distributions: (D1) (DPE)

Distribution Notes: DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Fall 2018

SEM Section: 01    MW 11:00 am - 12:15 pm     Brian Martin

COMP 228 (S)  Being American, Being Muslim: American Muslim Literature in the 21st century  (DPE)

Crosslistings: AMST266 / REL266 / ENGL268 / COMP228

Secondary Crosslisting

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Class Format: seminar

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL or AMST; meets Division 1 requirement if registration is under COMP or ENGL. DPE: This course will explore the many complex intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences internal to Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations and power and difference in the texts that we will read, and how to analyze their workings in nuanced multidimensional ways

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm     Zaid Adhami

COMP 234 (S)  Saharan Imaginations  (DPE) (WI)

Crosslistings: COMP234 / ARAB209 / ENVI208

Secondary Crosslisting

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history,
coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am    Brahim El Guabli

COMP 242 (S) Americans Abroad (DPE) (WI)

Crosslistings: AMST242 / COMP242 / ENGL250

Primary Crosslisting

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of “home” into something that reflected their individual identity, and not one imposed by any national culture–American or foreign.

Class Format: seminar

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student’s own experiences

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Expected Class Size: 18

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST

DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home
COMP 244 (S) Mediterranean Journeys  (DPE)
Crosslistings: COMP244 / GBST244

Primary Crosslisting

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of the so-called "migrant intellectuals and artists" who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as a literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Behind the medium of a national language, new cultures and identities are claiming inclusion into the core of the social fabric by speaking out from a marginal position. We read both literary works (Ali Farah, Guene, Lakhous, Scego) and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films and documentaries (Carpignano, Crialese, Godard).

Class Format: seminar

Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Distributions:  (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under GBST DPE:
Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2019
SEM Section: 01    TF 2:35 pm - 3:50 pm     Michele Monserrati

COMP 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures  (DPE) (WI)
Crosslistings: ARAB249 / COMP249

Secondary Crosslisting

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given a short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly response papers, mid-term exam, and final paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Arabic Studies majors and certificate students
Expected Class Size: 15
Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2018
SEM Section: 01    TR 9:55 am - 11:10 am    Brahim El Guabli

COMP 257 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender (DPE)
Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213
Secondary Crosslisting
Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. All readings will be in English, and all films with have English subtitles.

Class Format: seminar
Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D1) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.
Attributes: GBST Russian + Eurasian Studies Electives

Fall 2018
SEM Section: 01    TF 2:35 pm - 3:50 pm    Julie A. Cassiday

COMP 267 (F) Performance Studies: An Introduction (DPE)
Crosslistings: COMP267 / WGSS267 / DANC267 / THEA267
Primary Crosslisting
Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance
studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format: seminar

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS DPE. This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Competence in Performance Studies (DPE)

In this course, students will explore a variety of cultural artifacts (literature, film, song, visual art, and architecture), personal documents (diaries and letters), and secondary literature, which speaks to the real, subjective experience of life in the Soviet Union under Stalin. Throughout his reign, Stalin spurned basic human values like freedom and democracy in favor of class hatred, discipline, and conformity. He unleashed unthinkable violence on the Soviet population, provoking mass famine and instigating campaigns of political terror, all in the name of transforming impoverished, agricultural Russia into the world's first industrially advanced, socialist society. The underlying logic of this social experiment has been diagnosed as totalitarian, a distinction designating systems of governance in which the state uses a combination of coercion and propaganda to achieve total control over the thoughts and actions of its subjects. The opening of borders and archives since the fall of the Soviet Union, however, has shown the image of the passive, brainwashed automaton to be inadequate in relation to the everyday cares, aspirations, fears, joys and sorrows, ethical dilemmas, personal narratives, and forms of covert resistance that shaped the identities of ordinary Soviet people. Scholars of Soviet subjectivity have worked to bring these stories to light in an attempt to achieve a more nuanced understanding of the Soviet experience. Students will apply insight from this field to their own investigations of Soviet selfhood in discussions, short response papers, and a final research paper. All readings are in English.

Class Format: seminar

Requirements/Evaluation: class participation, short response papers, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Russian majors, History majors, Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course is part of the Difference, Power, and Equity initiative not only because it explores the formation of identity in situations in which the state wields extreme power over the actions and speech of its subjects, but also because it confronts the limitations of the concept of totalitarianism in representing the experience of such subjects. Special attention will be devoted to issues of class, gender, ethnicity, and non-human actors as they relate to the problem of Soviet subjectivity.

Fall 2018
COMP 286 (S) Women's Contemporary Cultural Production in Latin America (DPE) (WI)
Crosslistings: WGSS275 / COMP286 / RLSP274

Secondary Crosslisting

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Luisa Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Marich Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

Class Format: lecture
Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: Spanish 105, placement exam results, permission of instructor or Department Chair
Enrollment Limit: 19
Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators
Expected Class Size: 15
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under WGSS
W: There will be one-page long written exercises every week and two 7-8 pages essays. D: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.
Attributes: LATS Countries of Origin + Transnationalism Elect;

Spring 2019
LEC Section: 01 MR 1:10 pm - 2:25 pm Roxana A. Blancas Curiel

COMP 303 (S) Embodied Archives: Global Theatre and Performance Histories (DPE)
Crosslistings: COMP303 / THEA301

Secondary Crosslisting

History shapes bodies and is, in turn, shaped by bodies. Whose story is included in the archive? Whose story is left out? What remains over time? What disappears? Why? As theatre and performance historians, our task will be twofold: to study the past but also to question how its been constructed over time. Our obligations will include: handling, analyzing, and contextualizing primary sources; giving equal value to textual and embodied forms of knowledge preservation; taking into account the gender, race, class, status, and ethnicity of the historical participants who occupy the archive; and asking who benefited from the ideological systems of a given age and who did not. Performance histories to be considered include: West-African Yoruba ritual; pre-Columbian performance in Mesoamerica; ancient Greek civic festivals; labor and guild theatres of Medieval England; print and Kabuki cultures of the Japanese Edo period; eighteenth-century celebrity portraiture across the circum-Atlantic; U.S. Civil War photography and reenactment; and performance histories drawn from (or unseen by) the archives of Williams College. Our readings and approaches will be informed by leading performance and cultural studies critics, such as: Diana Taylor, Joseph Roach, Saidiya Hartman, Rebecca Schneider, Harvey Young, and Tavia Nyongó. This course is required for Theatre majors and is a prerequisite for THEA 401.

Class Format: seminar
Requirements/Evaluation: weekly "free-writing responses"; two "deep-reads" of archival materials; a 5-page midterm paper; a 10-minute oral report;
and a final research project or presentation

**Prerequisites:** THEA 101, 102, 103, 201, 204 or by permission of instructor with evidence of equivalent 100-level course in Division I or Division II

**Enrollment Limit:** 18

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 8-10

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: This course directly interrogates the power inequities of the historical archive and insists on acknowledging the value of embodied practice as a form of knowledge. Students will learn to question the authorship and ownership of the past by those who controlled its preservation. We will examine primary sources as contextually constructed rather than 'givens,' and we will seek to understand the status of those observers and participants whose stories comprise the archive of performance

Spring 2019

SEM Section: 01    R 1:10 pm - 3:50 pm     Amy S. Holzapfel

COMP 315 (F)  Social Construction  (DPE)
Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

**Secondary Crosslisting**

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

**Class Format:** seminar

**Requirements/Evaluation:** regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors, then majors from cross-listed departments

**Expected Class Size:** 15

**Distributions:** (D1) (DPE)

**Distribution Notes:** meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

**Attributes:** PHIL Related Courses

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Jason Josephson Storm

COMP 332 (F)  Popular Culture in the Arab World: Youth, Populism, and Politics  (DPE) (WI)
Crosslistings: COMP332 / ARAB331

Secondary Crosslisting

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring in or considering a major in Arabic Studies

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARAB DPE: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Attributes: GBST Middle Eastern Studies Electives;

Fall 2018

SEM Section: 01   MR 1:10 pm - 2:25 pm   Amal Eqeiq

COMP 342 (S)   Elizabeth Bishop in the Americas   (DPE)

Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340

Secondary Crosslisting

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE

This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL Literary Histories C

Spring 2019

SEM Section: 01 Cancelled

COMP 346 (S) Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean (DPE) (WI)

Crosslistings: COMP346 / ARAB346

Primary Crosslisting

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomy, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

Class Format: seminar

Requirements/Evaluation: active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ARAB DPE

This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to address global injustices and neoliberalism

Spring 2019
COMP 347 (F)  Silence, Loss, and (Non)Memory in Austria 1900-the Present  (DPE) (WI)

Crosslistings: COMP347 / GERM331

Secondary Crosslisting

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least three of the papers will be in German.

Class Format: tutorial

Requirements/Evaluation: five 5-page papers, one revision, discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

Enrollment Limit: 10

Enrollment Preferences: German or Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.

Fall 2018

TUT Section: T1  TBA  Gail M. Newman

COMP 357 (F)  Tell Even Us: Writing Memory, Trauma, Self  (DPE)

Crosslistings: COMP357 / ENGL300 / AMST300

Secondary Crosslisting

In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to
find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: Borderlands/La Frontera: The New Mestiza (Gloria Anzaldúa), Dictee (Theresa Hak Kyung Cha), How to Write an Autobiographical Novel (Alexander Chee), When They Call You A Terrorist: A Black Lives Matter Memoir (Patrisse Khan-Cullors and asha bandele), Bad Indians: A Tribal Memoir (Deborah Miranda), This is for the mostless (Jason Magabo Perez), Redefining Realness (Janet Mock), like a solid to a shadow (Janice Lobo Sapigao), Men We Reaped (Jesmyn Ward), 7 Miles A Second (David Wojnarowicz).

Class Format: seminar

Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP

DPE: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Attributes: AMST Arts in Context Electives;

Fall 2018

SEM Section: 01 MR 2:35 pm - 3:50 pm Anthony Y. Kim

COMP 358 (F) Writing in the Margins: Race, Performance, Plagiarism (DPE) (WI)

Crosslistings: COMP358 / ENGL332 / THEA332

Secondary Crosslisting

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered “classic” texts and radically reclaimed the colonial canon.

We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Class Format: seminar/studio, three hours per week

Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.

Fall 2018

SEM Section: 01 R 1:10 pm - 3:50 pm Shayok Misha Chowdhury
COMP 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism  (DPE)
Crosslistings: COMP401 / GERM401 / WGSS401

Primary Crosslisting

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fostering crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: seminar; seminar three hours per week
Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper
Extra Info: not available for the fifth course option
Prerequisites: 300-level course
Enrollment Limit: 25
Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor
Expected Class Size: 20
Materials/Lab Fee: course books and reader packet
Distributions: (D1) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under COMP or GERM; meets Division 2 requirement if registration is under WGSS DPE: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2018
SEM Section: 01 MR 1:10 pm - 2:25 pm Helga Druxes

COMP 408 (F) Modernism in Brazil  (DPE)
Crosslistings: COMP408 / ARTH408

Secondary Crosslisting

"Modernism" in art: when we think about it, we may not readily think of Brazil. But Brazil was in fact a vibrant battleground of ideas around what it was to be innovative, modern, and avant-garde. Between 1920 and 1945, artists, poets, and critics in the metropolises of São Paulo and Rio de Janeiro actively debated on the creation, and potential, of a uniquely Brazilian modernist aesthetic that would stand on par with the European avant-gardes. But what did "Brazilianizing" mean to these intellectuals? What role did gender and race relations--indigeneity in particular--play in the construction of this aesthetic? How did the necessities and demands of the national context shape these modernist practices? This seminar will take a deep dive in this fascinatingly contradictory moment in Brazil, a chapter that would become a fundamental reference to Brazilian artists in the 1960s and even to this day. In addition to detailed analyses of artworks, we will read manifestos, novels, and criticism from this period, and the most up to date secondary interpretive texts.

Class Format: seminar
Requirements/Evaluation: participation, short presentations, four 2-page writing assignments, final 12-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: none
Expected Class Size: 8

Distributions: (D1) (DPE)

Distribution Notes: DPE: As a DPE course, we will tackle Modernism in Brazil as a rich, comparative case study in the field of "global modernisms," so as to productively complicate canonical histories of Western art. Moreover, this course fulfills DPE requirements through textual, visual, and historical analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Brazilian modernism in Western art history. The course also centers on contextualizing the artistic practices of Brazilian modernism and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, and revolutionary politics.

Attributes: ARTH post-1600 Courses;

Fall 2018

SEM Section: 01  T 1:10 pm - 3:50 pm  Mari Rodríguez Binnie

COMP 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film  (DPE) (WI)

Crosslistings: RLFR414 / COMP414

Secondary Crosslisting

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughedir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

Class Format: seminar

Requirements/Evaluation: three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay

Extra Info: not available for the fifth course option

Prerequisites: 200 RLFR level courses

Enrollment Limit: 19

Enrollment Preferences: French and Comparative Literature majors and certificate students

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. WI: This course is writing-intensive because it includes 9 pages of response papers; 1 page with a thesis statement, methodology, and works cited list; plus 10 pages of script for video essay

Spring 2019

SEM Section: 01  MR 1:10 pm - 2:25 pm  Sophie F. Saint-Just

COMP 416 (S) Postcolonial Theory and the World Literature Debates  (DPE)

Crosslistings: COMP416 / ENGL416

Secondary Crosslisting

When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance--African literature, say, or Sumerian art--or perhaps by their historical moment--Ottoman architecture, or postcolonial Indonesian poetry--but more and more, the catch-all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non-Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose? What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of
economic, political, and military dominance? In this advanced seminar, we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including Aimé Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, Partha Chatterjee, and Homi Bhabha, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of World and Global Literature.

Class Format: seminar
Requirements/Evaluation: two to three papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: students who have done relevant coursework in Division I or II
Expected Class Size: 10
Department Notes: Theory Course
Distributions: (D1) (DPE)
Distribution Notes: DPE: This advanced course in literature and theory will consider literary canonicity and postcolonial theory's challenges thereto through a deep examination of genre, criticism, institutional power, material conditions of publication, and postcolonial culture's relationship to the legacies of colonialism. We will interrogate power and the writing of history, material and cultural resource extraction, and narrative theory against developmental discourse. Students will additionally consider through their writing the role of academic and cultural institutions in perpetuating race and class hierarchy.

Spring 2019
SEM Section: 01   TR 11:20 am - 12:35 pm   Anjuli F. Raza Kolb

DANC 267 (F) Performance Studies: An Introduction (DPE)
Crosslistings: COMP267 / WGSS267 / DANC267 / THEA267
Secondary Crosslisting
Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format: seminar
Requirements/Evaluation: reflection papers, performance analysis, final paper or performance
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15
Distributions: (D1) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under
WGSS DPE: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm    Vivian L. Huang

ECON 204 (F) Economics of Developing Countries (DPE)

Crosslistings: ENVI234 / ECON204

Primary Crosslisting

The leaders of poor countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in poor countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: lecture/discussion

Requirements/Evaluation: short essays/assignments; exam; final group project, including a 15-page paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: GBST African Studies Electives; GBST Economic Development Studies Electives; POEC Comparative POEC/Public Policy Courses

Fall 2018

LEC Section: 01    MWF 8:30 am - 9:45 am    Steven E. Nafziger

ECON 240 (F) Colonialism and Underdevelopment in South Asia (DPE) (WI) (QFR)

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

Class Format: tutorial

Requirements/Evaluation: essays (one every other week) and responses to partner's essays will be evaluated

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: one course in ECON

Enrollment Limit: 10

Enrollment Preferences: Economics major, prior course on South Asia

Expected Class Size: 10
Distributions: (D2) (DPE) (WI) (QFR)

Distribution Notes: DPE: Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation. QFR and WI: Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies both the WI and QFR requirement.

Attributes: GBST South + Southeast Asia Studies Electives; POEC Comparative POEC/Public Policy Courses;

Fall 2018
TUT Section: T1   TBA   Anand V. Swamy

ECON 257 (S) The Economics of Race (DPE)

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the economic history of slavery, Reconstruction and the Civil Rights Movement; racial gaps in earnings, wealth, educational attainment, standardized test scores, and health outcomes; formal models of taste-based and statistical discrimination; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 101 will be useful, but is not required.

Class Format: lecture

Requirements/Evaluation: exams, papers, problem sets, participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: first come first serve

Expected Class Size: 30

Distributions: (D2) (DPE)

Distribution Notes: The course is well suited for the DPE Distribution Requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

Attributes: POEC U.S. Political Economy + Public Policy Course

Spring 2019
LEC Section: 01   TF 1:10 pm - 2:25 pm   Owen Thompson

ENGL 105 (F) American Girlhoods (DPE) (WI)

Crosslistings: AMST105 / WGSS105 / ENGL105

Primary Crosslisting

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of *manners and morals* does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Class Format: seminar

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors
Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
DPE: This course considers the construction of girhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences. Through analyzing diverse representations of girhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

Attributes: AMST Arts in Context Electives;

Fall 2018
SEM Section: 01    TF 2:35 pm - 3:50 pm    Kathryn R. Kent

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WI)
Crosslistings: ENGL113 / WGSS113 / AMST113
Primary Crosslisting

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: seminar; discussion, some lecture, project work in archives and art gallery
Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 15
Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; EXPE Experiential Education Courses; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses
ENGL 115 (F) Rumble in the Jungle: Major Postcolonial Writers and Movements  (DPE) (WI)  
Crosslistings: COMP115 / ENGL115

**Primary Crosslisting**

The antagonism between the West and the rest has been a defining feature of contemporary thought, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians stayed busy using blunt tools of violence, class and caste warfare, and fanning the flames of religious and ethnic tension, many artists, writers, and theorists challenged simple binaries that made cultures out to be at odds with one another by giving voice to complex identities and histories. Our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. In addition to encountering a postcolonial serial killer, a pterodactyl in present-day India, and a famed boxing match sponsored by an African dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi.

**Class Format:** seminar

**Requirements/Evaluation:** three short papers, one researched term paper, presentation, class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students who have not yet taken a 100-level course

**Expected Class Size:** 19

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: In asking students to think broadly and comparatively in film, novel, poetry, and theory about counter-hegemonic discourses of gender, race, nation, anti-colonialism, ontology, third worldism and non-Western philosophy, this course will contribute to the college's course offerings in Difference, Power, and Equity.  WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.

**Attributes:** ASAM Related Courses;  ENGL Literary Histories C;

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ENGL 119 (S) Missed Encounters  (DPE) (WI)  

Although we all entertain the dream of reaching directly across boundaries of personal and cultural difference, such exchanges remain inseparable from fantasies of otherness. Those fantasies can be as reductive as a stereotype, but they can also be enormously nuanced and self-revealing—as rich as literature itself. We will study the missed encounter—the encounter in which the element of presupposition and fantasy is vividly apparent—in cultural contexts from the first English accounts of the inhabitants of Virginia to race relations in contemporary African fiction; we will consider such encounters in other contexts as well, including sexual relations, the relations between young and old, even the relation between past and present. But in every case, we will keep our gaze trained on what such events tell us about the nature of fantasy and the place of fiction. The course will consider novels, drama, film, opera, and non-fiction, works such as: Coetzee, *Waiting for the Barbarians*; Harriot, "Report of the New Found Land of Virginia"; Conrad, *Heart of Darkness*; Stephen Crane, "The Blue Hotel"; Nadine Gordimer, *The Pick Up*; Herzog, "Aguirre"; Shakespeare, *Merchant of Venice*; Puccini, *Madame Butterfly*; Huang, *M. Butterfly*; Austen, *Pride and Prejudice*; Gyasi, *Homegoing*; and theoretical writing, including texts by the psychoanalytic critic, Jacques Lacan.

**Class Format:** seminar

**Requirements/Evaluation:** 20 pages of writing in the form of frequent short papers

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students who have not taken or placed out of an English 100-level class
ENGL 126 (F) Black Literature Matters (DPE) (WI)

Crosslistings: AFR126 / AMST126 / ENGL126

Primary Crosslisting
Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts—essays, novels, drama, music, and poetry—by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Class Format: seminar
Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR
DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.
and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. Course texts will include letters from Angela Davis's edited collection If They Come in the Morning, autobiographies like that by Malcolm X, poetry by Ericka Huggins and Huey Newton, as well as critical interventions by scholars like Nikki Jones, WEB Du Bois, and selections from Eric Stanley and Nat Smith's edited collection Captive Genders. We will also look at contemporary groups organizing around the question of prisons and justice including Critical Resistance, BYP100 (Black Youth Project 100), and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format: seminar

Requirements/Evaluation: three 4- to 5-page individual papers, one 4- to 5-page hybrid paper, informal writing, letter writing

Extra Info: may not be taken on a pass/fail basis

Prerequisites: first-year students who have not taken or placed out of a 100-level ENGL course

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE: This class meets the DPE designation in that it facilitates critical engagement with the question of what counts as justice, for whom, for what reasons, and at what cost individually and communally. Students will sharpen their understanding of the relationship between race, gender, and power in the afterlife of slavery WI: This class is Writing-Intensive in that it requires a minimum of 20 pages of formal writing

Fall 2018

SEM Section: 01  MWF 8:30 am - 9:45 am  Ianna Hawkins Owen

ENGL 206 (S) We Aren't The World: "Global" Literature in the 20th Century  (DPE) (WI)

An eighteenth-century diplomat once referred to the British colonies as a "vast empire on which the sun never set," and at the time, he was right: the British controlled an enormous portion of the globe for nearly three centuries, from the Caribbean to South Asia, from Oceania to Africa. One outcome of this vast empire was the creation of a rich and diverse literary tradition in the English language--now called Anglophone literature--from far-flung places around the globe. This course will introduce students to select works of global Anglophone literature in the twentieth century, and consider the ways in which writers from around the world have used a variety of literary forms, such as the bildungsroman, national allegory, and testimony, to participate in and reshape conversations about culture, globalization, aesthetics, and politics. Readings will include novels, poetry, short stories, and film by writers including Kipling, Kincaid, Achebe, Rushdie, Conrad, Coetzee, and Roy, among others. The course will expose students to a variety of global English idioms, as well as literary traditions from, or in conversation with, non-Western countries.

Class Format: seminar

Requirements/Evaluation: three short papers, term research essay, presentation, class participation

Extra Info: may not be taken on a pas/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Conceived as an introduction to Global Literature in English, this course will expose students to comparative histories of anticolonialism and decolonization, a variety of postcolonial English idioms, as well as literary traditions from, non-Western traditions. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.

Attributes: ASAM Related Courses;  ENGL 200-level Gateway Courses;  ENGL Literary Histories C;
Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories" and Glenn Ligon's "Runaways", and film such as Jordan Peele's Get Out.

Class Format: seminar

Requirements/Evaluation: weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI. Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/censorial omissions that shape the treatment of gender and sexuality in these texts.

Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories C;
Expected Class Size: 10

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS OR SCST; meets Division 1 requirement if registration is under ARTH or ENGL. DPE: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Attributes: WGSS Theory Courses

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**Fall 2018**

**SEM Section: 01**  M 7:00 pm - 9:40 pm  Mel Y. Chen

**ENGL 246 (S) The Love of Literature**  (DPE) (WI)

If love "makes the world go 'round," then literature, love's chronicler, may contain the key for understanding this world-formative passion. In this seminar, we will explore representations of love in works of poetry, drama, prose fiction, and philosophy from antiquity to the present. From the philosophical love extolled in Plato's dramatic dialogue The Symposium to the Christian love of Paul's epistles; the Romantic love of Goethe's Elective Affinities to the modern love of Woolf's To the Lighthouse and beyond, we will see how love, like literature, at once reflects and produces historically significant changes in the ways that human beings relate to one another, to themselves, and to the world in which they live. In addition to the authors already mentioned, readings may include literary works by Virgil, Mary Shelley, Wordsworth, Baldwin, and theoretical works by Freud, Foucault, and Luhmann.

**Class Format:** seminar

**Requirements/Evaluation:** three papers of 4, 6, and 10 pages

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** those interested in majoring in English

**Expected Class Size:** 19

Distributions: (D1) (DPE) (WI)

Attributes: ENGL Criticism Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories B;

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**Spring 2019**

**SEM Section: 01**  MR 2:35 pm - 3:50 pm  Walter Johnston

**ENGL 249 (F) Staging Race and Gender**  (DPE) (WI)

Crosslistings: ENGL249 / THEA249 / WGSS269

**Primary Crosslisting**

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's *Black Odyssey*, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

**Class Format:** seminar

**Requirements/Evaluation:** four papers totaling at least 20 pages and in-class group performances

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19
Enrollment Preferences: none
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS
DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will
develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and
short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies WI: Students will
submit four papers totaling at least 20 pages

Attributes: ENGL 200-level Gateway Courses;

Fall 2018
SEM Section: 01 Cancelled

ENGL 250 (S) Americans Abroad (DPE) (WI)
Crosslistings: AMST242 / COMP242 / ENGL250

Secondary Crosslisting
This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of “home” into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

Class Format: seminar
Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any literature course at Williams or permission of instructor
Enrollment Limit: 18

Expected Class Size: 18
Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST
DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to
escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be
crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal
dislocation, either while traveling, or at home

Attributes: AMST Arts in Context Electives; GBST Borders, Exiles + Diaspora Studies Electives;

Spring 2019
SEM Section: 01 MW 11:00 am - 12:15 pm Soledad Fox

ENGL 252 (F) Ficciones: A Writing Workshop (DPE) (WI)
Crosslistings: ENGL252 / LATS222

Secondary Crosslisting

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements—characterization, plotting, structure, dialogue mechanics, setting, tone, theme—as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: studio/workshop

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL DPE:

Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change WI: Requires minimum 30 pages of writing, close reading by peers and instructor, and final portfolio of revisions

Attributes: LATS Core Electives;

Fall 2018
STU Section: 01    TR 8:30 am - 9:45 am    Nelly A. Rosario

Spring 2019
STU Section: 01    M 7:00 pm - 9:40 pm    Nelly A. Rosario

ENGL 254 (S) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE) (WI)

Crosslistings: ENGL254 / WGSS274

Primary Crosslisting

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include Annie John (1985), Lucy (1990), The Autobiography of My Mother (1996), My Brother (1997), Mr. Potter (2002), and See Now Then (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to
examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging. This course will fulfill the Writing-Intensive distribution requirement in that it requires a minimum of 20 pages of formal writing.

Attributes: ENGL Post-1900 Courses; ENGL 200-level Gateway Courses;

Spring 2019
TUT Section: T1    TBA     Ianna Hawkins Owen

ENGL 268 (S) Being American, Being Muslim: American Muslim Literature in the 21st century (DPE)
Crosslistings: AMST266 / REL266 / ENGL268 / COMP228

Secondary Crosslisting
Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Class Format: seminar
Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under REL or AMST; meets Division 1 requirement if registration is under COMP or ENGL. DPE: This course will explore the many complex intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences internal to Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations and power and difference in the texts that we will read, and how to analyze their workings in nuanced multidimensional ways.

Spring 2019
SEM Section: 01    MW 11:00 am - 12:15 pm     Zaid Adhami

ENGL 300 (F) Tell Even Us: Writing Memory, Trauma, Self (DPE)
Crosslistings: COMP357 / ENGL300 / AMST300

Secondary Crosslisting
In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover include: Borderlands/La Frontera: The New Mestiza (Gloria Anzaldúa), Dictee (Theresa Hak Kyung Cha), How to Write an Autobiographical Novel (Alexander Chee), When They Call You A Terrorist: A Black Lives Matter Memoir (Patrisse Khan-Cullors and asha bandele), Bad Indians: A Tribal Memoir (Deborah Miranda), This is for the mostless (Jason Magabo Perez), Redefining Realness (Janet Mock), like a solid to a shadow (Janice Lobo Sapigao), Men We Reaped (Jesmyn Ward), 7 Miles A Second (David Wojnarowicz).
Class Format: seminar

Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP

DPE: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Attributes: AMST Arts in Context Electives;

Fall 2018

SEM Section: 01    MR 2:35 pm - 3:50 pm     Anthony Y. Kim

ENGL 332 (F) Writing in the Margins: Race, Performance, Playgiarism (DPE) (WI)

Crosslistings: COMP358 / ENGL332 / THEA332

Secondary Crosslisting

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered "classic" texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Class Format: seminar/studio, three hours per week

Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.

Fall 2018

SEM Section: 01    R 1:10 pm - 3:50 pm     Shayok Misha Chowdhury

ENGL 339 (S) Black Counterpublic Sphere in Early America (DPE)

This course examines the emergence of black writing and chronicles the major movements of African American print culture from the early American republic to the antebellum era. We will investigate what Joanna Brooks identifies as a distinct tradition of black publication, or a black print "counterpublic" sphere, and determine how this counterpublic emerges around questions of agency, humanity, and the law. We also will consider its role in setting and sustaining communal and intellectual agendas for black people through our engagement with such questions as: how did print
culture become central to liberation efforts in early America? And how did black people participate through print in the making of the early republic and the transatlantic exchange of ideas? We will discuss such authors as Briton Hammon, Phillis Wheatley, and Olaudah Equiano. Collaborating with Williams College Special Collections, we will analyze a broad range of literary forms and documents (e.g. pamphlets, orations, epistles, and sermons) and study the institutions that made early black print publication possible.

Class Format: seminar

Requirements/Evaluation: three critical response papers of two pages each and a culminating research project with Special Collections

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 25

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course centers black writing and print culture during the nascence of the American empire, illuminating the ways in which black people wrote themselves into the early American public sphere. Through reading and discussion, analytical essays, and archival investigation, this course introduces students to discourses that shaped the early American republic and teaches students how to examine and articulate ideas about race, rights, nation, citizenship, self-mastery, agency, authorship, aesthetics, and freedom.

Attributes: ENGL Criticism Courses; ENGL Literary Histories A

Spring 2019

SEM Section: 01      Cancelled

ENGL 340 (S)  Elizabeth Bishop in the Americas  (DPE)

Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340

Primary Crosslisting

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE: This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant
power structures.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL Literary Histories C

Spring 2019
SEM Section: 01    Cancelled

ENGL 348 (S) Women, Men and Other Animals  (DPE)
Crosslistings: SCST348 / WGSS348 / ARTH348 / ENGL348

Secondary Crosslisting
In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Class Format: seminar
Requirements/Evaluation: individual research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors
Expected Class Size: 15
Distributions: (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under WGSS or SCST; meets Division 1 requirement if registration is under ARTH or ENGL

Spring 2019
SEM Section: 01    M 7:00 pm - 9:40 pm    Mel Y. Chen

ENGL 416 (S) Postcolonial Theory and the World Literature Debates  (DPE)
Crosslistings: COMP416 / ENGL416

Primary Crosslisting
When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance--African literature, say, or Sumerian art--or perhaps by their historical moment--Ottoman architecture, or postcolonial Indonesian poetry--but more and more, the catch-all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non-Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose? What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of economic, political, and military dominance? In this advanced seminar, we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including AimÉ Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, Partha Chatterjee, and Homi Bhabha, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of
World and Global Literature.

Class Format: seminar

Requirements/Evaluation: two to three papers

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: students who have done relevant coursework in Division I or II

Expected Class Size: 10

Department Notes: Theory Course

Distributions: (D1) (DPE)

Distribution Notes: DPE: This advanced course in literature and theory will consider literary canonicity and postcolonial theory's challenges thereto through a deep examination of genre, criticism, institutional power, material conditions of publication, and postcolonial culture's relationship to the legacies of colonialism. We will interrogate power and the writing of history, material and cultural resource extraction, and narrative theory against developmental discourse. Students will additionally consider through their writing the role of academic and cultural institutions in perpetuating race and class hierarchy.

Spring 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Anjuli F. Raza Kolb

ENGL 420 (S) Senior Seminar: The Drag of Black Masculinity (DPE)

Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

Secondary Crosslisting

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

Class Format: seminar

Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

Expected Class Size: 14

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

Spring 2019

SEM Section: 01 Cancelled
ENVI 208 (S) Saharan Imaginations (DPE) (WI)
Crosslistings: COMP234 / ARAB209 / ENVI208

Secondary Crosslisting

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2019

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

ENVI 218 (S) "Ecologismo": Literature, Culture and the Environment in Latin America (DPE)
Crosslistings: ENVI218 / RLSP214

Secondary Crosslisting

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies—including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism—inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Class Format: seminar

Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

Extra Info: may not be taken on a pass/fail basis

Prerequisites: RLSP 105, placement exam results, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish and Environmental Studies majors

Expected Class Size: 12

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work
throughout the semester aims to understand the myriad ways in which "difference"--economic, ecological, and cultural--informs Latin American responses to environmental degradation.

Spring 2019

SEM Section: 01    MWF 12:00 pm - 12:50 pm    Jennifer L. French

**ENVI 234 (F) Economics of Developing Countries** (DPE)

Crosslistings: ENVI234 / ECON204

**Secondary Crosslisting**

The leaders of poor countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in poor countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** short essays/assignments; exam; final group project, including a 15-page paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** one ECON class at Williams or prior course deemed equivalent by the Economics Department

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

**Attributes:** GBST African Studies Electives; GBST Economic Development Studies Electives; POEC Comparative POEC/Public Policy Courses

Fall 2018

LEC Section: 01    MWF 8:30 am - 9:45 am    Steven E. Nafziger

**ENVI 250 (S) Environmental Justice** (DPE)

Crosslistings: ENVI250 / SCST250

**Primary Crosslisting**

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

**Class Format:** seminar

**Requirements/Evaluation:** several short essays, final essay

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ENV1101 or permission of the instructor

**Enrollment Limit:** 12
Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Laura J. Martin

GBST 101 (F) The Modern Middle East (DPE)

Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Secondary Crosslisting

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalistic ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

Fall 2018
LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

GBST 213 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender (DPE)

Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213

Secondary Crosslisting

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen,
the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. All readings will be in English, and all films with have English subtitles.

Class Format: seminar
Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.
Attributes: GBST Russian + Eurasian Studies Electives

GBST 234 (F) What is Islam? (DPE)
Crosslistings: ARAB234 / GBST234 / REL234 / HIST208
Secondary Crosslisting
This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).
Class Format: seminar
Requirements/Evaluation: reading responses, two essays, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.
Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern
GBST 244 (S) Mediterranean Journeys (DPE)

Crosslistings: COMP244 / GBST244

Secondary Crosslisting

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of the so-called "migrant intellectuals and artists" who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as a literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Behind the medium of a national language, new cultures and identities are claiming inclusion into the core of the social fabric by speaking out from a marginal position. We read both literary works (Ali Farah, Guene, Lakhous, Scego) and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films and documentaries (Carpignano, Crialese, Godard).

Class Format: seminar

Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under GBST DPE: Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Michele Monserrati

GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WI)

Crosslistings: SOC248 / GBST247 / RUSS248

Secondary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they
take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Fall 2018**

TUT Section: T1  TBA  Olga Shevchenko

**GBST 351 (S) The New Left and Neoliberalism in Latin America**  (DPE)  (WI)

*Crosslistings: GBST351 / PSCI351*

**Secondary Crosslisting**

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America--or anywhere--both in policy and political terms.

**Class Format:** lecture/discussion, then seminar

**Requirements/Evaluation:** three short essays, a 1-page reflection paper, and a 12-page research proposal

**Prerequisites:** a course on Latin America and a course in Economics or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 15

**Distributions:**  (D2)  (DPE)  (WI)

**Attributes:** GBST Latin American Studies Electives; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

**Spring 2019**

LEC Section: 01  TF 2:35 pm - 3:50 pm  James E. Mahon

**GBST 352 (F) Politics in Mexico**  (DPE)  (WI)

*Crosslistings: GBST352 / PSCI352*

**Secondary Crosslisting**

Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

**Class Format:** lecture, discussion, then seminar

**Requirements/Evaluation:** map quiz, two short papers, and a 12- to 15-page research proposal

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** some knowledge of Mexican history

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and seniors

**Expected Class Size:** 14
**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA. WI: There will be 20 pages of writing and the short papers will be discussed in individual appointments with the professor.

**Attributes:** INST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

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**Fall 2018**

**GBST 358 (S) Religion and Law** (DPE)

**Crosslistings:** REL358 / GBST358

**Secondary Crosslisting**

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

**Class Format:** seminar

**Requirements/Evaluation:** reading response, two essays, final research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors

**Expected Class Size:** 10

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

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**Spring 2019**

**GBST 480 (F) Interpretations of the Israeli Palestinian Conflict** (DPE) (WI)

**Crosslistings:** JWST480 / GBST480 / ARAB480 / HIST480

**Secondary Crosslisting**

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

**Class Format:** tutorial

**Requirements/Evaluation:** 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none, though some academic experience with Middle East materials is preferred

**Enrollment Limit:** 10
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018
TUT Section: T1 TBA Magnús T. Bernhardsson

GERM 118 (F) Animal Subjects (DPE) (WI)

Crosslistings: GERM118 / COMP118

Secondary Crosslisting

Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

Class Format: tutorial

Requirements/Evaluation: regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight. WI: Multiple writing and rewriting assignments that build on one another, totaling 20 pages or more, plus careful attention to writing practice in class.

Fall 2018
TUT Section: T1 TBA Natalie E. Lozinski-Veach

GERM 331 (F) Silence, Loss, and (Non)Memory in Austria 1900-the Present (DPE) (WI)

Crosslistings: COMP347 / GERM331

Primary Crosslisting

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder:
tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least three of the papers will be in German.

Class Format: tutorial
Requirements/Evaluation: five 5-page papers, one revision, discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course
Enrollment Limit: 10
Enrollment Preferences: German or Comparative Literature majors
Expected Class Size: 10
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.

Fall 2018
TUT Section: T1    TBA    Gail M. Newman

GERM 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)
Crosslistings: COMP401 / GERM401 / WGSS401
Secondary Crosslisting

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: seminar; seminar three hours per week
Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper
Extra Info: not available for the fifth course option
Prerequisites: 300-level course
Fall 2018
SEM Section: 01    MR 1:10 pm - 2:25 pm     Helga  Druxes

**HIST 102 (F) West Africa through Women’s Voices (DPE) (WI)**
Crosslistings: HIST102 / WGSS102

**Primary Crosslisting**
This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources--oral tradition, legal records, women's popular songs, Islamic pedagogical verse, personal correspondence and novels--we will consider how women's experiences challenge dominant narratives of history that have often excluded them. The course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

**Class Format:** lecture

**Requirements/Evaluation:** discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 10-15

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equips students to understand how women in West Africa have understood and responded to structures of power and inequality, rather than applying frameworks of our own experiences and backgrounds.

**Attributes:** HIST Group A Electives - Africa;

Fall 2018
LEC Section: 01    M 7:00 pm - 9:40 pm     Matthew   Swagler

**HIST 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WI)**
Crosslistings: WGSS152 / HIST152

**Primary Crosslisting**
For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment’s meaning in the century that followed. Central themes in this course include the contested
interpretations of "birthright citizenship," ¿due process,¿ privileges and immunities, ¿equal protection,¿ and ¿life, liberty or property¿; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Class Format: seminar

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to second years

Expected Class Size: 15-19

Distributions: (D2) (DPE) (WI)

Distribution Notes: WI Distribution Explanation: In the process of writing a substantial research paper, students will develop proposals, bibliographies, and drafts of the paper. Class will include peer review, writing workshops, and individual and group conferences on writing, revision, and editing. DPE Distribution Explanation: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives;

Spring 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Sara Dubow

HIST 162 (S) Unfamous Women, USA (DPE) (WI)

How do historians write and discover the lives of American women who never ran for office, led social movements, or married famous men? What sorts of lives did they lead? In what ways did they respond to the social and political upheavals of their age? How do historians unearth everyday experiences? Are the stakes different when we attempt to tell the stories of people whose lives make little mark on official letters. We will read social and cultural U.S. women's history, looking at urban working class women, enslaved women, rural farmers and wives, immigrant women from Europe and the Caribbean. Tutorial pairs will spend at least one week investigating sources in the Chapin Library and perhaps looking at visual art at Williams College Museum of Art.

Class Format: tutorial

Requirements/Evaluation: students will write papers (4-6 pages) roughly every other week, students will also write one page critiques, students will make a formal oral presentation one week

Extra Info: not available for the fifth course option

Prerequisites: First-Years and Sophomores

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This course investigates women whose lack of political, economic and cultural power has persisted into the historical record. We will consciously think and write about the role of historians in recovering lives and stories. How much of someone's story can we really tell? How far should historians go in deploying peoples scanty records to make an intellectual argument?

Attributes: HIST Group F Electives - U.S. + Canada;

Spring 2019

TUT Section: T1 Cancelled
HIST 202 (F) From the Atlantic Slave Trade to Black Panther: Africa and the United States  (DPE)
This course introduces the history of Africa since the eighteenth century by exploring the connections between the African continent and United States. By taking a pan-African and international approach, the class will highlight how the histories of both places have been deeply intertwined. The course is organized around four themes. The first explores the impact of African enslavement on both continents and the way African social practices were carried across the ocean and transformed by slavery and abolition. We will then turn to the "back to Africa" movements of the nineteenth and twentieth centuries and explore why different groups of African-Americans sought to return to the continent of their origin, and what impact this had on those living in Africa. The third part of the class shows how the US government and non-governmental organizations became deeply involved in Africa beginning in the second half of the twentieth century. The final section explores the important links between Black freedom movements in the United States and anti-colonial and anti-apartheid movements in Africa, including recent connections between the Black Lives Matter movement and student activists in South Africa.

Class Format: discussion/lecture
Requirements/Evaluation: discussion participation, map quiz, short papers, and final group project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History Majors, Africana Studies Concentrators, American Studies Majors
Expected Class Size: 15-20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course focuses on effects of racism & colonialism on peoples of African descent & key episodes when Black solidarity was forged across great physical distance between the US & Africa. Through readings, discussion, & the final group project, the course will help students assess what foundations allowed for trans-Atlantic collaboration both among people who trace their heritage to Africa & between people with different racial backgrounds.
Attributes: HIST Group A Electives - Africa; HIST Group F Electives - U.S. + Canada

Fall 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm    Matthew Swagler

HIST 204 (S) Anti-Colonialism & Social Movements in Africa Since World War II  (DPE)
This discussion-based survey introduces the major struggles for political and social change in sub-Saharan Africa since the end of the Second World War. We begin by looking at the anti-colonial and nationalist movements that flourished after the war and eventually brought about an end to formal colonial rule across the continent. Decolonization took place over many decades, and intertwined with this history, we look at artistic and popular struggles that sought to change the practices of independent governments in Africa, as well as confront intervening forces--from the World Bank to regional militias. The course examines contemporary movements for democratic rights, access to health and environmental resources, and freedom of gender expression and sexual practice. We will focus on how the movements were organized, including those led by trade unions, women's organizations, and student associations, but also those that have not been led by formal organizations.

Class Format: discussion/lecture
Requirements/Evaluation: discussion participation, exams & short papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History Majors, as well as Africana Studies, Global Studies, and Leadership Studies Concentrators
Expected Class Size: 15-20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This class focuses on how people in sub-Saharan Africa sought to address issues of power, difference, & equity in their societies through activity & organizing. Discussions focus on how inequality was structured by colonialism and differences of power that have existed within African societies & African social movements. The class will prepare students to understand their own relationship to injustices in Africa and differences between international intervention & international solidarity.
HIST 207 (F) The Modern Middle East  (DPE)
Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Primary Crosslisting
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture
Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size: 30-40
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

HIST 208 (F) What is Islam?  (DPE)
Crosslistings: ARAB234 / GBST234 / REL234 / HIST208

Secondary Crosslisting
This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar
Requirements/Evaluation: reading responses, two essays, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors
Expected Class Size: 20

Distributions:  (D2) (DPE)

Distribution Notes:  meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes:  HIST Group E Electives - Middle East;  HIST Group P Electives - Premodern

Fall 2018

SEM Section: 01 MR 1:10 pm - 2:25 pm  Saadia Yacoob

HIST 256 (F) Social Justice Traditions: 1960s to #Black Lives Matter  (DPE)

Crosslistings: HIST256 / AMST256 / AFR257

Secondary Crosslisting

We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today's activists draw on the "freedom dreams," tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of "justice." Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

Class Format: seminar

Requirements/Evaluation:  attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay

Extra Info:  may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Limit:  35

Enrollment Preferences:  first years, sophomores, and American Studies majors

Expected Class Size: 25

Distributions:  (D2) (DPE)

Distribution Notes:  DPE: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the "same" as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. Focus on strategies and tactics: e.g. demonstrations, guerrilla theatre, electoral campaigns, strikes. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

Attributes:  AMST Comp Studies in Race, Ethnicity, Diaspora;  HIST Group F Electives - U.S. + Canada

Fall 2018

SEM Section: 01 MR 1:10 pm - 2:25 pm  Andrew R. Cornell

HIST 284 (S) Introduction to Asian American History  (DPE)

Crosslistings: HIST284 / AMST284 / ASST284

Primary Crosslisting

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.
Class Format: lecture/discussion

Requirements/Evaluation: a series of short essays and a final oral history/family history

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first come, first served

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course traces the immigration history of various peoples from Asia to the U.S. from the 1850s to the present. We will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the U.S.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

Spring 2019

LEC Section: 01    MW 11:00 am - 12:15 pm     Scott Wong

HIST 307 (S)  Is Africa Poor? (DPE)

Poverty is widespread across Africa, yet exists alongside the continent's fantastic wealth in natural resources. Despite a decade of excitement about "Africa rising" as a new economic powerhouse, African countries still occupy 36 of the bottom 40 positions in the most recent UN Human Development Report. How can we make sense of this contradiction? In this reading-focused seminar, we will delve deeply into the work of historians, international organizations, and African activists who have debated the causes of poverty and inequality in Africa and arrived at different conclusions about the appropriate solutions. Taking a historical approach, we will explore how the current challenges faced by African societies are rooted in the slave trade, colonial rule, the Cold War, and more recently, the imposition of neoliberal economic policies in Africa.

Class Format: seminar

Requirements/Evaluation: discussion participation, map quiz & multiple papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History Majors, Political Economy Majors, Africana Studies Concentrators, Global Studies Concentrators

Expected Class Size: 10-15

Distributions: (D2) (DPE)

Distribution Notes: DPE: This class is grounded in extensive reading and debate about how economic inequality became structured on a global scale. This will entail studying how interconnected economic, political, and social differences developed, both between Africa and the rest of the world and within the African continent. Building on the wide-range of texts we will analyze, the course will equip students to better understand and respond to current issues of global economic justice.

Attributes: HIST Group A Electives - Africa

Spring 2019

SEM Section: 01    M 7:00 pm - 9:40 pm     Matthew Swagler

HIST 308 (S)  The Nile  (DPE) (WI)

Crosslistings: ARAB308 / HIST308

Primary Crosslisting

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks
The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to “water wars” in East Africa and the Middle East.

Class Format: seminar
Requirements/Evaluation: short papers and final project/paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, though background in Middle East history is preferable
Enrollment Limit: 19
Enrollment Preferences: History and Arabic Studies majors
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment. WI:
Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern;

Spring 2019
SEM Section: 01    TF 1:10 pm - 2:25 pm     Magnús T. Bernhardsson

HIST 332 (S) Queer Europe: Sexualities and Politics since 1850  (DPE)
Crosslistings: HIST332 / WGSS331
Primary Crosslisting
This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: women’s “friendships” in Victorian Britain; the role of the new science of sexology in specifying various “sexual perversions”; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for “homosexual emancipation”; attempts to regulate and suppress “deviant” sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar “sex change” debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but Italy and Russia will also be the focus of some meetings. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.
Class Format: seminar
Requirements/Evaluation: class discussion, the posting of four 500 word response papers, two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: junior and senior History and Women's, Gender and Sexuality Studies majors
Expected Class Size: 12-20
Distributions: (D2) (DPE)
Distribution Notes: DPE: Queer Europe is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.
HIST 362 (S)  Indigenous Women's History  (DPE) (WI)
Crosslistings: AMST324 / HIST362 / WGSS324
Secondary Crosslisting
What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

Class Format: seminar
Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students' development of independent research papers, this course satisfies the WI requirement.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

HIST 376 (F)  Sex, Gender, and the Law in U.S. History  (DPE)
Crosslistings: HIST376 / WGSS376
Primary Crosslisting
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.
Class Format: seminar
Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors, Women’s, Gender and Sexuality Studies majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.
Attributes: HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives

Fall 2018
SEM Section: 01    TF 2:35 pm - 3:50 pm     Sara  Dubow

HIST 380 (F) Comparative American Immigration History (DPE)
This course covers the history of immigration to the U.S. from the 1800s to the present. It compares the experiences of immigrants from Europe, Asia, Latin America, and the Middle East.
Class Format: lecture/discussion
Requirements/Evaluation: a series of papers and a final oral history or family history
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: first come, first served
Expected Class Size: 25
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course examines the history of immigration patterns of people coming to the U.S. from all over the world from the late 18th century to the present. By examining American immigration history through immigration law and a variety of texts (novels, census materials, legal cases, oral histories, and secondary sources) this class will reveal a constant tension in American society that vacillates between welcoming and shunning immigrants, depending on their race, religion, class, gender, and sexuality. The power to include and exclude various people wishing to become part of our country and society has been a conflict that has played out for nearly all of our national history.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; GBST Borders, Exiles + Diaspora Studies Electives; HIST Group F Electives - U.S. + Canada; LATS Comparative Race + Ethnic Studies Electives

Fall 2018
LEC Section: 01    MR 1:10 pm - 2:25 pm     Scott  Wong

HIST 468 (S) Race, Empire, and the Birth of the American Century (DPE)
Crosslistings: AMST468 / HIST468
Primary Crosslisting
This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.
Class Format: seminar
Requirements/Evaluation: a series of weekly papers and a final research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: must be a History or American Studies major
Expected Class Size: 15-19

Department Notes: History Department Senior Seminar

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course will examine the racial, class, gender, and international implications of the American push across the continent and into the Pacific (Hawaii and the Philippines) during the late 19th and early 20th centuries. The content will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land both within our shores and the colonization of two island nations in the Pacific. We will also study how the American presence in these areas affected how the original inhabitants of these areas were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904. The course will also explore the role that American education played in "civilizing" Native Americans, Hawaiians, and Filipinos.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Scott Wong

HIST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)

Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Primary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018

TUT Section: T1    TBA     Magnús T. Bernhardsson

HIST 489 (F) Feminist Movements in U.S. History (DPE)

This class studies the historical development of feminist movements in the United States. From the 19th century women's rights movements through 20th century movements for women's liberation, it examines the changing definitions of feminism and the array of strategies and organizations that activists have generated. It also examines the complex dynamic between feminist activism and the production of women's history, examining the role of historical narrative in feminists' struggle for social change.
**Class Format:** tutorial

**Requirements/Evaluation:** bi-weekly five page papers, bi-weekly analytic papers, and class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** instructor's permission required

**Enrollment Limit:** 10

**Enrollment Preferences:** History and Women's, Gender, and Sexuality Studies majors

**Expected Class Size:** 10

**Distributions:** (D2) (DPE)

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**JWST 217 (F) The Modern Middle East** (DPE)

Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

**Secondary Crosslisting**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Class Format:** lecture

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

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**Fall 2018**

**TUT Section:** T1  TBA  Annie Valk

**JWST 249 (F) Anti-Semitism** (DPE)

Crosslistings: JWST249 / REL249

**Secondary Crosslisting**

This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term "anti-Semitism" come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or
should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

Class Format: seminar

Requirements/Evaluation: three short papers (4-5 pages), one longer final paper (6-8 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

Expected Class Size: 18

Distributions: (D2) (DPE)

Fall 2018

SEM Section: 01 TF 1:10 pm - 2:25 pm Jeffrey I. Israel

JWST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)

Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018

TUT Section: T1 TBA Magnús T. Bernhardsson

LATS 106 (S) Coming of Age in the City: Growing up and Growing Older in Communities of Color (DPE) (WI)

This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that
have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Class Format: tutorial

Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-years, students considering an American Studies major or Latina/o Studies concentration

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This DPE tutorial foregrounds the significance of age, as it crosscuts with race, class, and gender, in explorations of urban inequality in the United States.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; LATS Core Electives;

Spring 2019

TUT Section: T1    Cancelled

LATS 222 (F)  Ficciones: A Writing Workshop  (DPE) (WI)

Crosslistings: ENGL252 / LATS222

Primary Crosslisting

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: studio/workshop

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL DPE: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change WI: Requires minimum 30 pages of writing, close reading by peers and instructor, and final portfolio of revisions

Attributes: LATS Core Electives;

Fall 2018

STU Section: 01    TR 8:30 am - 9:45 am     Nelly A. Rosario

Spring 2019

STU Section: 01    M 7:00 pm - 9:40 pm     Nelly A. Rosario

LATS 316 (F)  The Graphic Narrative: A “Global South” Perspective  (DPE)
In a media-saturated world in which a huge preponderance of the world's news images are controlled and diffused by a handful of men' a stream of comic book images and words, assertively etched' can provide a remarkable antidote." --Edward Said, *Introduction to Palestine* by Joe Sacco. This course examines graphic narratives (and related texts and film) rooted in the "Global South," with particular emphasis on Latina/o and Latin American experiences. We will focus on how each author/artist deploys visual and narrative elements to express social, political, economic, and cultural realities. Regular assignments will offer students opportunities to create their own graphic narratives.

Class Format: seminar

Requirements/Evaluation: attendance and class participation, short writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: Readings in the course offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

Attributes: LATS Core Electives

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Fall 2018

SEM Section: 01 TR 11:20 am - 12:35 pm Nelly A. Rosario

**LATS 330 (S) DNA + Latinx: Decoding the "Cosmic Race"** (DPE)

Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. In this interdisciplinary course, we will explore Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Readings will include *The Cosmic Race* by José Vasconcelos, *The Cosmic Serpent* by Jeremy Narby, *Bird of Paradise: How I Became Latina* by Raquel Cepeda, and *The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome* by Alondra Nelson.

Class Format: seminar

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: DPE: Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

Attributes: LATS Core Electives

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Spring 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Nelly A. Rosario

**LATS 440 (F) Contemporary Exhibitions: Los Angeles and Latin America** (DPE) (WI)

Crosslistings: ARTH440 / LATS440
Secondary Crosslisting

This seminar examines connections between Latina/o and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Class Format: seminar

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators

Expected Class Size: 12

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS. DPE: The key themes explored in the course concerning art and activism, borders and diaspora, globalism and modernism in the visual arts intersect with the critical exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Also, a number of the exhibitions studied in the class explicitly take up issues of difference, power, and equity. Through discussion, presentations, and writing assignments students will develop and refine skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Wi: This course is a Writing Intensive seminar. This means that there will be considerable focus on writing, revision, and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus.

Attributes: ARTH post-1600 Courses; LATS Countries of Origin + Transnationalism Elect;

Fall 2018

SEM Section: 01 W 1:10 pm - 3:50 pm C. Ondine Chavoya

LEAD 205 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

Crosslistings: PSCI212 / LEAD205

Primary Crosslisting

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Class Format: lecture

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Leadership Studies concentrators and Political Science majors
Expected Class Size: 25
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course examines the role of race, gender, and class in structuring the history of American politics and citizenship; efforts by marginalized communities to gain access to full citizenship; and the role of politics in shaping regimes of social difference. Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.
Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses

Spring 2019
LEC Section: 01    TR 11:20 am - 12:35 pm     Mason B. Williams

LEAD 207 (F)  The Modern Middle East  (DPE)
Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207
Secondary Crosslisting
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.
Class Format: lecture
Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size: 30-40
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB  DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

Fall 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm     Magnús T. Bernhardsson

MUS 111 (F)  Music Cultures of the World  (DPE)
This course introduces a variety of musical traditions from around the world, from highlife and hip hop in Ghana to Balinese Gamelan and Indian classical genres. Students will develop a working knowledge of musical terms, influential musicians, and concepts relevant to performance genres hailing from the Americas, Africa, Asia, Europe, and the Middle East. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. Reading and writing assignments are combined with direct engagement with music and musicians. No prior musical training required.
Class Format: lecture/discussion
Requirements/Evaluation: based on class attendance and participation, regular short writing assignments, and a final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: current or prospective majors in Music, Anthropology, Sociology, Arabic Studies and Asian Studies, as well as current and prospective concentrators in Africana Studies and Latina/o Studies

Expected Class Size: 20

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1) (DPE)

Distribution Notes: Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

Attributes: MUS World Music/Ethnomusicology

Fall 2018
LEC Section: 01  MW 11:00 am - 12:15 pm  Corinna S. Campbell

MUS 177 (F)  Gender and Sexuality in Music  (DPE)
Crosslistings: MUS177 / WGSS177

Primary Crosslisting

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing.

We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class further inform these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, short weekly assignments, a final paper/project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with some musical experience

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Fall 2018
LEC Section: 01  TR 9:55 am - 11:10 am  Corinna S. Campbell

MUS 211 (S)  Music, Nationalism, and Popular Culture  (DPE)  (WI)

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel, Joao Gilberto, Youssou N'dour), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Ernest Gellner, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our
focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

**Class Format:** lecture/discussion

**Requirements/Evaluation:** class participation, two 4- to 6-page papers, Midterm paper, a Final Paper/Project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** upperclass students and Music majors

**Expected Class Size:** 12

**Department Notes:** MUS World Music/Ethnomusicology

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

**Attributes:** AMST Arts in Context Electives; MUS World Music/Ethnomusicology;

**Spring 2019**

**LEC Section: 01**  
**MR 1:10 pm - 2:25 pm**  
**Corinna S. Campbell**

**PHLH 201 (S) Dimensions of Public Health**  
(DPE)

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.

**Class Format:** lecture

**Requirements/Evaluation:** two papers on a selected population or country and health issue, two short reaction papers, peer reviews and active contribution to class discussion, including on Glow

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** sophomores, potential Public Health concentrators

**Expected Class Size:** 30

**Distributions:** (DPE)

**Distribution Notes:** does not meet Division 1, 2, or 3 requirements  
DPE: This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc, in health outcomes.

**Attributes:** PHLH Core Courses

**Spring 2019**

**LEC Section: 01**  
**TF 1:10 pm - 2:25 pm**  
**Kiaran Honderich**

**PHLH 220 (F) Nutrition in the Developing World**  
(DPE) (WI)

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and over-nutrition beginning as early as in utero can detrimentally influence the health, development and survival of resource-limited populations. This course introduces
students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America.

**Class Format:** seminar

**Requirements/Evaluation:** six 1-page essays, one situation analysis paper (5-7 pages), one final term paper (10-15 pages), one oral presentation, and active class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** PHLH 201 or equivalent

**Enrollment Limit:** 19

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of nutrition program design and implementation. WI: As a WI course, students will write six 1-page essays (each with an optional rewrite) and a 5- to 7-page, country assessment paper which will help build the specific writing skills necessary for the final 10- to 15-page paper.

**Attributes:** PHLH Nutrition, Food Security + Environmental Health;

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**PSCI 160 (S) Refugees in International Politics** (DPE) (WI)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants, evaluate international organizations’ roles in managing population displacement, and consider refugee camps in theory and example. In whose interest is the prevailing system? Who might change it, and how?

**Class Format:** tutorial

**Requirements/Evaluation:** eleven graded essays: five primary, five critique, and one statement

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: Refugees are, by definition, those persecuted because of their political allegiance or membership in an ethnic, racial or religious group; having lost the protection that nationality should give them, they become de facto stateless. This course examines the way in which states oppress people and the question of why we privilege these categories of oppression. WI: Students will write, and will write about writing, every week.

**Attributes:** POEC International Political Economy Courses; PSCI International Relations Courses;

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**PSCI 212 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy** (DPE)
America’s founders didn’t mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy—and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy—and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America’s democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Class Format: lecture

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course examines the role of race, gender, and class in structuring the history of American politics and citizenship; efforts by marginalized communities to gain access to full citizenship; and the role of politics in shaping regimes of social difference. Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses

Spring 2019

LEC Section: 01 TR 11:20 am - 12:35 pm  Mason B. Williams

PSCI 260 (S) Power, Feminist-Style (DPE) (WI)

Crosslistings: PSCI260 / WGSS260

Secondary Crosslisting

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice—the concept of power—from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, bell hooks, Catherine MacKinnon, Hannah Arendt, and Gloria E. Anzaldúa.

Class Format: seminar

Requirements/Evaluation: class facilitation, critical reflections (four 3- to 4-page assignments), review of peer’s essay (2-3 pages), essay draft and revision (8-10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: Women’s, Gender, and Sexuality Studies majors

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large. WI: Writing assignments train students’ attention on various elements of argumentation and style and involve peer and teacher review and revision.

Attributes: WGSS Theory Courses

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm     Greta F. Snyder

PSCI 266 (S) The United States and Latin America (DPE)

This course examines the most important political and diplomatic divide in the Western Hemisphere. The first half is a historical survey of U.S.-Latin American foreign relations from the early Spanish American independence movements through the end of the Cold War, with some emphasis on the latter. We consider how this history confirms or undermines influential views about U.S. foreign relations and about international relations generally. We also compare historical U.S. foreign policy toward the hemisphere to current policy globally. The second half covers the most important current issues in hemispheric relations: the rise of leftist governments in Latin America; the war on drugs; immigration and border security; and competition with China for influence. At the end we briefly reconsider current U.S. policies, in view of the economic and political evolution of Latin America, in historical perspective.

Class Format: lecture/discussion, with more lecture in the first half, more discussion and several in-class debates in the second

Requirements/Evaluation: a map quiz, two short papers, a longer paper, and either another policy paper and a regular final exam, or a 10-page research paper and a short final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Political Science majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: In the paper that considers the first part of the course, the students weigh to what extent U.S. policy toward Latin America was affected by the largely derogatory attitudes of U.S. diplomats toward Latin Americans. A unit in the second part of the course critically analyzes current U.S. immigration policy in this context.

Attributes: GBST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; LEAD American Foreign Policy Leadership; PSCI International Relations Courses

Spring 2019

LEC Section: 01    MR 2:35 pm - 3:50 pm     James E. Mahon

PSCI 335 (F) Racial Equity, Liberal Democracy, and Democratic Theory (DPE)

In Ta-Nehisi Coates’ best-selling book Between the World and Me, he says that in the wake of the non-indictment of former police officer Darren Wilson in the death of Michael Brown “I did not tell [my son] that it would be okay, because I have never believed it would be okay.” With admissions like this, Coates stoked a long-standing debate about the prospects for racial equity in liberal democracies like the United States. In this course, we look at this debate, examining what black thinkers in particular have said about whether racial equity can be achieved in a liberal democracy founded on racial domination and why they come to the conclusions they do. Then, we examine what contemporary democratic theorists have had to say about how racial equity might be achieved and how they have sought to advance this goal through their writing. Can the strategies theorists propose and employ really aid in the advancement of racial equity? Which are more and less promising? We end by asking: Do anti-democratic means have to be employed to fully realize democracy? What anti-democratic means? Authors we will engage include Coates, bell hooks, Charles Mills, Melvin Rogers, Chris Lebron, Lawrie Balfour, and Danielle Allen.

Class Format: seminar
**PSCI 351 (S) The New Left and Neoliberalism in Latin America** (DPE) (WI)

**Crosslistings:** GBST351 / PSCI351

**Primary Crosslisting**

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America—or anywhere—both in policy and political terms.

**Class Format:** lecture/discussion, then seminar

**Requirements/Evaluation:** three short essays, a 1-page reflection paper, and a 12-page research proposal

**Prerequisites:** a course on Latin America and a course in Economics or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 15

**Distributions:** (D2) (DPE) (WI)

**Attributes:** GBST Latin American Studies Electives; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Spring 2019

LEC Section: 01  TF 2:35 pm - 3:50 pm  James E. Mahon

**PSCI 352 (F) Politics in Mexico** (DPE) (WI)

**Crosslistings:** GBST352 / PSCI352

**Primary Crosslisting**

Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style
discussion of student research projects.

Class Format: lecture, discussion, then seminar

Requirements/Evaluation: map quiz, two short papers, and a 12- to 15-page research proposal

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA. WI: There will be 20 pages of writing and the short papers will be discussed in individual appointments with the professor.

Attributes: INST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Fall 2018

LEC Section: 01    TF 2:35 pm - 3:50 pm     James E. Mahon

PSCI 359 (S)  The Body as Property  (DPE) (WI)
From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan “my body, my choice”; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).

Class Format: tutorial

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: prior coursework in political theory, cultural theory, philosophy or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors with a concentration in Political Theory, then other Political Science majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis. WI: The course is Writing-Intensive because it includes a substantial amount of writing (>30 pages) and opportunities for revision

Attributes: JLST Interdepartmental Electives; PSCI Political Theory Courses;

Spring 2019

TUT Section: T1    TBA     Nimu  Njoya

REL 234 (F)  What is Islam?  (DPE)
Primary Crosslisting

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar

Requirements/Evaluation: reading responses, two essays, final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm     Saadia Yacoob

REL 239 (F) The Modern Middle East  (DPE)

Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Secondary Crosslisting

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenroled

Expected Class Size: 30-40

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.
REL 242 (S) Women, Gender, and Sexuality in Islam (DPE)
Crosslistings: WSSS242 / REL242 / ARAB242

Primary Crosslisting

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Class Format: seminar

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

REL 249 (F) Anti-Semitism (DPE)
Crosslistings: JWST249 / REL249

Primary Crosslisting

This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term "anti-Semitism" come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

Class Format: seminar
REL 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE) (WI)
Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256
Primary Crosslisting

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar
Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.
Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

REL 264 (F) Bodies, Genders, and Sexualities in the Early Christian World (DPE)
Crosslistings: REL264 / WGSS264
Primary Crosslisting
What does it mean to be a woman or a man? To have body? A gender? A sexuality? In this course we will explore the ways in which bodies, genders, and sexualities were experienced and described in Mediterranean antiquity. Ancient experiences of and ideas about bodies, genders, and sexualities were often very different than those of the contemporary world. Nevertheless, because Greek and Roman antiquity and Christian beginnings often function as the imagined origins of "Western" (or European and American) "civilization," these ancient ideas about bodies, genders, and sexuality, maintain an out-sized presence in current debates about the "normal" body, gender practices, and the contour of sexuality. With a focus on early Christianity, the course seeks, on the one hand, to introduce students to the early history of Christianity through an inspection of its pluriform discourses on the meaning and regulation of bodies, genders, and sexuality, even as it keeps an eye toward the modern legacy of these ideas. On the other hand, the course gives students the opportunity to be introduced to key questions and theories in Women's, Gender, and Sexuality Studies through the study of early Christianity and its environs.

Class Format: seminar
Requirements/Evaluation: weekly response papers, 5- to 6-page paper, 8- to 10-page paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: majors, student seniority by class
Expected Class Size: 19
Distributions: (D2) (DPE)
Distribution Notes: DPE: The course's focus on the production and use of difference in terms of bodies, genders, and sexualities, and how those putative differences were used to authorize the social distribution of power, qualify this course as meeting the DPE distribution requirement.

Fall 2018
SEM Section: 01  TR 11:20 am - 12:35 pm  Phillip J. Webster

REL 266 (S) Being American, Being Muslim: American Muslim Literature in the 21st century (DPE)
Crosslistings: AMST266 / REL266 / ENGL268 / COMP228

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Class Format: seminar
Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under REL or AMST; meets Division 1 requirement if registration is under COMP or ENGL. DPE: This course will explore the many complex intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences internal to Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations and power and difference in the texts that we will read, and how to analyze their workings in nuanced multidimensional ways
MINDSIGHT: MINDFULNESS AND MEDICINE (DPE) (WI)

This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the 'kindness curriculum' in schools, and other areas of applied research on mindfulness that have generated a 'science of personal transformation'. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

Class Format: tutorial
Requirements/Evaluation: weekly papers, 4- to 8-pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: students majoring or concentrating in; ANTH, SOC, REL, ASST, PH, COGS, and NSCI
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)

Buddhist Material Culture: Objects of Practice and Merit (DPE)

What is material culture? What is considered Buddhist material culture? If Buddhism is a tradition that encourages non-attachment, then what is meant by "Buddhist material culture"? Shouldn't Buddhists be "free" from material things? Is it necessary for a Buddhist to be free from material things or rather that material things should be free from Buddhists? This course will introduce students to a material culture approach to the study of religion, which acknowledges the agency of not only humans but also the agency of objects/things/stuff, and it emphasizes relationships and networks between people and things. The course will begin with basic foundational theories that make up the burgeoning field of "material culture" within Religious Studies. We focus on various relationships: "internal" (our body and senses in relation to things) and "external" (things themselves, and their connections to other things). We will learn about these relationships by looking closely at Buddhist "stuff" and investigating what such relationships can tell us about Buddhism. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. In a nutshell, this course is about the "social life of [Buddhist] things". For students without a background in Buddhism, this course will introduce them to Buddhism as lived in...
China, Korea, Japan, Tibet, and particularly Southeast Asia.

Class Format: seminar

Requirements/Evaluation: Attendance and active participation: 15%; Short Writing Assignments, 8 total (1 page): 25%; Midterm Exam (in-class): 25%; Group Presentation of Object: 35%

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Asian Studies majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: The material world of contemporary Buddhism is often condemned for "adulterating" "real" Buddhism because it does not fit stereotypical buzzwords like tranquil, austere, non-commercial. Yet, materiality is essential to Asian Buddhist practitioners, who are the 90%.

Students will hone skills to seek the unseen by tracing networks of a New Materialism approach, which can reveal relationships that demonstrate power struggle and inequality, even within a "loving-kindness" tradition like Buddhism.

Spring 2019

SEM Section: 01    MR 1:10 pm - 2:25 pm     Susanne Ryuyin Kerekes

REL 301 (F) Social Construction (DPE)

Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

Primary Crosslisting

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Fall 2018
REL 358 (S) Religion and Law (DPE)

Crosslistings: REL358 / GBST358

Primary Crosslisting

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

Class Format: seminar

Requirements/Evaluation: reading response, two essays, final research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power

Spring 2019

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

RLFR 206 (F) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE) (WI)

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Class Format: seminar

Requirements/Evaluation: three response papers, one short essay on film adaption, one video essay with a student partner

Extra Info: not available for the fifth course option

Prerequisites: students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers, in literary texts and their film adaptations. WI: This course is WI because students write three response, 4-page papers and one 7-page script for the narration in their video essay.

Attributes: FMST Core Courses;
In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, two shorter papers, a midterm, and a longer final paper

**Extra Info:** not available for the fifth course option

**Prerequisites:** exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** all are welcome, but if overenrolled, preference will be given to French majors and certificate students, Women's, Gender, and Sexuality Studies majors, and those with compelling justification for admission

**Expected Class Size:** 18

**Department Notes:** if the course is overenrolled, students will submit a form online

**Distributions:** (D1) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS. DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Spring 2019

**SEM Section: 01 TR 11:20 am - 12:35 pm Brian Martin**

**RLFR 225 (F) Remembering the Great War: The First World War in Literature and Film** (DPE)

**Crosslistings:** RLFR225 / COMP224

**Secondary Crosslisting**

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh,
McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. Readings and Discussions in English.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Distributions: (D1) (DPE)

Distribution Notes: DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Fall 2018

SEM Section: 01    MW 11:00 am - 12:15 pm     Brian  Martin

RLFR 300 (F)  Albert Camus and the Philosophy of Living  (DPE)

Why is Albert Camus so well known? Why has this XXth century humanist, writer and philosopher, touched so many lives? From exile to kinship, from despair to resistance and rebellion, Camus invites us to reflect on the human condition with lucidity and the knowledge that happiness and serenity can cohabit with incomprehension and injustice. We are like Sisyphus, as he rolls the rock back up the hill over and over again, he has time to think of his condition, realizing that in spite of the struggle and because of it, he can find meaning and happiness in life. What remains to define is what is "happiness”?  We will examine in depth Camus' major works of fiction: the novels (L'Etranger, La Peste) and short stories (in L'Exil et le royaume, L'Envers et l'endroit), his philosophical essay (Le Mythe de Sisyphe) one political work (Lettres à un ami allemand) and his last posthumous novel (Le Premier Homme). Students must be prepared to actively discuss these works and their themes as we interpret them. Conducted in French.

Class Format: seminar

Requirements/Evaluation: oral presentations, two papers (5 pages each), one final paper (8-10 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: any RLFR 200 level at Williams or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: French majors or certificate candidates

Expected Class Size: 15

Materials/Lab Fee: packet

Distributions: (D1) (DPE)

Distribution Notes: DPE: In this course we will focus on the themes of exile, religion, social injustice and inequalities through the works of Camus. Many discussions will center on the responsibility individual has to refute injustice, rebel against it, and find a balance in a humanistic approach

Fall 2018

SEM Section: 01      Cancelled

RLFR 414 (S)  Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film  (DPE) (WI)

Crosslistings: RLFR414 / COMP414

Primary Crosslisting

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze
French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

**Class Format:** seminar

**Requirements/Evaluation:** three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay

**Extra Info:** not available for the fifth course option

**Prerequisites:** 200 RLFR level courses

**Enrollment Limit:** 19

**Enrollment Preferences:** French and Comparative Literature majors and certificate students

**Expected Class Size:** 10

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. WI: This course is writing-intensive because it includes 9 pages of response papers; 1 page with a thesis statement, methodology, and works cited list; plus 10 pages of script for video essay

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**Spring 2019**

SEM Section: 01  MR 1:10 pm - 2:25 pm  Sophie F. Saint-Just

**RLSP 205 (F) The Latin-American Novel in Translation**  (DPE)

Crosslistings: COMP205 / RLSP205

**Primary Crosslisting**

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude.

Conducted in English

**Class Format:** lecture

**Requirements/Evaluation:** class participation, two brief papers, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 22

**Enrollment Preferences:** Spanish majors, Latina/o Studies concentrators

**Expected Class Size:** 22

**Department Notes:** does not carry credit for the Spanish major or the certificate

**Distributions:** (D1) (DPE)

**Attributes:** GBST Latin American Studies Electives

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**Fall 2018**

LEC Section: 01  MR 2:35 pm - 3:50 pm  Gene H. Bell-Villada

**RLSP 214 (S) "Ecologismo": Literature, Culture and the Environment in Latin America**  (DPE)

Crosslistings: ENVI218 / RLSP214

**Primary Crosslisting**

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies--including massive disparities of wealth and
poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism—inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Caiderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Class Format: seminar

Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

Extra Info: may not be taken on a pass/fail basis

Prerequisites: RLSP 105, placement exam results, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish and Environmental Studies majors

Expected Class Size: 12

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"—economic, ecological, and cultural— informs Latin American responses to environmental degradation.

Spring 2019

SEM Section: 01    MWF 12:00 pm - 12:50 pm     Jennifer L. French

RLSP 274 (S) Women's Contemporary Cultural Production in Latin America  (DPE) (WI)

Crosslistings: WGSS275 / COMP286 / RLSP274

Primary Crosslisting

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucia Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

Class Format: lecture

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: Spanish 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under WGSS

W: There will be one-page long written exercises every week and two 7-8 pages essays.  D:We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.
Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent’s leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied. Students will also read Absalom! Absalom! by Faulkner, whose influence on Latin-American authors’ techniques of representation has been decisive and profound.

Class Format: seminar
Requirements/Evaluation: three 8-page papers, an oral report, a final 3-page paper, and class participation
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Spanish majors, Latina/o Studies concentrators
Expected Class Size: 5-10
Distributions: (D1) (DPE)
Distribution Notes: DPE: This course focuses on the ultimate sort of power—namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence–Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia’s largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. All readings will be in English, and all films with have English subtitles.

Class Format: seminar
Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D1) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and
privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

**Attributes:** GBST Russian + Eurasian Studies Electives

**Fall 2018**

**SEM Section:** 01    **TF 2:35 pm - 3:50 pm**    Julie A. Cassiday

**RUSS 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference**    (DPE) (WI)

**Crosslistings:** SOC248 / GBST247 / RUSS248

**Secondary Crosslisting**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Class Format:** tutorial

**Requirements/Evaluation:** 5-page paper every other week, comments on the partner's paper in alternate weeks

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS.

DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Fall 2018**

**TUT Section:** T1    **TBA**    Olga Shevchenko

**RUSS 277 (F) The Self Under Stalin: a Genealogy of Soviet Subjectivity**    (DPE)

**Crosslistings:** COMP269 / RUSS277

**Primary Crosslisting**

In this course, students will explore a variety of cultural artifacts (literature, film, song, visual art, and architecture), personal documents (diaries and letters), and secondary literature, which speaks to the real, subjective experience of life in the Soviet Union under Stalin. Throughout his reign, Stalin spurned basic human values like freedom and democracy in favor of class hatred, discipline, and conformity. He unleashed unthinkable violence on the Soviet population, provoking mass famine and instigating campaigns of political terror, all in the name of transforming impoverished, agricultural Russia into the world's first industrially advanced, socialist society. The underlying logic of this social experiment has been diagnosed as totalitarian, a distinction designating systems of governance in which the state uses a combination of coercion and propaganda to achieve total control over the thoughts and actions of its subjects. The opening of borders and archives since the fall of the Soviet Union, however, has shown the image of the passive, brainwashed automaton to be inadequate in relation to the everyday cares, aspirations, fears, joys and sorrows, ethical dilemmas, personal narratives, and forms of covert resistance that shaped the identities of ordinary Soviet people. Scholars of Soviet subjectivity have worked to bring
these stories to light in an attempt to achieve a more nuanced understanding of the Soviet experience. Students will apply insight from this field to their own investigations of Soviet selfhood in discussions, short response papers, and a final research paper. All readings are in English.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, short response papers, final paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Russian majors, History majors, Comparative Literature majors

**Expected Class Size:** 10

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: This course is part of the Difference, Power, and Equity initiative not only because it explores the formation of identity in situations in which the state wields extreme power over the actions and speech of its subjects, but also because it confronts the limitations of the concept of totalitarianism in representing the experience of such subjects. Special attention will be devoted to issues of class, gender, ethnicity, and non-human actors as they relate to the problem of Soviet subjectivity.

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**Fall 2018**

**SEM Section: 01 TR 11:20 am - 12:35 pm Jason A. Cieply**

**SCST 229 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)**

**Crosslistings:** SOC228 / SCST229

**Secondary Crosslisting**

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

**Class Format:** seminar

**Requirements/Evaluation:** discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 10

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.

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**Fall 2018**

**SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder**
SCST 233 (F)  Chemical Intimacies  (DPE)
Crosslistings: ENGL243 / WGSS233 / ARTH243 / SCST233

Secondary Crosslisting
This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Class Format: seminar
Requirements/Evaluation: individual research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under WGSS OR SCST; meets Division 1 requirement if registration is under ARTH or ENGL. DPE: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.
Attributes: WGSS Theory Courses

Fall 2018
SEM Section: 01    M 7:00 pm - 9:40 pm     Mel Y. Chen

SCST 235 (F)  Innovation, Gender, and Sustainable Development  (DPE)
Crosslistings: SCST235 / WGSS235

Secondary Crosslisting
Technological innovation is vital for communities, businesses and nations seeking to adapt to a globalized, competitive world. But any innovation also has impacts on all three dimensions of sustainability: the ecological, the economic, and the social. For example, such impacts may either exacerbate or mitigate gender inequalities. This course uses a gender studies lens to study innovation in the development of sustainable practices in the present and for the future. We will look at the impact of gender stereotypes on innovation, including the co-construction of gender and technology. Since the course is taught by a visiting scholar from Sweden, a particular focus will be the EU's policy of "Gender Mainstreaming" which requires all proposed policies to be assessed for their impact on gender inequality. The course looks at technical development as necessary and valuable, while investigating power relations and taken-for-granted views embedded in the particular forms it takes. The course will rely largely on analysis of case studies, and students will be encouraged to apply the analytic tools of the course to develop US-based case studies of their own.

Class Format: seminar, combination of lecture and discussion
Requirements/Evaluation: reading journal, mid-term exam, and a final research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Environmental Studies majors, students who have taken WGSS 101
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: The course focuses specifically on tools for analysing the potential differential impacts of sustainable development projects along gender lines.

Fall 2018

SEM Section: 01    TF 1:10 pm - 2:25 pm    Maria K. Udén

**SCST 250 (S) Environmental Justice** (DPE)

Crosslistings: ENVI250 / SCST250

Secondary Crosslisting

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Class Format: seminar

Requirements/Evaluation: several short essays, final essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm    Laura J. Martin

**SCST 301 (F) Social Construction** (DPE)

Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

Secondary Crosslisting

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar
Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Fall 2018

SEM Section: 01  W 1:10 pm - 3:50 pm  Jason Josephson Storm

SCST 348 (S) Women, Men and Other Animals  (DPE)

Crosslistings: SCST348 / WGSS348 / ARTH348 / ENGL348

Secondary Crosslisting

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Class Format: seminar

Requirements/Evaluation: individual research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS or SCST; meets Division 1 requirement if registration is under ARTH or ENGL

Spring 2019

SEM Section: 01  M 7:00 pm - 9:40 pm  Mei Y. Chen

SCST 370 (F) Medicine, Pathology, and Power: An Ethnographic View  (DPE) (WI)

Crosslistings: SCST370 / ANTH371 / WGSS371

Secondary Crosslisting

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and
health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation—also known as ‘deep hanging out.’ Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Class Format: seminar

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

Attributes: EXPE Experiential Education Courses; PHLH Methods in Public Health; SCST Related Courses;

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Kim Gutschow

SOC 228 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)

Crosslistings: SOC228 / SCST229

Primary Crosslisting

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In Discipline and Punish, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

Class Format: seminar

Requirements/Evaluation: discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.

Fall 2018
SEM Section: 01    MR 2:35 pm - 3:50 pm    Ben Snyder

SOC 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WI)
Crosslistings: SOC248 / GBST247 / RUSS248

Primary Crosslisting
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial
Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS
DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018
TUT Section: T1    TBA    Olga Shevchenko

SOC 264 (F) Transnational Activism: Practice, Problems, Ethics (DPE)
Crosslistings: WGSS263 / SOC264

Secondary Crosslisting
As more and more people, goods, ideas, and health hazards circulate across borders, transnational institutions and organizations proliferate, and problems recognized as regional or global intensity, there is both increasing need and opportunity for transnational activism. In such a context, it is vital to understand how activists have engaged peoples around the world and/or have influenced transnational institutions, as well as to attune oneself to the ethical and practical difficulties associated with this kind of activism. This course examines the different forms that transnational activism takes and how transnational activists have advanced their goals. We also look into why and how transnational activists' efforts have failed, focusing in
particular on the issue of neo-imperialism and the problems created by the "white savior." Orienting our exploration is the following question: what is the relationship between ethics and efficacy in activism that crosses borders? What does "ethical" transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Class Format: seminar

Requirements/Evaluation: class facilitation, assessment construction, essay proposal (3- to 4-pages), group portfolio (6- to 8-pages), group presentation, final essay (10- to 12-pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements. It builds the skill to engage across difference by requiring students to work together to develop a transnational activist action plan.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01    MW 11:00 am - 12:15 pm    Greta F. Snyder

SOC 301 (F) Social Construction (DPE)

Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

Secondary Crosslisting

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and
difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Fall 2018

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

SOC 314 (S) The Social Ecology of Racial and Gender Inequity (DPE)

Crosslistings: SOC314 / WGSS314

Secondary Crosslisting

Why the political furor over monuments? What would a feminist city look like? Does gentrification promote racial justice? This course trains your focus on space and place, asking you to take a socioecological perspective on race and gender. In it, we examine how ideas about race and gender shape space as well as how the location, demographic composition and design of cities, neighborhoods, parks, and uncultivated spaces reinforce ideas about race and gender and racial/gender power relations. What is distinctive about this perspective, as compared with other analytical lenses through which we approach race and gender, and what is its value? What does a socioecological perspective suggest about the efficacy of different types of efforts to facilitate greater equity in social relations?

Class Format: seminar

Requirements/Evaluation: class facilitation, critical responses (four 2- to 3-page responses), late-term exam, final essay (10-12 pages) or essay-equivalent (video essay, photo essay, or other)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course introduces students to social psychology's socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Greta F. Snyder

SOC 324 (S) Memory and Identity (DPE)

Our sense of self is inextricably tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from natural; it itself has its origins in the debates and politics of the time, and evolves under an array of influences. This course analyzes discourses of collective and individual identity and the mechanisms involved in the formulation of the individuals' sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective forgetting, narratives of trauma and of a "golden age," the invention of tradition, and battles over remembrance and heritage, such as the struggles over the proper way to face the difficult past around the world, with a particular emphasis on the United States and on the memory wars in the post-Soviet space.

Class Format: seminar

Requirements/Evaluation: extensive class participation, several short papers, and a final research project with class presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors
**THEA 129 (S) Institutional Critique (DPE)**
Crosslistings: THEA129 / ARTS129

**Secondary Crosslisting**

This introductory course will investigate the performance potential of the radical art making methodology known as Institutional Critique. Influenced by Situationalism, and the Fluxus movement, Institutional Critique emerged as a way for artists to respond to the art worlds elitism, monopoly on culture, and dependency on Capitalism. Through collaborative performance based projects and readings students will explore the possibility of art to critically intervene in the hegemonic order and insight change within power relationships. We will also explore related movements such as Socially Engaged Practice, a term that describes art that is participatory and focuses as people as the medium. Artists covered will include: Thomas Hirshhorn, Tim Rollins, and Andrea Fraser. You do not need any prior experience just a willingness to use the power of voice and body.

**Class Format:** studio

**Requirements/Evaluation:** 3 collaborative projects, final independent project, readings, active participation, museum gallery visits, quality of work

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Materials/Lab Fee:** lab fee of $125

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: Through a diverse selection of essays, visual art, and contact with prominent voices operating at the intersection of theory and practice students will examine how the concentration of power in the United States and Europe has contributed to inequities within educational, legislative and artistic institutions. Students will then transfer what they've learned to a research based visual practice that priorities social discourse.

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**THEA 240 (S) Queer Drama (DPE)**
Crosslistings: THEA240 / WGSS237

**Primary Crosslisting**

This seminar course is a deep dive into the richly dissonant dialogue between queer lives and live performance. How have queer artists shaped and reshaped the field of theatre and performance over time? How has drama, in turn, shaped the landscape of queer life? What inventions and innovations might we attribute to the evolution of "queer"? We will look to the work of artists such as Tennessee Williams, Tarell McCraney, Taylor Mac, Reza Abdoh, Sharon Bridgforth, Virginia Grise, and many others as we seek to map the messy topography of queer performance.

**Class Format:** seminar, three hours per week

**Requirements/Evaluation:** two 5-page papers, participation in text-based seminars, and a final performance

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** if the class is overenrolled, students will submit a letter of interest in the class
**THEA 249 (F) Staging Race and Gender (DPE) (WI)**

Crosslistings: ENGL249 / THEA249 / WGSS269

**Secondary Crosslisting**

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's *Black Odyssey*, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection.

We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

**Class Format:** seminar

**Requirements/Evaluation:** four papers totaling at least 20 pages and in-class group performances

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** none

**Expected Class Size:** 19

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies WI: Students will submit four papers totaling at least 20 pages

**Attributes:** ENGL 200-level Gateway Courses;
studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

**Class Format:** seminar

**Requirements/Evaluation:** reflection papers, performance analysis, final paper or performance

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Distributions:** (D1) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS DPE: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

**Attributes:** WGSS Theory Courses

Fall 2018

SEM Section: 01  W 1:10 pm - 3:50 pm  Vivian L. Huang

THEA 301 (S)  Embodied Archives: Global Theatre and Performance Histories  (DPE)

Crosslistings: COMP303 / THEA301

**Primary Crosslisting**

History shapes bodies and is, in turn, shaped by bodies. Whose story is included in the archive? Whose story is left out? What remains over time? What disappears? Why? As theatre and performance historians, our task will be twofold: to study the past but also to question how its been constructed over time. Our obligations will include: handling, analyzing, and contextualizing primary sources; giving equal value to textual and embodied forms of knowledge preservation; taking into account the gender, race, class, status, and ethnicity of the historical participants who occupy the archive; and asking who benefitted from the ideological systems of a given age and who did not. Performance histories to be considered include: West-African Yoruba ritual; pre-Columbian performance in Mesoamerica; ancient Greek civic festivals; labor and guild theatres of Medieval England; print and Kabuki cultures of the Japanese Edo period; eighteenth-century celebrity portraiture across the circum-Atlantic; U.S. Civil War photography and reenactment; and performance histories drawn from (or unseen by) the archives of Williams College. Our readings and approaches will be informed by leading performance and cultural studies critics, such as: Diana Taylor, Joseph Roach, Saidiya Hartman, Rebecca Schneider, Harvey Young, and Tavia Nyong\-o. This course is required for Theatre majors and is a prerequisite for THEA 401.

**Class Format:** seminar

**Requirements/Evaluation:** weekly "free-writing responses"; two "deep-reads" of archival materials; a 5-page midterm paper; a 10-minute oral report; and a final research project or presentation

**Prerequisites:** THEA 101, 102, 103, 201, 204 or by permission of instructor with evidence of equivalent 100-level course in Division I or Division II

**Enrollment Limit:** 18

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 8-10

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: This course directly interrogates the power inequities of the historical archive and insists on acknowledging the value of embodied practice as a form of knowledge. Students will learn to question the authorship and ownership of the past by those who controlled its preservation. We will examine primary sources as contextually constructed rather than 'givens,' and we will seek to understand the status of those observers and participants whose stories comprise the archive of performance

Spring 2019

SEM Section: 01  R 1:10 pm - 3:50 pm  Amy S. Holzapfel
THEA 332 (F) Writing in the Margins: Race, Performance, Plagiarism  (DPE) (WI)
Crosslistings: COMP358 / ENGL332 / THEA332

Primary Crosslisting

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered "classic" texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Class Format: seminar/studio, three hours per week
Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: If the class is overenrolled, students will submit a letter of interest in the class
Expected Class Size: 14
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.

Fall 2018
SEM Section: 01    R 1:10 pm - 3:50 pm     Shayok Misha Chowdhury

THEA 338 (S) Persona  (DPE)
Crosslistings: THEA338 / ARTS338

Secondary Crosslisting

Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson's The art of Cruelty and Cherise Smith's Enacting Others. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.

Class Format: studio
Requirements/Evaluation: completion of 3 assigned projects, independent project, participation, quality of work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: some experience with studio art courses, art history courses, performance experience or consent of the instructor
Enrollment Limit: 14
Enrollment Preferences: majors, seniors, juniors, sophomores
Expected Class Size: 12
Materials/Lab Fee: $150 charged to term bill
Distributions: (D1) (DPE)
Distribution Notes: DPE: Through a critical investigation of the closed systems of signification that relate to the body: race, class, gender, and sexual orientation students will employ interdisciplinary methods of making to consider how these signifiers dictate the bodies that become Othered, concepts of hyper-visibility/invisibility, inclusion/exclusion, authorship, and ideas of authenticity
WGSS 101 (F) Introduction to Women's, Gender & Sexuality Studies  (DPE)

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues—historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

Class Format: lecture; mix of lecture and seminar meetings

Requirements/Evaluation: two short papers, research proposal and final paper; participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Department Notes: required course for the Women's, Gender and Sexuality Studies major

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

Attributes: AMST Critical and Cultural Theory Electives;

Fall 2018

SEM Section: 02   TR 9:55 am - 11:10 am     Kiaran Honderich
SEM Section: 01   TR 9:55 am - 11:10 am     Gregory C. Mitchell

Spring 2019

SEM Section: 02   TR 11:20 am - 12:35 pm     Alison A. Case
SEM Section: 01   TR 11:20 am - 12:35 pm     Vivian L. Huang

WGSS 102 (F) West Africa through Women's Voices  (DPE) (WI)

Crosslistings: HIS102 / WGSS102

Secondary Crosslisting

This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources—oral tradition, legal records, women's popular songs, Islamic pedagogical verse, personal correspondence and novels—we will consider how women's experiences challenge dominant narratives of history that have often excluded them. The course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

Class Format: lecture

Requirements/Evaluation: discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10-15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equips students to understand how women in West Africa have understood and responded to structures of power and inequality, rather than applying frameworks of our own experiences and backgrounds.

Attributes: HIST Group A Electives - Africa;

Fall 2018

LEC Section: 01   M 7:00 pm - 9:40 pm   Matthew Swagler

WGSS 105 (F) American Girlhoods (DPE) (WI)

Crosslistings: AMST105 / WGSS105 / ENGL105

Secondary Crosslisting

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Class Format: seminar

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

Attributes: AMST Arts in Context Electives;

Fall 2018

SEM Section: 01   TF 2:35 pm - 3:50 pm   Kathryn R. Kent

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WI)

Crosslistings: ENGL113 / WGSS113 / AMST113

Secondary Crosslisting

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary
approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: seminar; discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; EXPE Experiential Education Courses; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018

SEM Section: 01    TR 8:30 am - 9:45 am     Bethany Hicok

**WGSS 119 (S) Asian American Femininities**  (DPE) (WI)

Crosslistings: COMP119 / WGSS119

Primary Crosslisting

This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

Class Format: tutorial

Requirements/Evaluation: weekly papers or peer responses

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP DPE: The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn. WI: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.
WGSS 132 (F) Black Writing To, From, and About Prison (DPE) (WI)

Crosslistings: WGSS132 / ENGL132

Secondary Crosslisting

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. Course texts will include letters from Angela Davis's edited collection If They Come in the Morning, autobiographies like that by Malcolm X, poetry by Ericka Huggins and Huey Newton, as well as critical interventions by scholars like Nikki Jones, WEB Du Bois, and selections from Eric Stanley and Nat Smith's edited collection Captive Genders. We will also look at contemporary groups organizing around the question of prisons and justice including Critical Resistance, BYP100 (Black Youth Project 100), and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format: seminar

Requirements/Evaluation: three 4- to 5-page individual papers, one 4- to 5-page hybrid paper, informal writing, letter writing

Extra Info: may not be taken on a pass/fail basis

Prerequisites: first-year students who have not taken or placed out of a 100-level ENGL course

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE:

This class meets the DPE designation in that it facilitates critical engagement with the question of what counts as justice, for whom, for what reasons, and at what cost individually and communally. Students will sharpen their understanding of the relationship between race, gender, and power in the afterlife of slavery WI: This class is Writing-Intensive in that it requires a minimum of 20 pages of formal writing

Fall 2018

SEM Section: 01    MWF 8:30 am - 9:45 am     Ianna Hawkins Owen

WGSS 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WI)

Crosslistings: WGSS152 / HIST152

Secondary Crosslisting

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment’s meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," due process, privileges and immunities, equal protection, life, liberty or property; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Class Format: seminar

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to second years
Expected Class Size: 15-19

Distributions: (D2) (DPE) (WI)

Distribution Notes: WI Distribution Explanation: In the process of writing a substantial research paper, students will develop proposals, bibliographies, and drafts of the paper. Class will include peer review, writing workshops, and individual and group conferences on writing, revision, and editing. DPE Distribution Explanation: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives;

Spring 2019
SEM Section: 01 TF 2:35 pm - 3:50 pm Sara Dubow

WGSS 177 (F) Gender and Sexuality in Music (DPE)

Crosslistings: MUS177 / WGSS177

Secondary Crosslisting
This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class further inform these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, short weekly assignments, a final paper/project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with some musical experience

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Fall 2018
LEC Section: 01 TR 9:55 am - 11:10 am Corinna S. Campbell

WGSS 202 (F) Foundations in Sexuality Studies (DPE)

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

Class Format: discussion

Requirements/Evaluation: short papers, possible creative assignments, final essay exam

Prerequisites: none, though WGSS 101 may be helpful, but not required
Enrollment Limit: 20
Enrollment Preferences: Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.
Attributes: AMST Critical and Cultural Theory Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018
SEM Section: 01    MR 2:35 pm - 3:50 pm    Vivian L. Huang

Spring 2019
SEM Section: 01    TR 9:55 am - 11:10 am    Gregory C. Mitchell

WGSS 214 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender (DPE)
Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213
Secondary Crosslisting
Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. All readings will be in English, and all films with have English subtitles.
Class Format: seminar
Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.
Attributes: GBST Russian + Eurasian Studies Electives

Fall 2018
SEM Section: 01    TF 2:35 pm - 3:50 pm    Julie A. Cassiday

WGSS 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WI)
Crosslistings: WGSS218 / AFR218 / AMST218 / ENGL218
Secondary Crosslisting
Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories" and Glenn Ligon's "Runaways", and film such as Jordan Peele's Get Out.

**Class Format:** seminar

**Requirements/Evaluation:** weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI; Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts.

**Attributes:** ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019

**SEM Section:** 01    W 1:10 pm - 3:50 pm    Ianna Hawkins Owen

**WGSS 224 (S) Sexuality and Seduction in Nineteenth and Twentieth-Century France** (DPE)

**Crosslistings:** WGSS224 / RLFR224

**Secondary Crosslisting**

In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, two shorter papers, a midterm, and a longer final paper

**Extra Info:** not available for the fifth course option

**Prerequisites:** exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** all are welcome, but if overenrolled, preference will be given to French majors and certificate students, Women's, Gender, and Sexuality Studies majors, and those with compelling justification for admission

**Expected Class Size:** 18

**Department Notes:** if the course is overenrolled, students will submit a form online
Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS. DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Spring 2019
SEM Section: 01    TR 11:20 am - 12:35 pm    Brian Martin

WGSS 233 (F)  Chemical Intimacies  (DPE)
Crosslistings: ENGL243 / WGSS233 / ARTH243 / SCST233

Primary Crosslisting
This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geographically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Class Format: seminar

Requirements/Evaluation: individual research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS OR SCST; meets Division 1 requirement if registration is under ARTH or ENGL. DPE: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Attributes: WGSS Theory Courses

Fall 2018
SEM Section: 01    M 7:00 pm - 9:40 pm    Mel Y. Chen

WGSS 235 (F)  Innovation, Gender, and Sustainable Development  (DPE)
Crosslistings: SCST235 / WGSS235

Primary Crosslisting
Technological innovation is vital for communities, businesses and nations seeking to adapt to a globalized, competitive world. But any innovation also has impacts on all three dimensions of sustainability: the ecological, the economic, and the social. For example, such impacts may either exacerbate or mitigate gender inequalities. This course uses a gender studies lens to study innovation in the development of sustainable practices in the present and for the future. We will look at the impact of gender stereotypes on innovation, including the co-construction of gender and technology. Since the course is taught by a visiting scholar from Sweden, a particular focus will be the EU's policy of "Gender Mainstreaming" which requires all proposed policies to be assessed for their impact on gender inequality. The course looks at technical development as necessary and valuable, while
investigating power relations and taken-for-granted views embedded in the particular forms it takes. The course will rely largely on analysis of case studies, and students will be encouraged to apply the analytic tools of the course to develop US-based case studies of their own.

**Class Format:** seminar, combination of lecture and discussion

**Requirements/Evaluation:** reading journal, mid-term exam, and a final research project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, Environmental Studies majors, students who have taken WGSS 101

**Expected Class Size:** 10

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: The course focuses specifically on tools for analysing the potential differential impacts of sustainable development projects along gender lines.

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**Fall 2018**

**WGSS 237 (S) Queer Drama (DPE)**

Crosslistings: THEA240 / WGSS237

Secondary Crosslisting

This seminar course is a deep dive into the richly dissonant dialogue between queer lives and live performance. How have queer artists shaped and reshaped the field of theatre and performance over time? How has drama, in turn, shaped the landscape of queer life? What inventions and innovations might we attribute to the evolution of "queer"? We will look to the work of artists such as Tennessee Williams, Tarell McCraney, Taylor Mac, Reza Abdoh, Sharon Bridgforth, Virginia Grise, and many others as we seek to map the messy topography of queer performance.

**Class Format:** seminar, three hours per week

**Requirements/Evaluation:** two 5-page papers, participation in text-based seminars, and a final performance

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** if the class is overenrolled, students will submit a letter of interest in the class

**Expected Class Size:** 14

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under THEA; meets Division 2 requirement if registration is under WGSS DPE:

This course takes "queer" as an analytical and methodological lens for approaching questions of power, performance, and self-making.

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**Spring 2019**

**SEM Section: 01**   **TF 1:10 pm - 2:25 pm**   **Maria K. Udén**

**WGSS 242 (S) Women, Gender, and Sexuality in Islam (DPE)**

Crosslistings: WGSS242 / REL242 / ARAB242

Secondary Crosslisting

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic
law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Class Format: seminar

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am    Saadia Yacoob

WGSS 244 (F) Actually Existing Alternative Economies (DPE) (WI)

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain—and now parts of the U.S.---are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including ‘Solidarity Economy’ and ‘New Economy’ to gather together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, ‘a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.’ Feminist geographers Julie Graham and Katherine Gibson developed practices of ‘mapping’ local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a ‘script’ of local helplessness to resist the ‘rape’ of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

Class Format: tutorial

Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: open to sophomores and above

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)
WGSS 256 (F)  Buddhism, Sex, & Gender: #MeToo Then and Now  (DPE) (WI)
Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting
This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decry harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar
Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

WGSS 260 (S) Power, Feminist-Style  (DPE) (WI)
Crosslistings: PSCI260 / WGSS260

Primary Crosslisting
This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice--the concept of power--from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, bell hooks, Catherine MacKinnon, Hannah Arendt, and Gloria E. Anzaldúa.

Class Format: seminar
WGSS 263 (F) Transnational Activism: Practice, Problems, Ethics  (DPE)
Crosslistings: WGSS263 / SOC264
Primary Crosslisting
As more and more people, goods, ideas, and health hazards circulate across borders, transnational institutions and organizations proliferate, and problems recognized as regional or global intensity, there is both increasing need and opportunity for transnational activism. In such a context, it is vital to understand how activists have engaged peoples around the world and/or have influenced transnational institutions, as well as to attune oneself to the ethical and practical difficulties associated with this kind of activism. This course examines the different forms that transnational activism takes and how transnational activists have advanced their goals. We also look into why and how transnational activists' efforts have failed, focusing in particular on the issue of neo-imperialism and the problems created by the "white savior." Orienting our exploration is the following question: what is the relationship between ethics and efficacy in activism that crosses borders? What does "ethical" transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.
Class Format: seminar
Requirements/Evaluation: class facilitation, assessment construction, essay proposal (3- to 4-pages), group portfolio (6- to 8-pages), group presentation, final essay (10- to 12-pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment: none
Enrollment Preferences: Women's, Gender, and Sexuality Studies majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements. It builds the skill to engage across difference by requiring students to work together to develop a transnational activist action plan.
Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
SEM Section: 01    MW 11:00 am - 12:15 pm     Greta F. Snyder
WGSS 264 (F) Bodies, Genders, and Sexualities in the Early Christian World  (DPE)
Crosslistings: REL264 / WGSS264

Secondary Crosslisting
What does it mean to be a woman or a man? To have body? A gender? A sexuality? In this course we will explore the ways in which bodies, genders, and sexualities were experienced and described in Mediterranean antiquity. Ancient experiences of and ideas about bodies, genders, and sexualities were often very different than those of the contemporary world. Nevertheless, because Greek and Roman antiquity and Christian beginnings often function as the imagined origins of "Western" (or European and American) "civilization," these ancient ideas about bodies, genders, and sexuality, maintain an out-sized presence in current debates about the "normal" body, gender practices, and the contour of sexuality. With a focus on early Christianity, the course seeks, on the one hand, to introduce students to the early history of Christianity through an inspection of its pluriform discourses on the meaning and regulation of bodies, genders, and sexuality, even as it keeps an eye toward the modern legacy of these ideas. On the other hand, the course gives students the opportunity to be introduced to key questions and theories in Women's, Gender, and Sexuality Studies through the study of early Christianity and its environs.

Class Format: seminar
Requirements/Evaluation: weekly response papers, 5- to 6-page paper, 8- to 10-page paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: majors, student seniority by class
Expected Class Size: 19
Distributions: (D2) (DPE)
Distribution Notes: DPE: The course's focus on the production and use of difference in terms of bodies, genders, and sexualities, and how those putative differences were used to authorize the social distribution of power, qualify this course as meeting the DPE distribution requirement.

Fall 2018
SEM Section: 01    TR 11:20 am - 12:35 pm     Phillip J. Webster

WGSS 267 (F) Performance Studies: An Introduction  (DPE)
Crosslistings: COMP267 / WGSS267 / DANC267 / THEA267

Secondary Crosslisting
Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format: seminar
Requirements/Evaluation: reflection papers, performance analysis, final paper or performance
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under
WGSS DPE: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

**Attributes:** WGSS Theory Courses

Fall 2018

SEM Section: 01 W 1:10 pm - 3:50 pm Vivian L. Huang

**WGSS 269 (F) Staging Race and Gender** (DPE) (WI)

**Crosslistings:** ENGL249 / THEA249 / WGSS269

**Secondary Crosslisting**

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's *Black Odyssey*, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

**Class Format:** seminar

**Requirements/Evaluation:** four papers totaling at least 20 pages and in-class group performances

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** none

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS

DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies

WI: Students will submit four papers totaling at least 20 pages

**Attributes:** ENGL 200-level Gateway Courses;

Fall 2018

SEM Section: 01 Canceled

**WGSS 274 (S) 'As If Her Mouth Were a Weapon': Jamaica Kincaid** (DPE) (WI)

**Crosslistings:** ENGL254 / WGSS274

**Secondary Crosslisting**

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include Annie John (1985), Lucy (1990), *The Autobiography of My Mother* (1996), *My Brother* (1997), *Mr. Potter* (2002), and *See Now Then* (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

**Class Format:** tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester
**WGSS 275 (S) Women's Contemporary Cultural Production in Latin America** (DPE) (WI)

**Crosslistings:** WGSS275 / COMP286 / RLSP274

**Secondary Crosslisting**

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucia Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

**Class Format:** lecture

**Requirements/Evaluation:** essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** Spanish 105, placement exam results, permission of instructor or Department Chair

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors and certificate students, current and potential; LATS concentrators

**Expected Class Size:** 15

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under WGSS

**Attributes:** LATS Countries of Origin + Transnationalism Elect;
WGSS 301 (F) Sexual Economies (DPE)  
Crosslistings: WGSS301 / ANTH301 / AMST334  

Primary Crosslisting  
This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We will have either guest speakers or a field trip to hear from people working in various commercial sex sectors.  

Class Format: seminar  
Requirements/Evaluation: midterm essay exam, final research paper, research proposal/annotated bibliography  
Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required  
Enrollment Limit: 20  
Enrollment Preferences: based on statement of interest  
Expected Class Size: 20  
Distributions: (D2) (DPE)  

Distribution Notes: DPE: We will study various questions related to sexual empowerment, agency, vulnerability, and exploitation in myriad global contexts. We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.  

Fall 2018  
SEM Section: 01  MR 1:10 pm - 2:25 pm   Gregory C. Mitchell

WGSS 302 (F) Social Construction (DPE)  
Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301  

Secondary Crosslisting  
"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.  

Class Format: seminar  
Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: none  
Enrollment Limit: 15
Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Fall 2018

SEM Section: 01  W 1:10 pm - 3:50 pm  Jason Josephson Storm

WGSS 314 (S) The Social Ecology of Racial and Gender Inequity (DPE)

Crosslistings: SOC314 / WGSS314

Primary Crosslisting

Why the political furor over monuments? What would a feminist city look like? Does gentrification promote racial justice? This course trains your focus on space and place, asking you to take a socioecological perspective on race and gender. In it, we examine how ideas about race and gender shape space as well as how the location, demographic composition and design of cities, neighborhoods, parks, and uncultivated spaces reinforce ideas about race and gender and racial/gender power relations. What is distinctive about this perspective, as compared with other analytical lenses through which we approach race and gender, and what is its value? What does a socioecological perspective suggest about the efficacy of different types of efforts to facilitate greater equity in social relations?

Class Format: seminar

Requirements/Evaluation: class facilitation, critical responses (four 2- to 3-page responses), late-term exam, final essay (10-12 pages) or essay-equivalent (video essay, photo essay, or other)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course introduces students to social psychology's socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

SEM Section: 01  MR 2:35 pm - 3:50 pm  Greta F. Snyder

WGSS 324 (S) Indigenous Women's History (DPE) (WI)

Crosslistings: AMST324 / HIST362 / WGSS324

Secondary Crosslisting

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.
Class Format: seminar

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students' development of independent research papers, this course satisfies the WI requirement.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

Spring 2019

SEM Section: 01 TR 8:30 am - 9:45 am Tyler J. Rogers

WGSS 331 (S) Queer Europe: Sexualities and Politics since 1850 (DPE)

Crosslistings: HIST332 / WGSS331

Secondary Crosslisting

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but Italy and Russia will also be the focus of some meetings. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Class Format: seminar

Requirements/Evaluation: class discussion, the posting of four 500 word response papers, two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Women's, Gender and Sexuality Studies majors

Expected Class Size: 12-20

Distributions: (D2) (DPE)

Distribution Notes: DPE: Queer Europe is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

Attributes: HIST Group C Electives - Europe and Russia
WGSS 337 (S) Race, Sex & Gender in Brazil (DPE)

Crosslistings: ANTH337 / WGSS337

Primary Crosslisting

The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: The seminar will include a mandatory spring break trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects related to social justice, which are integral to the seminar. These form the basis of their final research paper. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

Class Format: seminar

Requirements/Evaluation: research paper and its various components, participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 7

Enrollment Preferences: students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview

Expected Class Size: 7

Materials/Lab Fee: the cost of the spring break trip is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student

Distributions: (D2) (DPE)

Distribution Notes: DPE: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil

Attributes: LATS Countries of Origin + Transnationalism Elect

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WGSS 340 (S) Elizabeth Bishop in the Americas (DPE)

Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340

Secondary Crosslisting

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research
**Requirements/Evaluation:** two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Comparative Literature, Women’s, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 15

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE. This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

**Attributes:** AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL Literary Histories C

**Spring 2019**

**SEM Section: 01** Cancelled

**WGSS 348 (S)** Women, Men and Other Animals (DPE)

**Crosslistings:** SCST348 / WGSS348 / ARTH348 / ENGL348

**Primary Crosslisting**

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal—indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visuals of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

**Class Format:** seminar

**Requirements/Evaluation:** individual research project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Women’s, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

**Expected Class Size:** 15

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS or SCST; meets Division 1 requirement if registration is under ARTH or ENGL

**Spring 2019**

**SEM Section: 01** M 7:00 pm - 9:40 pm Mel Y. Chen

**WGSS 371 (F)** Medicine, Pathology, and Power: An Ethnographic View (DPE) (WI)
How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

**Class Format:** seminar

**Requirements/Evaluation:** four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

**Attributes:** EXPE Experiential Education Courses; PHLH Methods in Public Health; SCST Related Courses;
Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives

Fall 2018

SEM Section: 01 TF 2:35 pm - 3:50 pm Sara Dubow

WGSS 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Crosslistings: COMP401 / GERM401 / WGSS401

Secondary Crosslisting

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: seminar; seminar three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Extra Info: not available for the fifth course option

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

Materials/Lab Fee: course books and reader packet

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under COMP or GERM; meets Division 2 requirement if registration is under WGSS DPE: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2018

SEM Section: 01 MR 1:10 pm - 2:25 pm Helga Druxes

WGSS 420 (S) Senior Seminar: The Drag of Black Masculinity (DPE)

Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

Primary Crosslisting

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the
effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men’s sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

Class Format: seminar

Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Women’s, Gender, and Sexuality Studies majors and others with substantial background in Women’s, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

Expected Class Size: 14

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE; This course fulfills the DPE requirement in that it centers questions of power and privilege.

Spring 2019

SEM Section: 01  Cancelled

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GENERAL INFORMATION

The primary objectives of the economics major are to develop an understanding of how individuals, organizations and societies meet their material needs. The introductory courses present the fundamental principles of economics at a level that is useful for understanding a wide range of social and policy issues. The core theory courses provide a more rigorous grounding in the tools used in analyzing individual choice, the functioning of markets, and the behavior of output, employment, and inflation. The econometrics course familiarizes students with the methods used to analyze economic data, and equips them with the tools necessary to critique and conduct empirical research. The electives draw on the skills developed in the introductory and core courses to gain a richer understanding of specific aspects of economic behavior and public policy.

The economics major and business careers. The analytical and critical thinking skills taught in economics classes are useful for many careers, including business. The major is not designed to provide pre-professional training in business or management, however. Students from a wide variety of majors, including the sciences and humanities, have gone on to successful business careers. We therefore advise those interested in business to acquire a broad exposure to the arts, social science, and natural sciences, and to major in a subject that engages their interest even if that subject is something other than economics.

Planning for a possible economics major. Given the hierarchical structure of the economics major, students considering the economics major should try to start with ECON 110 during their first year. Since ECON 255 requires a prior statistics course (STAT 161, 201 or 202), prospective economics majors should complete the statistics requirement relatively early in their college careers. Since the 400-level electives typically require at least two of the intermediate core courses (ECON 251, 252, or 255), students are strongly encouraged to complete the core courses by the end of junior year. We prefer that the three intermediate core classes be taken at Williams, so students planning on studying abroad as juniors should aim to complete these courses before departure if possible.

Preparation for graduate school. Graduate study in economics requires considerably more mathematical training than that necessary for the economics major. We advise students who are considering pursuing a Ph.D. to take at a minimum MATH 150 or 151, MATH 209 or 309, MATH 250, and MATH 350. We also advise students to consider electives such as ECON 451, 471, 472, or 475 that present advanced perspectives on contemporary economic theory or econometrics. As graduate schools look for evidence of research aptitude, we also encourage those interested in graduate school to pursue the Honors program.

MAJOR REQUIREMENTS

Except for those receiving AP, IB, or A-level credit (see below), nine courses are required for the economics major. These are:

Introductory Courses

Economics 110 Principles of Microeconomics

Economics 120 Principles of Macroeconomics. Prerequisite: ECON 110

Passing the quantitative studies exam or the equivalent is a prerequisite for both classes. Both are suitable for non-majors. Electives numbered 200-299 will require one or both as prerequisites.

Core Courses

Economics 251 Price and Allocation Theory. Prerequisites: differential calculus (MATH 130 or equivalent) and ECON 110

Economics 252 Macroeconomics. Prerequisites: differential calculus (MATH 130 or equivalent), ECON 110 and ECON 120

Economics 255 Econometrics. Prerequisites: differential calculus (MATH 130 or equivalent) plus either STAT 161, 201 or 202. STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018. The combination of STAT 201 and 346 will satisfy the ECON 255 major requirement, although not all upper-level electives and seminars accept STAT 201/346 as a prerequisite in lieu of ECON 255. POEC 253 may
not substitute for ECON 255 in fulfilling the major requirements, although some electives may accept POEC 253 as a prerequisite in lieu of ECON 255.

The three core classes may be taken in any order. All of the 300- and 400-level electives will require at least one of the core classes, and many of the 400-level seminars require ECON 255.

**Elective Courses**

Students must complete at least four economics electives in addition to the introductory and core classes listed above. At least two must be advanced electives numbered 300 to 395. At least one must be a seminar numbered 450-480. A second seminar may be taken in lieu of a 300-level elective. Enrollment preference for 400-level classes is given to seniors who have not already taken a seminar. Note that some of the advanced electives may have specific requirements beyond the core economics courses and MATH 130. With the permission of the instructor, undergraduates may enroll in 500-level graduate courses given by the Center for Development Economics. These courses can substitute for advanced electives numbered 300-395, unless otherwise noted in the course description.

**Credit for AP, IB and A-level Exams**

The Econ 110 requirement will be waived for students who earned a 5 on the microeconomics AP exam, and the Econ 120 requirement will be waived for those who received a 5 on the macroeconomics AP exam. Students satisfying either criterion will receive major credit for the course and may complete the major with either eight or seven additional courses, depending on whether they place out of one or both introductory courses. These would include the introductory course for which no advanced placement was granted (if applicable), the three core classes, and four electives.

Students who received an A on the A-level exam in economics or earned a 6 or 7 in the higher economics IB exam will receive credit for both Econ 110 and 120, and may complete the major with only seven additional courses. These would include the three core classes and four electives.

A score of 5 on the statistics AP exam, a 6 or a 7 on the statistics IB exam, or an A on the A-level statistics exam will satisfy the statistics prerequisites for ECON 255.

**STUDY ABROAD AND TRANSFER CREDIT**

Students may receive credit for college courses taken at other institutions, including those taken as part of a study abroad program. Most economics courses taken elsewhere will qualify for 200-level elective credit. Some may be able to count towards a specific departmental requirement, including the introductory or core courses, or qualify as a 300-level elective. In order to receive the appropriate credit, courses must be approved ahead of time by the Department's Coordinator for Transfer/Study Abroad Credit. (The Department's web site will indicate which faculty member is serving as the Coordinator.) You can find general study away guidelines for Economics at econ.williams.edu/major/study-abroad.

**THE DEGREE WITH HONORS IN ECONOMICS**

Graduating with honors requires the completion of a substantial piece of independent research. Those with an economics GPA of at least 3.5 are encouraged to apply. In addition, because theses typically make use of empirical methods, those considering writing a thesis are strongly advised to complete Econ 255 before the end of junior year.

The honors program involves working closely with a faculty adviser on a subject related to the faculty member’s area of expertise. The first step in pursuing honors is therefore to develop a thesis proposal in consultation with a faculty adviser. The proposal is then submitted to the Department for approval.

The Department offers both a half-year and a full-year honors program:

The half-year program entails enrolling in a one-semester seminar plus a WSP class. Students may either enroll in ECON 491 in the fall semester and ECON 30 during winter study, or they may take ECON 30 during winter study and ECON 492 in the spring. Proposals for a fall semester thesis are due in May of the junior year, while those doing a spring thesis will submit their proposals in December of the senior year. Those choosing the half-year option often base their projects on research that had been initiated in an advanced elective or a seminar, although this is not a requirement.

The full-year program involves taking ECON 493 in the fall, ECON 31 during winter study, and ECON 494 in the spring. Proposals are due in May of the junior year.

Both programs require students to remain on campus during winter study.

Prospective honors students considering studying abroad during their junior year should plan to complete the core courses and at least one 300-level elective by the end of their sophomore year. They are also urged to begin their collaboration with their intended adviser prior to departure, and to consult with the Director of Research on the options for pursuing honors. (The Department’s web site will indicate which faculty member is serving as the Director of Research.)

Further details on the two routes, the application procedure and deadlines are contained in memos sent to economics majors in the spring and fall semesters. The information is also available on the Department’s web site.

In addition to completing the research project, the College Bulletin states that in order to graduate with honors, students must take at least one
course in addition to the minimum number required for the major. Students in the full-year program may substitute ECON 493 for an upper-level elective (excluding those numbered 400-490). Students enrolled in the half-year program may not substitute ECON 491 or 492 for one of their electives.

**GRADUATE COURSES IN DEVELOPMENT ECONOMICS**

Graduate courses given by the Center for Development Economics are open to undergraduates who have taken the prerequisites, although in most cases, permission of instructor is also required. Unless otherwise specified in the course description, these courses can substitute for electives numbered 300-395 in the major.

**ECON 10 (W) A Practitioner’s Overview of Securities Markets and Investment Banking**

A broad overview of various aspects of the Fixed Income and Equities Markets and the role of Investment Banks. Topics, amongst others, will include: The effect of Fiscal and Monetary policy on Markets, Securities Sales and Trading, Bonds and Bond Math, Public Equities and Asset Management, Credit Analysis, Private Equity and Leveraged Buy-outs, Mergers and Acquisitions and Risk Management. Course will focus on real life practices and will include guest speakers and case studies. Course Goal: (1) to provide you with an understanding of how modern capital markets operate from a practical, real-life perspective (2) to help you think critically about issues effecting the stock and bond markets, and (3) to have fun and instill a passion in some of you for future study and/or work in the Securities Industry. Required Readings: (1) *Understanding Wall Street* (Fifth Edition) by Jeffrey Little and Lucien Rhodes (2) Packet of Case Studies (3) Students will be asked to read the Wall Street Journal on the day that each class meets. Class will meet 3 days per week for 2-3 hours per meeting. Outside of class, students will spend time on readings, preparation for case studies, and writing term paper. Adjunct Instructor Bio: Tim Bock ’88 worked at Credit Suisse for 28 years where he ran Global Capital Markets, leading a unit of 250 Investment Bankers responsible for Credit Suisse’s global financing businesses, including equity capital markets, debt capital markets, leveraged finance origination and corporate derivatives. Tim held several other leadership roles at CS, including Global Co-head of the Product platform in the Private Bank and Head of Derivatives Origination in the Equity and Fixed Income Departments.

**Class Format:** mornings

**Requirements/Evaluation:** evaluation will be based on Group Case Study (oral presentation), 5-page term paper (topic TBD); class participation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If overenrolled, priority will be based on written statement of interest

**Materials/Lab Fee:** If overenrolled, priority will be based on written statement of interest

Winter 2019

LEC Section: 01    MTW 10:00 am - 12:50 pm   PORG 10:00 am - 12:50 pm    Timothy D. Bock

**ECON 11 (W) Financial Accounting & Financial Modeling for Private Equity & Investment Banking**

ECON 11 is an intensive winter study designed for students intending to pursue or explore professional opportunities in finance and investing, with a focus on the private equity industry. Incorporating instruction by a dynamic mix of industry professionals and faculty, the course aims to equip students with the fundamental skills required in many entry-level finance positions, preparing them for interviews, internships, and jobs in the field. The course is structured as four-section progression over the four-week term. The first section is an introduction to the basic concepts of corporate finance, and an overview of the private equity and investment banking industries. The second section covers financial accounting, during which students will learn accounting fundamentals, and how to construct, interpret and analyze financial statements. In the third section, students will receive rigorous training in financial modeling and valuation methods, provided by Training the Street, a professional financial training firm. In the fourth week, students will put to test the skills they’ve acquired and build financial models to evaluate an investment in a case company. This is a unique opportunity to receive professional-level training in core competencies of finance and investing, and students are expected to approach it as such. Given the nature and depth of material to be covered, students should plan on committing 20+ hours and 4-5 days per week between in-class sessions and assignments. Adjunct Instructor Bio: Alex Reeves ’11 currently works in Corporate Strategy and Development at Penumbra, a medical technology company based in the San Francisco area. Prior to Penumbra, Alex was an Associate at private investment firm Graham Partners, where he evaluated investments in industrial and manufacturing-related businesses, and supported portfolio companies and their management teams across a range of strategic and financial initiatives. Alex plans to attend the Tuck School of Business in the fall of 2018. Adjunct Co-Instructor Bio: A.J. Rossi graduated from the University of Pennsylvania in 2014, with a double major in Economics and Political Science. A.J. has since joined Graham Partners as an Associate,
where he sources and evaluates new investment opportunities and also provides support and oversight for a number of Graham Partners' portfolio companies. A.J. also currently manages the firm's intern and analyst training programs. Steven C. Graham '82 founded private investment firm Graham Partners in 1988 and serves as Senior Managing Principal. He oversees all of the activities of the firm, including investment sourcing, evaluating, monitoring, and divesting.

Class Format: mornings and afternoons

Requirements/Evaluation: final project, short assignments

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: preference in order of: sophomore; junior; first-year; senior; if over-enrolled, students will submit written statements of interest

Materials/Lab Fee: none

Winter 2019

LEC Section: 01  M-F 10:00 am - 3:50 pm PORG 10:00 am - 3:50 pm  Alexander J. Reeves, AJ Rossi

ECON 12 (W)  Public Speaking

This course will help students become effective and organized public speakers, whether public speaking means giving a class presentation, participating in a debate, or giving a formal speech before a large audience. We will primarily use extemporaneous and prepared class presentations as a means of learning this skill, but we will also study great American speeches, presidential debates, and other examples for further insights into persuasive public speaking techniques. The class will provide a supportive environment to help each student create his or her own public speaking style that is comfortable, confident, and conversational. We will also focus on organizational techniques, handling visual aids effectively, eye contact and body language. Finally, receiving feedback and providing constructive criticism to other students in the class will be an important part of the course.

Class Format: mornings

Requirements/Evaluation: evaluation will be based on in-class presentations, class participation, and a 10-page written critique of the student's own videotaped presentations

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference will be based on written statement of interest

Materials/Lab Fee: none

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01  TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am  Lara D. Shore-Sheppard

ECON 13 (W)  Essential Tools for Startups to Change Good Ideas to Successful Businesses and Organizations

This course provides a road map for turning business ideas into successful businesses. Students generate business ideas and then work in teams to develop a business model to take the ideas to startup and beyond. The course also provides basic training in design thinking, business financials, and business analysis. The course uses the Lean Launchpad methodology used at major business schools throughout the world and endorsed by the National Institutes for Health and the National Science Foundation for commercializing research projects. The course is appropriate for students in any field of study who want to know how to build a startup that succeeds. The class will meet for two and a half hours three days a week for short lectures, discussions, group work, and presentations. Outside of class, students will be required to watch online lectures and videos, read handouts, and to work in teams to develop and research their business models. Teams will be required to develop a team plan, to interview customers, to analyze the results, to revise their plans, to meet with the instructor, and to develop presentations of their work. Each team will make weekly presentations along with a final presentation of their work. They will also develop a team video of the lessons the team learned during the course. Students will also be required to provide a 2-3 page final paper of their experiences in the course. Adjunct Instructor Bio: Steve Fogel has thirty years of experience working with startups. He has helped over 1,000 people start businesses and works with hundreds of entrepreneurs each year. He has used the Lean
Launchpad methodology for the past six years and received training at Stanford University.

Class Format: mornings

Requirements/Evaluation: 2- to 3-page paper; weekly group presentations of the results of investigations done outside of class

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors first

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    MTR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Steven P. Fogel

ECON 14 (W)  Sports Economics

Students will identify an empirical question relevant to a sport. This may be done in consultation with faculty from the Athletics Department. They will then work in a group to review the existing literature, assemble appropriate data and construct an econometric model aimed at addressing the question of interest. The statistical software package STATA will be used for the analyses. The resulting research will be presented at the end of the January term.

Class Format: mornings

Requirements/Evaluation: group-based 10-page paper and final presentation

Prerequisites: Econometrics or suitable substitute

Enrollment Limit: 20

Enrollment Preferences: if over-enrolled, preference will be given to senior and junior Economics majors

Materials/Lab Fee: none

Winter 2019

LEC Section: 01    TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   Will Olney

ECON 15 (W)  Value Investing and Other Hedge Fund Strategies

The intent of the class is to introduce students to the principles of fundamentals based equity investing. The primary focus will be on value investing, but we will broadly explore different equity investment strategies, understand the process behind successful equity selection, and study great investors. While oriented towards students interested in careers in investment management, students contemplating careers in consulting and investment banking will also benefit. Adjunct Instructor Bio: Rahul Bahl ’09 is an investment analyst at Hidden Hills Partners Fund, a value oriented hedge fund in San Francisco. Prior to HHPF, Rahul was an Associate in GE Capital’s Private Equity Group assisting in the management of their $2Bn portfolio of public and private investments.

Class Format: mornings

Requirements/Evaluation: 10-page paper; final project

Prerequisites: quantitative background (math, econ, sciences) and ideally sophomores and juniors (students applying for internships)

Enrollment Limit: 15

Enrollment Preferences: instructor discretion

Materials/Lab Fee: approximately $200 for books

Winter 2019

LEC Section: 01    MWF 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   Rahul Bahl

ECON 16 (W)  Venture Capital--A Legal, Financial and Business Perspective
The course will examine the venture capital industry from both a theoretical and practical perspective and will focus on the interplay of the legal, business, economic and financial issues that need to be dealt with in the formation, organization, governance and financing of new enterprises. The course is designed to provide students with a fundamental knowledge of the corporate and other laws applicable to venture capital, as well as with an appreciation of the concerns of entrepreneurs, venture capitalists and early employees. Class sessions will be devoted primarily to a discussion of business cases taken from the entrepreneurial curriculum of the Harvard Business School. In addition, students will be required to participate in small groups prior to class to prepare advice for entrepreneurs or key employees in three scenarios--an early stage company negotiating with a key executive the company is seeking to hire, a company considering two competing term sheets for venture financing and a company faced with the need for additional financing in a distressed situation. An alternative to one of these scenarios would involve splitting the class into small groups designated as either founders or investors and requiring the groups to negotiate investment terms. As a capstone to the class, students will participate in an in-class business simulation game developed at Wharton that will require students to interact in assigned roles as founders, investors or key employees. In addition to reading and analyzing the assigned business cases prior to class, students will be asked to review various background materials. Classes will meet for at least six hours per week, with additional sessions scheduled for meetings with outside industry experts that accept invitations to address the class. Adjunct Instructor Bio: Mr. Schwed retired from the law firm of WilmerHale in December 2015 after a 40-year career focused on private equity and venture capital. For nine years, he was an adjunct professor at George Washington University Law School teaching a course on venture capital law. He taught this course during Winter Study in 2017 and 2018. Mr. Schwed graduated from Williams with a degree in Economics in 1971 and from Harvard Law School in 1974.

Class Format: mornings; occasional afternoon sessions will be held to meet with industry guests on an informal basis

Requirements/Evaluation: participation in class, preparation of discussion outlines (each equivalent to a 3-4 page paper) in connection with the small group assignments, and participation in the business simulation game

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: by lot with preference for seniors

Materials/Lab Fee: $100

Winter 2019
LEC Section: 01    MWF 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   Robert A. Schwed

ECON 17 (W) Watching Wall Street from Washington: Financial Market Analysis for the Public Sector

This course investigates the strategies for, as well as the relevance of, financial market analysis directed toward the public good. Students will develop a deeper understanding of global financial markets, and learn how that understanding can be leveraged to help shape and achieve policy goals. Specifically, the course will cover five major topics: 1) Basic techniques for financial market analysis across a variety of major asset classes; 2) The characteristics of financial market analysis--its forms, theoretical underpinnings, positive attributes, and deficiencies; 3) The hierarchy of policy relevance of financial market analysis; 4) Costs, risks, and difficulties of financial market analysis for the public sector; and 5) Future challenges and formulations of public sector market analysis given the technological developments in finance, money management, and trading. Readings will primarily be publicly available articles and papers, as well as one basic reference book: Gliner, Greg; Global Macro Trading: Profiting in a New World Economy; Bloomberg Press, 2014. We will meet three times a week for two-hour sessions, with extra discussion and presentation times scheduled in accordance to our needs. Adjunct Instructor Bio: John Fagan '95, Director of the Treasury Markets Room and former senior strategist at Discovery Capital, holds a JD and an MPA from Harvard and a BA from Williams.

Class Format: mornings

Requirements/Evaluation: evaluation will be based on a 5- to 10-page presentation including charts and succinct text to be presented in a 10 minute briefing format; attendance and participation will also be taken into account

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 12

Enrollment Preferences: preference to seniors

Materials/Lab Fee: approximately $40 for the required book

Winter 2019
LEC Section: 01    TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   John Fagan
We will explore interactive games and how they can be used for scholarly research, teaching or training, negotiation, and, oh, yes, having fun. In math and economics, games are the fundamental way we model situations in which people (or firms or governments) interact with each other, and we use these games to predict responses to new policies, to teach policymakers how policies might work in practice, and to test theories of behavior. In negotiation and policy making, games can be used to demonstrate key concepts about stakeholders, their positions, and their strategies, as well as pitfalls and paths to "win-win" outcomes to resolve public disputes. A number of popular board games and video games also can have similar applications. In our class, we will learn about different types of games and how they can be used. Short readings will be complemented with in-class game play and discussions of the games, and we will watch some relevant movies. Students will keep a journal of reflections on their experiences with the games. The semester will culminate in students designing games of their own--negotiation games, economic games, mathematical games, or board games--and presenting them and playing them with the group.

Class Format: Tuesday, Wednesday & Thursday 1-4pm

Requirements/Evaluation: final project; game journal

Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: expressed interest
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

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The term "Wealth Management" may already have STEM majors, history majors, performing artists and for that fact most liberal art students skipping to another course title. But why is this relatively new field being populated by the very people most likely to skip this offering? The challenges and issues involved in the field of Wealth Management touch everyone, not just the perceived elite on Wall Street. Early life decisions about such matters such as paying back student debt, getting married, buying a house are just the beginning of a life entangled with the issues of allocating and managing one's resources. At its root, wealth management is a multidisciplinary field, so whether as a consumer (which everyone will be) or a potential practitioner, this course will hopefully provide and introduction to the major issues, terminology, and theories that make up the field. This includes gaining an understanding of basic tenets including: Risk/Reward, Time Value of Money, Borrowing principles, gifting, gifting to Williams College, and other areas of market theory. Through simulations, group projects and an individual paper, students will gain a solid overview of the field, demystifying its language and becoming better lifetime consumers with the potential result of creating one or two eventual practitioners. Adjunct Instructor Bio: Kate Kennedy '88 is an Attorney and CPA who is a co-leader of the Executive Financial Planning practice at a growing Registered Investment Advisor. She has practiced law, done taxes, survived the 2008 financial crisis. She has worked as an attorney in a law firm as well as at Arthur Andersen LLP, The Ayco Company (A Goldman Sachs Company); Lehman Brothers; Barclays and now is a Partner at HPM Partners (which is to be renamed by 7/1/18).

Class Format: mornings

Requirements/Evaluation: one short paper and class participation

Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: random selection; preference to non-economics majors
Materials/Lab Fee: none
ECON 20 (W) Ethical Issues of Hedge Fund Compliance and Regulation

Through lecture and case-study, this course is designed to introduce students to the structure and goals of hedge funds, the relevant laws and regulations that govern them, and the ethical issues which arise as an employee and in-house counsel. Having established a working foundation of what a hedge fund is and how it operates, students will focus on the various conflicts of interest endemic to a hedge fund structure. Conflicts between the hedge fund manager and the hedge funds (employees and their investors) as well as conflicts among the multiple funds themselves. Students will learn to recognize these conflicts not just in finance but throughout their daily lives. The course will detail the structure of the compliance departments that monitor hedge funds and the ethical obligations of in-house compliance and legal departments. The class will work through real life examples of issues that have arisen at hedge funds in recent years. Cases will involve some of the significant issues monitored by compliance such as insider trading, failure to disclose information to investors, conflicts of interest, bribery issues, Anti-money laundering issues, and presentation of the fund's performance. The class will examine the responsibilities of young analysts at a hedge fund and what is expected of them as well as the pressure they face to play close to the edge of what is legal. The course will discuss creating a culture of compliance and what that entails from the compliance department as well as from employees themselves. What are the obligations of the individual to speak out when violations are observed? The students will be presented with articles about hedge funds from both the media, the SEC and hedge funds themselves. These readings will present the students with a window into the goals of hedge funds and the ethical issues which must be managed when working at a hedge fund. 


Requirements/Evaluation: 5-page paper; the assessments are based on presenting the students with real-life compliance issues and asking them to prepare a policy and procedure to help manage this issue for the firm

Prerequisites: interest in finance or ethics

Enrollment Limit: 30

Enrollment Preferences: preference to juniors and seniors; other prospective students based on a paragraph describing their interest in the course

Materials/Lab Fee: none

Winter 2019

LEC Section: 01    MTW 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Mark D. Schein

ECON 22 (W) Volunteer Income Tax Assistance

Crosslistings: ECON22 / POEC22

Primary Crosslisting

This experiential course provides students the opportunity to explore public policy through training and work as volunteer income tax preparers for low income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10 page analytic essay or serving as tax preparers for local clients of the Berkshire Community Action Council.

The course will also offer an overview of the U.S. income tax, and the role of the tax system in overall U.S. social policy, especially policy towards lower-income households. Coursework will consist of a series of classes and open lab sessions coordinated with the self-paced IRS "Link and Learn" online tax preparer training program. Class time will be spent discussing policy and program context as well as working through the online training program. A poverty simulation and follow up Q&A session featuring guests from local social service organizations will help orient students to the issues facing low-income families in the northern Berkshires.

Class Format: afternoons

Requirements/Evaluation: 10-page paper; complete IRS certification to assist in tax preparation; volunteer work

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: written statement of interest

Materials/Lab Fee: $15

Attributes: EXPE Experiential Education Courses

Winter 2019
ECON 23 (W) Investing
This class is designed to provide students with an overview of endowment and investment management and is taught by members of the Williams College Investment Office. The Investment Office is responsible for overseeing Williams’ $2.7 billion endowment. Through presentations, discussion, readings, and project work, Winter Study students will gain a better understanding of the various components of an institutional investment portfolio, how it is managed, and how investment managers are selected and monitored. Students will learn about portfolio theory as well as specific asset classes such as global equities, hedge funds, venture capital, buyouts, real estate, and fixed income. Students are expected to attend all on-campus classes (approx. 6 hours/week) and complete a set of relevant readings, a case study exercise, journal entries, and a final project (approx. 20 hours/week). Students will also be required to complete an introductory excel course. The course is open to freshmen, sophomores, and juniors. Adjunct Instructor Bio: Abigail Wattley ’05, Managing Director--Abigail rejoined Williams College in September 2010 after business school. From 2007 to 2008 Abigail worked in the Williams Investment Office in the role of Investment Analyst. Prior to working for Williams, Abigail was a Senior Consulting Associate at Cambridge Associates. Abigail received a B.A. in Economics from Williams College in 2005 and a Masters of Business Administration from Harvard Business School in 2010.

Class Format: mornings
Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 8
Enrollment Preferences: if overenrolled, students will be selected via phone interviews
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Abigail G. Wattley

ECON 24 (W) Economics, Geography and Appreciation of Wine
This course provides an introduction to the economics, geography and appreciation of wine. We will be studying the economics and geography of wine production, and will also learn to identify, understand and appreciate the major wine types of the world. The course will involve lectures, outside readings, discussions, and in-class wine tastings. We will focus primarily on the Old World wine styles and regions of France, Italy, Germany, Austria, Spain and Portugal, but will also cover some New World wine regions including California, Oregon, Chile, Argentina, South Africa, New Zealand and Australia among others. Students are invited to email the instructor with a brief description of background and interests, but are not required to do so.

Class Format: Tuesday and Thursday evenings
Requirements/Evaluation: in addition to the final project presentation, a blind tasting exam
Prerequisites: none, but students must be 21 years old on or before the first day of class
Enrollment Limit: 10
Enrollment Preferences: mix of academic record and diversity of backgrounds and interests
Materials/Lab Fee: $300
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TR 7:00 pm - 10:00 pm PORG 7:00 pm - 10:00 pm Peter L. Pedroni

ECON 27 (W) Quilting Inspired by Gee’s Bend
Quilting as an art form is present in many communities, but residents of Gee’s Bend, Alabama are recognized for their very distinctive quilting style. In this hands-on class students will learn the basics of quilt-making, inspired by the designs and techniques used in Gee’s Bend. Students will also learn about the history of this group of African American quilt-makers and the economic forces that influenced their work. The course will involve field trips to a local quilt store and museum, instruction in techniques such as improvisational piecing, and creation of an original art quilt. The course will culminate
with a public exhibition of students' quilts. No previous sewing experience required.  Adjunct Co-Instructor Bio: Chris LaLumia is a life-long quilter and retired teacher. She taught one of her daughters to be an award-winning art quilter. Her other daughter is an economics professor at Williams College.

Class Format: mornings
Requirements/Evaluation: final formal public exhibit
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: statement of interest
Materials/Lab Fee: $355
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    TWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm  Sara  LaLumia, Christian  LaLumia

ECON 28 (W) Solution Design: from Ideas to Implementation
Crosslistings: ECON28 / CSCI28

Primary Crosslisting
Designing a pair of computerized glasses is not enough. Who will use them, and what problems will they solve? How can you be certain someone will adopt your new technology before you spend millions of dollars building it? Google Glass and other wearable technologies have struggled to answer these questions. In fact, somewhere between 40 and 60 percent of large IT projects fail and all too often, the cause has little to do with the quality of technical engineering. Innovators often solve the wrong problem, misidentify the users of the software, or fail to adapt to evolving requirements. The challenge is that engineers--and Williams students--like to be told what problem they are to solve, but the average consumer is terrible at knowing what they want until they see how the new product will work. Solution design offers a powerful framework for resolving this paradox efficiently. We will examine how to visualize interactions between market forces, corporate directives, and engineering requirements, and how to apply design thinking to generate novel ideas within these constraints. Then, we will interrogate the strength of our ideas by asking author Marty Kagan’s questions: is it feasible? is it valuable? will someone use it? and does it have business viability? Readings by Steve Blank and Eric Reis emphasize the importance of low-cost, rapid prototyping/experimentation and statistical analysis thereof that results in actionable development goals. Finally, we will introduce topics in human computer interaction, and organization tools for complex technical collaborations like Git and the Getting Things Done methodology for task management. Throughout the course, small teams will deploy this toolkit against problems of the students’ choosing. One team may wish to design a new app for the WSO website. Another team may choose to interview a local organization and design a technology powered tool that can improve its operations. You are the innovator. Small teams of students will each execute one iteration of design and prepare a plan for developing a technological solution to a problem of their choosing. The contents of the plans may include: careful descriptions of the product's goals, stakeholders, target users, assumptions, and constraints; a business plan; sketches of a user interface; first steps in programming an application; write ups of experiments intended to test underlying assumptions; and a direction for future development efforts.  Adjunct Instructor Bio: Allan Wellenstein is a senior vice-president at DataArt, a global technology consulting firm and the head of their Solution Design consulting practice. Allan has over 15 years of experience helping some of the world largest companies design and implement massive technology transformations. Though technically headquartered in New York City, he lives with his wife and three children in Pittsfield, MA.

Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: students will be asked to submit a brief paragraph describing their interest in the course and what they hope to get out of it
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm  Allan  Wellenstein

ECON 30 (W) Honors Project: Economics
The “Specialization Route” to the degree with Honors in Economics requires that each candidate take an Honors Winter Study Project in January of their senior year. Students who wish to begin their honors work in January should submit a detailed proposal. Decisions on admission to the Honors WSP will be made in the fall. Information on the procedures will be mailed to senior majors in economics early in the fall semester. Seniors who wish to apply for admission to the Honors WSP and thereby to the Honors Program should register for this WSP as their first choice. Some seniors will have begun honors work in the fall and wish to complete it in the WSP. They will be admitted to the WSP if they have made satisfactory progress. They should register for this WSP as their first choice.

Class Format: honors project
Distributions: (D2)

Winter 2019

ECON 31 (W) Honors Thesis: Economics
To be taken by students participating in year-long thesis research Economics 493-494.

Class Format: thesis
Distributions: (D2)

Winter 2019

ECON 52 (W) Micro-Simulation Modeling for Ex Ante Policy Analysis
Micro-simulation modeling provides one of the most powerful tools for ex ante evidence-based analysis of economic and social policy interventions. Rooted in representative household surveys of a country's population, the models provide a picture of poverty, employment, consumption and income levels throughout the country. A micro-simulation model enables researchers to investigate the impact of existing economic and social policy interventions (such as tax and public benefit interventions) on income levels, poverty, inequality and other outcomes. In addition, researchers are able to simulate the impact and estimate the cost of new policy interventions. During this course, students will learn to apply these methods to analyze public policies and interpret the findings. The course examines measurement issues, analytical tools and their application to household survey data for a range of developing countries. The course also links the outcomes of the analysis with the challenges of policy implementation, exploring how the political environment and/or institutional setting may result in the implementation of second-best options. This is a hands-on modeling course, and students will build a micro-simulation model for a country of their choice and use this model in completing the course requirements. The course will employ Excel, Stata and advanced micro-simulation packages. The final requirement for the course is a policy paper that provides students with an opportunity to write accessible prose that communicates the methodology adopted and the key lessons of the analysis.

Class Format: M-F 10-11:50am
Requirements/Evaluation: exercises, presentation, policy papers
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: statement of interest emailed to instructor
Materials/Lab Fee: $0
Not offered current academic year

ECON 54 Financial Crises and Macroeconomic Policy
Financial crises are a common feature of emerging and developing economies. Frictions in the financial sector can amplify aggregate fluctuations originating in other sectors of the economy or the financial sector can be its own source of macroeconomic instability. This course studies both dimensions, examining the build-up and aftermath of financial crises. We will study empirical regularities across currency, sovereign debt, and banking crises, and provide a theoretical framework to think about the transmission mechanism of shocks. We will discuss policy responses like exchange rate policies, interest rate policies and capital controls.

Class Format: lecture
ECON 99 (W) Independent Study: Economics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D2)

Winter 2019
IND Section: 01    TBA    David J. Zimmerman

ECON 110 (F) Principles of Microeconomics (QFR)
This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, quizzes, short essays, two midterms (one for Bradburd's sections), final exam
Extra Info: this course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's, Gender and Sexuality Studies
Extra Info 2: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 40
Department Notes: the department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course
Distributions: (D2) (QFR)
Distribution Notes: Prof. Bradburd's section ONLY; intends to use the issue of environmental protection in general, and climate change in particular, as the vehicle for presenting and applying many, though not all, of the economic concepts and tools developed in the course
Attributes: POEC Required Courses;

Fall 2018
LEC Section: 01    MR 1:10 pm - 2:25 pm    Sara LaLumia
LEC Section: 02    MR 2:35 pm - 3:50 pm    Sara LaLumia
LEC Section: 03    TR 8:30 am - 9:45 am    Don Carlson
LEC Section: 04    TR 11:20 am - 12:35 pm   Owen Thompson
LEC Section: 05    TF 1:10 pm - 2:25 pm    Owen Thompson
LEC Section: 06    TF 2:35 pm - 3:50 pm    Melinda Petre

Spring 2019

ECON 120 (F) Principles of Macroeconomics (QFR)
This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, short essays, midterm, final exam
Prerequisites: ECON 110
Enrollment Limit: 40
Expected Class Size: 40
Distributions: (D2) (QFR)
Attributes: POEC Required Courses;

Fall 2018
LEC Section: 01 TR 8:30 am - 9:45 am Will Olney
LEC Section: 02 TR 9:55 am - 11:10 am Will Olney

Spring 2019
LEC Section: 01 TF 1:10 pm - 2:25 pm Quamrul H. Ashraf
LEC Section: 02 TF 2:35 pm - 3:50 pm Quamrul H. Ashraf
LEC Section: 03 MWF 8:30 am - 9:45 am Steven E. Nafziger
LEC Section: 04 TR 8:30 am - 9:45 am Gregory P. Casey
LEC Section: 05 TR 9:55 am - 11:10 am Gregory P. Casey

ECON 203 (S) Gender and Economics
Crosslistings: ECON203 / WGSS205

Primary Crosslisting
This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., comparable worth policies, AFDC/TANF, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

Class Format: lecture/discussion
Requirements/Evaluation: weekly discussion papers, two midterms, and a final paper and presentation
Prerequisites: ECON 110
Enrollment Limit: 25
Expected Class Size: 25
Distributions: (D2)
Attributes: FYCR Open to First-Year Students; POEC U.S. Political Economy + Public Policy Course

Not offered current academic year
Primary Crosslisting

The leaders of poor countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in poor countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: lecture/discussion

Requirements/Evaluation: short essays/assignments; exam; final group project, including a 15-page paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: GBST African Studies Electives; GBST Economic Development Studies Electives; POEC Comparative POEC/Public Policy Courses

Fall 2018
LEC Section: 01    MWF 8:30 am - 9:45 am     Steven E. Nafziger

ECON 205 (F)  Public Economics

This course examines the role of the government in a market economy. Three broad issues are considered: under what conditions is government intervention in the economy appropriate? When merited what is the most effective form of intervention? What effects do government policies have on incentives and behavior? After examining these questions from a theoretical perspective, the course will turn to analysis of particular government spending programs in the United States including Social Security, various types of publicly-provided insurance, spending on education, and public assistance for the poor. Finally we will study how the government raises revenue through taxation. We will discuss the principles that guide tax design and consider the effects of the tax code on behavior.

Class Format: lecture/discussion

Requirements/Evaluation: problem sets, short writing assignments, midterm and final exam

Prerequisites: ECON 110

Enrollment Limit: 40

Expected Class Size: 30

Distributions: (D2)

Attributes: PHLH Decision-Making by Institutions + Individuals; POEC U.S. Political Economy + Public Policy Course

Fall 2018
LEC Section: 01    TR 9:55 am - 11:10 am     William M. Gentry

ECON 209 (S)  Labor Economics and Policy
Employment—finding it (or looking for but not finding it), its compensation, and the conditions under which it occurs—is a key concern for most residents of advanced economies throughout their adult lives. Work is the main source of income for the vast majority of working-age adults in these economies, and work-related issues and policies reliably top national policy agendas. Labor economics is the study of these issues—how the level and distribution of skills, wages, employment, and income are determined in the market for labor and how various policies affect this market and its outcomes. In this course we will apply the tools of microeconomics to analyze labor force participation, the allocation of time to market work, migration, labor demand, investment in human capital (education and on-the-job training), discrimination, unions and unemployment. We will also examine the impact of government programs and mandates such as employment-based tax credits, unemployment insurance, antipoverty programs, and minimum wages on the labor market. We will devote particular attention to topics of current U.S. policy interest, including immigration, income inequality, and education.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, short writing assignments, midterm and final exam
Prerequisites: ECON 110
Enrollment Limit: 40
Enrollment Preferences: Economics and Political Economy majors and sophomores
Expected Class Size: 30
Distributions: (D2)
Attributes: POEC U.S. Political Economy + Public Policy Course
Not offered current academic year

ECON 212 (F) Markets And Morals (WI)
What are the moral foundations necessary to support a free market economy? Does capitalism need a moral base—and if so, does the operation of a market economy erode the moral and ethical foundations on which it rests? We read Adam Smith, Mill, Keynes, Galbraith and other neoclassical philosophers writing about the social fabric that holds an atomistic free market political economy together, with particular emphasis on Smith's "other book"—Theory of Moral Sentiments—as an argument for limits to self-interested behavior inherent in human nature. (What is the sound of one Invisible Hand clapping?) We test our own articulated moral and political values against the existing political economy of Western democracies with help from more contemporary authors like Amartya Sen, Kenneth Boulding and Robert Kuttner. We will examine in depth the market for carbon offsets as a case study for the evaluation of the ethical validity of market-based solutions to climate problems. Students will write final papers on how well selected aspects of free market economies (organization of production, distribution of resources, mechanisms of inheritance, taxation) measure up to their own stated sense of justice—and how we might reform or perfect markets to align better with our morals.

Class Format: seminar
Requirements/Evaluation: 3- to 5-page opinion paper (15%), 5-page comparative paper (20%), final paper applying learning to a specific context (40%), class participation and discussion posts (25%)
Extra Info: not available for the fifth course option
Prerequisites: ECON 110
Enrollment Limit: 19
Enrollment Preferences: letters written to instructor
Expected Class Size: 19
Distributions: (D2) (WI)
Distribution Notes: WI: Students will write a 3- to 5-page opinion/argumentation paper early in the semester with feedback on writing, clarity of expression, and logical argumentation. They will write a second 5-page paper comparing two works assigned to date and a final paper (12-14 pages) applying our shared learning to a particular aspect of market economies. For all of the papers, students are encouraged to submit iterative drafts incorporating instructor comments and critiques.

Fall 2018
SEM Section: 01  MR 1:10 pm - 2:25 pm  Don Carlson

ECON 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)
Crosslistings: ECON213 / ENVI213
Primary Crosslisting

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.

Class Format: lecture
Requirements/Evaluation: problem sets, short essays, paper(s); exam(s) are possible
Prerequisites: ECON 110
Enrollment Limit: 30
Expected Class Size: 30
Department Notes: this course will count toward both the Environmental Studies major and concentration
Distributions: (D2) (QFR)
Attributes: ENVI Environmental Policy; POEC Comparative POEC/Public Policy Courses;

Spring 2019
LEC Section: 01 MW 11:00 am - 12:15 pm Sarah A. Jacobson

ECON 215 (S) Globalization
Crosslistings: ECON215 / GBST315

Primary Crosslisting

This course will examine the causes and consequences of globalization. This includes studying topics such as trade, immigration, foreign direct investment, and offshoring. The impact of these forms of globalization on welfare, wages, employment, and inequality will be a focal point. Throughout we will rely on economic principles, models, and empirical tools to explain and examine these contentious issues.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, two midterms, and a final paper and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 110
Enrollment Limit: 25
Expected Class Size: 25
Distributions: (D2)
Attributes: GBST Economic Development Studies Electives; MAST Interdepartmental Electives; POEC International Political Economy Courses

Spring 2019
LEC Section: 01 TR 8:30 am - 9:45 am Will Olney

ECON 219 (F) Global Economic History  (WI)

Why did Western Europe--and not China, India, or the Middle East--first experience the Industrial Revolution? Why did Latin America fall behind in the 20th century, while Japan and eventually China boomed? What explains the historical success of the US economy? And why has African economic growth been relatively slow for so long? These and other questions will guide our exploration of global economic development over the past several millennia. We will draw on micro and macroeconomic theory to help explain and interpret the historical roots of the modern global economy. Our focus will be broadly comparative across space and time, with an emphasis on how institutions, resource endowments, culture, technology, and market developments help explain economic differences and change around the world. Throughout the course, we will draw on micro and macroeconomic theories and concepts to help explain and interpret the historical roots of modern global economy.

Class Format: tutorial; weekly one hour meetings in groups of two
Requirements/Evaluation: evaluation will be based on five 5- to 7-page papers, critiques of fellow students’ papers, a longer revision of a paper, and
ECON 220 (S) American Economic History

This course examines the growth and development of the American economy from the colonial era to the modern period. The emphasis will be on the use of economic theory and quantitative evidence to explore key questions and themes in U.S. history. Topics may include some or all of the following: the development of colonial markets, the economic origins of the U.S. Constitution, immigration, agricultural innovation, industrialization, slavery, government regulation and policymaking, the Great Depression, the changing roles of women in the U.S. economy, post-World War II growth, the construction of the social safety net, and the place of the United States in the modern global economy. Comparisons will be made to European and non-European experiences when appropriate.

Class Format: lecture/seminar
Requirements/Evaluation: midterm, short problem sets, final, and a research paper
Prerequisites: ECON 110 and 120
Enrollment Limit: 35
Expected Class Size: 35
Distributions: (D2)
Attributes: POEC U.S. Political Economy + Public Policy Course
Not offered current academic year

ECON 227 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA

Crosslistings: ECON227 / ARTH527 / ARTH327

Secondary Crosslisting

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Class Format: seminar
Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 110 or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

Not offered current academic year
ECON 228 (F)  Water as a Scarce Resource  (WI)
Crosslistings: ECON228 / ENVI228

Primary Crosslisting
For a variety of reasons including environmental pollution, urbanization, changing agricultural techniques, resource mismanagement, and the consequences of climate change, water is becoming a scarce resource even in places where it was relatively plentiful in the past, and it is likely to become an increasingly scarce resource over the coming decades. In this course we will use basic economic models to consider policy issues relating to water: Is access to water a basic human right, and if so, what market and non-market mechanisms should play a role in water allocation? Does public ownership of water improve the way it is provided and used? Why do societies differ in their approaches to allocating water and are some systems better than others? What does it mean to have a property right to water? Could private property rights to water help address the water pollution problem? How can societies change their water-related property rights, regulations and social institutions when individuals have implicit or explicit rights to the institutional status quo? Who has the right to water that crosses international boundaries? How should societies allocate water across generations?

Class Format: tutorial, meeting with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (5 in all), prepare and present a written critique of their partners’ papers in alternate weeks, and revise and re-write one of their five papers

Requirements/Evaluation: evaluation will be based on the quality of the papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies, and to students who are already major or concentrators in those subjects

Expected Class Size: 10

Distributions: (D2) (WI)
Attributes: AMST Space and Place Electives; POEC Comparative POEC/Public Policy Courses;

Not offered current academic year

ECON 229 (S)  Law and Economics  (QFR)
This course applies the tools of microeconomic analysis to private (i.e., civil) law. This analysis has both positive and normative aspects. The positive aspects deal with how individuals respond to the incentives created by the legal system. Examples include: how intellectual property law encourages the creation of knowledge while simultaneously restricting the dissemination of intellectual property; how tort law motivates doctors to avoid malpractice suits; and how contract law facilitates agreements. The normative aspects of the analysis ask whether legal rules enhance economic efficiency (or, more broadly, social welfare). Examples include: what legal rules are most appropriate for mitigating pollution, ensuring safe driving, and guaranteeing workplace safety? The course will also cover the economics of legal systems; for example, what are the incentives for plaintiffs to initiate lawsuits and what role do lawyers play in determining outcomes. The course will also consider potential reforms of the legal system.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, problem sets, short papers based on actual court cases and possible legal reforms, a midterm exam, and a final exam

Prerequisites: ECON 110

Enrollment Limit: 35

Enrollment Preferences: Open; prefer a mix of student backgrounds

Expected Class Size: 25

Distributions: (D2) (QFR)
ECON 232 (F) Financial Markets, Institutions and Policies (QFR)

This course first explores the role of the financial system and financial markets, and how they interact with the economy. What does finance do? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? How does the financial system help with the management of risks faced by society? Second, it analyzes the role of the central bank and the conduct of monetary policy. How do central banks set monetary policy and how do those policies affect the economy? How does monetary policy change when interest rates are (virtually) zero? Third, it studies the complexities associated with managing and regulating modern financial instruments and markets. Why are financial crises so common, and why has regulation not succeeded in preventing them?

Class Format: lecture

Requirements/Evaluation: problem sets, midterm, a debate and/or presentation, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 25

Expected Class Size: 25

Distributions: (D2) (QFR)

Attributes: POEC Comparative POEC/Public Policy Courses;

Not offered current academic year

ECON 233 (S) Behavioral Economics and Public Policy

In many ways, the fields of psychology and economics both study the same phenomena: the incentives that influence our decision-making across different contexts. This course provides a survey of the ways in which these two fields intersect, i.e. behavioral economics. Topics include how individual responses to economic incentives can be influenced by heuristics, framing, social norms, and other cognitive or social incentives. Concurrently, the course will review how these concepts can be (or are already being) applied to firm strategy, development, and public policy contexts. These include the role of behavioral economics in programs geared towards reducing poverty, increasing environmental conservation, and encouraging education investment, among others. The course will also discuss whether and how we ought to judge which behaviors are socially desirable and worth encouraging through policy.

Class Format: lecture

Requirements/Evaluation: one in-class midterm, one final exam, 3-5 problem sets, 1-2 short papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: potential or declared social science majors

Expected Class Size: 30

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 238 (F) Sustainable Economic Growth

Crosslistings: ENVI238 / ECON238

Primary Crosslisting

Is it possible to have infinite economic growth on a finite planet? This question has sparked a great deal of inquiry across the social sciences. Some argue that we need to slow or even end economic growth to prevent environmental catastrophe. Others argue that market forces, especially changing
prices and improved technology, will ensure that growth can continue unabated without significant negative consequences. Still others argue that government intervention is necessary to limit negative consequences of economic progress, but that effective interventions are still compatible with sustained economic growth. In this class, we will explore the insights that economics has to offer on this important question. We will start by considering the importance of finite inputs used in production, including fossil fuels, minerals, land, water and food, among others. Then, we will consider whether undesirable byproducts of economic growth will prevent sustained growth. This second part of class will place a lot of emphasis on climate change, but we will also discuss other forms of environmental degradation. Throughout the class, we will pay special attention to the role that government intervention can or cannot play in promoting sustainable economic growth. This class will reinforce core economic concepts taught in introductory microeconomics and introductory macroeconomics.

Class Format: lecture
Requirements/Evaluation: midterms exams, final exam, problem sets, short writing assignments, class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 110 and ECON 120
Enrollment Limit: 30
Enrollment Preferences: potential or declared social science majors
Expected Class Size: 20
Distributions: (D2)
Attributes: ENVI Environmental Policy; POEC Comparative POEC/Public Policy Courses

Fall 2018
LEC Section: 01 TR 9:55 am - 11:10 am Gregory P. Casey

ECON 240 (F) Colonialism and Underdevelopment in South Asia (DPE) (WI) (QFR)
British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

Class Format: tutorial
Requirements/Evaluation: essays (one every other week) and responses to partner's essays will be evaluated
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one course in ECON
Enrollment Limit: 10
Enrollment Preferences: Economics major, prior course on South Asia
Expected Class Size: 10
Distributions: (D2) (DPE) (WI) (QFR)
Distribution Notes: DPE: Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation. QFR and WI: Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies both the WI and QFR requirement.
Attributes: GBST South + Southeast Asia Studies Electives; POEC Comparative POEC/Public Policy Courses;

Fall 2018
TUT Section: T1 TBA Anand V. Swamy

ECON 242 (F) Evaluating the Costs and Benefits of Public Policies
How do we determine whether introducing a new vaccine is cost-effective and worth the investment costs or whether a policy to protect a wetland is worth the sacrifice? Is it possible to assess the economic consequences in terms of benefits and costs of new healthcare regulations? Economists typically use the tools of applied cost-benefit (CBA) and cost-effectiveness analysis (CEA) in order to address such policy questions. The goal of
applied economic evaluations is to identify, measure, and value all relevant costs and benefits of new public policy investments and regulations. This course covers both theory and practice of economic appraisal of a public policy (an investment project, regulation, a specific treatment etc.), with an emphasis on health care and public health applications. The CBA and CEA methods covered in the class are widely used in many other policy areas as well, including public transportation, infrastructure investment and environmental policy.

Class Format: lecture

Requirements/Evaluation: Computer lab assignments, active class participation, midterm exam, and final exam

Prerequisites: ECON 110 or equivalent, MATH 130 or equivalent

Enrollment Limit: 30

Enrollment Preferences: Econ Majors and Public Health Concentrators

Expected Class Size: 20

Distributions: (D2)

Attributes: EVST Social Science/Policy; PHLH Decision-Making by Institutions + Individuals; POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 251 (F) Price and Allocation Theory (QFR)

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis.

Class Format: lecture

Requirements/Evaluation: weekly problem sets, one or more quizzes, one or two midterms, one or two short essays, and a final exam

Prerequisites: ECON 110 and 130 or its equivalent

Enrollment Limit: 30

Expected Class Size: 25

Distributions: (D2) (QFR)

Fall 2018
LEC Section: 01  MW 8:30 am - 9:45 am  Sarah A. Jacobson
LEC Section: 02  MW 11:00 am - 12:15 pm  Sarah A. Jacobson
LEC Section: 03  TR 8:30 am - 9:45 am  Ashok S. Rai
LEC Section: 04  TR 9:55 am - 11:10 am  Ashok S. Rai

Spring 2019
LEC Section: 01  TF 1:10 pm - 2:25 pm  Stephen C. Sheppard
LEC Section: 02  TF 2:35 pm - 3:50 pm  Stephen C. Sheppard

ECON 252 (F) Macroeconomics (QFR)

A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

Class Format: lecture/discussion

Requirements/Evaluation: problem sets and/or written assignments, midterm(s), and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 110 and 120 and MATH 130 or its equivalent

Enrollment Limit: 30

Expected Class Size: 25
Distributions: (D2) (QFR)

Fall 2018
LEC Section: 01   MW 11:00 am - 12:15 pm   Peter J. Montiel
LEC Section: 02   TF 2:35 pm - 3:50 pm    Peter L. Pedroni

Spring 2019
LEC Section: 01   MW 11:00 am - 12:15 pm   Peter J. Montiel
LEC Section: 02   TF 2:35 pm - 3:50 pm    Peter L. Pedroni
LEC Section: 03   TR 8:30 am - 9:45 am     Greg Phelan
LEC Section: 04   TR 9:55 am - 11:10 am    Greg Phelan

ECON 255 (F) Econometrics (QFR)
An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

Class Format: lecture

Requirements/Evaluation: problem sets, two midterms, group presentations, and possible additional assignments Swamy: problem sets, one midterm, final exam and a group project Gentry: problem sets, one midterm, final exam, a group project, and possible additional assignments

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 130, plus STAT 161, 201 or 202 (or equivalent), plus one course in ECON. STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018.

Enrollment Limit: 30
Expected Class Size: 30

Department Notes: students may substitute the combination of STAT 201 and 346 for ECON 255

Distributions: (D2) (QFR)
Attributes: EVST Methods Courses; PHLH Statistics Courses; POEC Required Courses;

Fall 2018
LEC Section: 01   TF 1:10 pm - 2:25 pm   Tara E. Watson
LEC Section: 02   MWF 8:30 am - 9:45 am   David J. Zimmerman

Spring 2019
LEC Section: 01   TR 11:20 am - 12:35 pm   Anand V. Swamy
LEC Section: 02   TF 2:35 pm - 3:50 pm    Anand V. Swamy
LEC Section: 03   TR 8:30 am - 9:45 am     William M. Gentry
LEC Section: 04   MWF 8:30 am - 9:45 am    Melinda Petre

ECON 257 (S) The Economics of Race (DPE)
This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the economic history of slavery, Reconstruction and the Civil Rights Movement; racial gaps in earnings, wealth, educational attainment, standardized test scores, and health outcomes; formal models of taste-based and statistical discrimination; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT
101 will be useful, but is not required.

Class Format: lecture

Requirements/Evaluation: exams, papers, problem sets, participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: first come first serve

Expected Class Size: 30

Distributions: (D2) (DPE)

Distribution Notes: The course is well suited for the DPE Distribution Requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

Attributes: POEC U.S. Political Economy + Public Policy Course

Spring 2019

LEC Section: 01    TF 1:10 pm - 2:25 pm     Owen Thompson

ECON 299 (F) Economic Liberalism and Its Critics  
Crosslistings: POEC250 / PSCI238 / ECON299

Secondary Crosslisting

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx’s revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: lecture/discussion

Requirements/Evaluation: eight short essays, several short homework assignments, and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 35

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 35

Department Notes: formerly POEC 301

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives; POEC Required Courses;

Fall 2018

LEC Section: 01    MR 2:35 pm - 3:50 pm     Jon M. Bakija, James E. Mahon

ECON 348 (F) Economics of Education

This course examines education with an emphasis on understanding investments in human capital, the production of education throughout the life
cycle, and the impact of policy on education. Topics to be covered range from the influence of early life experiences on later educational outcomes to the role of teachers and other school resources in primary and secondary education to post-secondary schooling decisions. Questions to be addressed may include the following: Do high quality preschool investments like Head Start improve outcomes for the students they serve? Does class size matter? How do we measure teacher quality? Are GEDs really equivalent to high school diplomas? What are the benefits of community college attendance? What factors determine college major choice? Students will become more critical readers of the economics of education literature, gain an understanding of the challenges associated with education policy, and a research an education topic of interest to them.

Class Format: lecture

Requirements/Evaluation: Short presentations (20 minutes), short essays (approximately 2 pages), midterm and final exam

Prerequisites: Econ 255, POEC 253, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: Senior majors

Expected Class Size: 25

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course

Fall 2018

LEC Section: 01   W 1:10 pm - 3:50 pm   Melinda Petre

ECON 352 (S) Financial Development and Regulation

Crosslistings: ECONS10 / ECON352

Secondary Crosslisting

This course focuses on the financial system and its role in economic development. The first part explores the functions of finance, how it contributes to growth and income inequality, examining what can be done to increase financial inclusion. It will examine experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then it will study how to make finance effective and how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner. In this final part, attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

Class Format: lecture/discussion

Requirements/Evaluation: midterm, participation in class discussion and debates, and a final research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: for undergraduates, POEC 253 or ECON 255; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 25

Expected Class Size: 20-25

Distributions: (D2)

Attributes: GBST Economic Development Studies Electives; POEC Comparative POEC/Public Policy Courses

Spring 2019

LEC Section: 01   MW 11:00 am - 12:15 pm   Gerard Caprio

ECON 353 (F) Mathematical Economics (QFR)

This course integrates economics at the intermediate level with the tools of mathematics. Topics such as univariate and multivariate calculus will be reviewed or introduced in the context of how these mathematical concepts enhance economic analysis. The combination of economic and mathematical analysis will provide a strong foundation for thesis writing and advanced study of economic theory.

Class Format: lecture

Requirements/Evaluation: quizzes, midterm and a final

Extra Info: may not be taken on a pass/fail basis

Prerequisites: Econ 251 and Math 130
ECON 356 (S) Empirical Methods in Macroeconomics (QFR)
Crosslistings: ECON513 / ECON356

Secondary Crosslisting

Macroeconomics and related fields in international finance and macro development have evolved specialized empirical techniques, known generally as macroeconometrics, which are designed to meet the practical challenges that the data and the empirical questions pose in these fields. The course will introduce the theory and application of these techniques, and students will learn how to implement these techniques using real world data to address practical questions drawn from the field of macro development. The course is also available to undergraduates with permission of the instructor. However, in lieu of Econ 356, undergraduates with good quantitative skills are encouraged to take Econ 371, which will cover a broader range of topics in greater depth.

Class Format: seminar

Requirements/Evaluation: weekly homework assignments, term paper

Prerequisites: ECON 252, ECON 255 or equivalent. Students may not earn credit for both Econ 356 and Econ 371

Enrollment Limit: 19
Enrollment Preferences: Economics majors and CDE fellows
Expected Class Size: 19
Distributions: (D2) (QFR)

Not offered current academic year

ECON 357 (S) The Economics of Higher Education

This tutorial will utilize economic theory and econometric methods to understand a variety of issues pertaining to the economics of colleges and universities. In particular, we'll discuss the logic of non-profit enterprises, the financial structure of a college or university, competition in the market for higher education, policies impacting tuition and financial aid, the individual and societal returns from investments in higher education, and the distinctive features of academic labor markets. Particular attention will be paid to selective liberal arts colleges.

Class Format: tutorial; will meet weekly in groups of two

Requirements/Evaluation: evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 251 and 255 or STAT 346 or permission of instructor

Enrollment Limit: 10
Enrollment Preferences: Economics majors
Expected Class Size: 10
Distributions: (D2)

Spring 2019
TUT Section: T1    TBA    David J. Zimmerman

ECON 358 (S) International Trade

This class will examine the causes and consequences of globalization. We will cover the classic models of international trade and discuss the empirical relevance of these theories. Other global forces such as immigration, foreign direct investment, offshoring, trade policies, and trade agreements will also be examined. Throughout the course we will focus on the factors driving globalization as well as the welfare and distributional
ECON 359 (S) Developing Country Macroeconomics II: Institutions and Policy Regimes
Crosslistings: ECON359 / ECON515
Secondary Crosslisting
Developing countries do not find it difficult to initiate rapid growth, but do find it difficult to sustain it. Growth spurts are often derailed by macroeconomic shocks. As developing countries become increasingly open to trade and financial interactions with the rest of the world, such shocks may become more frequent, and potentially more severe. This course examines the types of macroeconomic institutions and policy regimes that can help developing countries withstand such shocks and sustain economic growth. We will examine fiscal rules, policies toward the domestic financial sector, central bank independence, the design of monetary and exchange rate regimes, and capital account regimes. We will also consider how shortcomings in institutions and policy regimes have contributed to macroeconomic crises in developing countries.

Class Format: lecture
Requirements/Evaluation: two midterms and a final project
Extra Info: not available for the fifth course option
Prerequisites: ECON 505 or 506; undergraduate enrollment limited and requires instructor's permission
Expected Class Size: 25-30
Distributions: (D2)
Attributes: GBST Economic Development Studies Electives; POEC International Political Economy Courses

Spring 2019
SEM Section: 01    MWF 8:30 am - 9:45 am    Peter J. Montiel

ECON 360 (S) Monetary Economics (QFR)
This course covers a range of theoretical and applied issues bearing on monetary policy as conducted in the U.S. and abroad. Topics to be discussed include: What causes inflation? What are the channels through which monetary policy affects the economy? Why should central banks commit to policy rules? How do exchange rates respond to monetary policy? How did the gold standard work? And will cryptocurrencies replace the dollar? In addition, we will develop and learn how to simulate the "New Keynesian" macroeconomic model, which has become the standard framework for monetary policy analysis for central banks around the world.

Class Format: lecture
Requirements/Evaluation: at least one exam, a research paper and a class presentation
Extra Info: not available for the fifth course option
Prerequisites: ECON 252 and 255. Multivariate calculus (MATH 150 or 151) is recommended but not required
Enrollment Limit: 25
Enrollment Preferences: junior and senior Economics majors
Expected Class Size: 25
Distributions: (D2) (QFR)
Attributes: GBST Economic Development Studies Electives; POEC International Political Economy Courses;
ECON 361 (S) Political Economy and Economic Development

Crosslistings: ECON524 / ECON361

Primary Crosslisting

This course is intended as an introduction to the newly emerging field of political economy of institutions and development. Key questions of interest include how voters behave and how this affects policy and economic outcomes; the nature, evolution and economic implication of corruption, and how it can be controlled; and the economics of conflict. The goal of the course is both to provide students of a sense of the frontier research topics in political economy in developing countries and to introduce them to the methodologies used to investigate these topics.

Class Format: lecture/discussion

Requirements/Evaluation: problem sets, quizzes, presentation, final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ECON 110 and (ECON 255 or STAT 346) or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: junior and senior majors

Expected Class Size: 25

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 362 (S) Global Competitive Strategies

This course maintains an IO perspective, acknowledging the centrality of large, multinational firms in determining the pattern and success of a nation's international economic activities (which include, but are not limited to, a wide range of licensing, trade, and diverse configurations of foreign direct investment activities, and their implications for employment, profitability, and social welfare at home and abroad.) In this sense, we depart from international economic approaches that focus foremost on the ways in which a country's factor endowments, domestic market characteristics, and government policies promote or impede such activities, although in our treatment we do not neglect these factors, but treat them as constraints upon, or resources supporting, the optimizing behaviors of large firms. During and following a case-based module in which we learn and simulate the strategic decision processes used by executives of multinationals, we examine the actual trade and investment decisions of those firms, compare them to the predictions of international trade and multinational IO theories, and seek to explain divergences where they are identified. Throughout, competitive strategies of domestic and foreign rivals in markets around the world are explored. As well, the types and efficacy of various government policies in promoting the competitiveness of industries in regional and global markets -- and how they are linked to recent work in growth theory -- are examined. Further, substantial recent shifts in the nature of globalized economic activity, including the changing relative mobility and power of capital and labor, are examined. Finally, welfare propositions and policy ideas for addressing welfare impacts are advanced and discussed. Written cases, class participation, a mid-term exam, and a final paper or exam are expected.

Class Format: lecture/discussion

Requirements/Evaluation: written cases; class participation; a midterm exam; and a final paper or exam

Extra Info: not available for the fifth course option

Prerequisites: ECON 251

Enrollment Limit: 25

Enrollment Preferences: senior Economics majors

Expected Class Size: 25

Distributions: (D2)

Attributes: GBST Economic Development Studies Electives
ECON 364 (F) Theory of Asset Pricing (QFR)

What is the price of time? What is the price of risk? How do markets allocate resources across time and uncertain states of the world? This course theoretically studies how markets allocate scarce resource across time and when outcomes are risky. The "goods" in such markets are called "assets" and the prices of "assets" determine the cost of trading resources across time and across uncertain states of the world. We theoretically investigate how equilibrium determines the price of time, then asset price implications; then asset allocations and prices in the presence of risk; finally, implications for new assets.

Class Format: lecture

Requirements/Evaluation: problem sets and exams

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ECON 251 or ECON 252; and ECON 255 or STAT 201

Enrollment Limit: 25

Expected Class Size: 25

Distributions: (D2) (QFR)

ECON 366 (S) International Trade and Development

Crosslistings: ECON516 / ECON366

Secondary Crosslisting

This course will examine the causes and consequences of globalization and its implications for less-developed countries. We will study the classic models of international trade and discuss the empirical relevance of these theories. In addition, we will focus on other dimensions of globalization that are of particular importance to developing countries such as trade and education, emigration, brain drain, remittances, foreign direct investment, trade policies, infant industry protection, trade and growth, the resource course, and trade agreements.

Class Format: lecture/discussion

Requirements/Evaluation: problem sets, midterm, presentation, and final

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 251 and ECON 255; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D2)

Attributes: GBST Economic Development Studies Electives; POEC International Political Economy Courses

ECON 371 (F) Time Series Econometrics and Empirical Methods for Macro (QFR)

Econometric methods in many fields including macro and monetary economics, finance and international growth and development, as well as numerous fields beyond economics, have evolved a distinct set of techniques which are designed to meet the practical challenges posed by the typical empirical questions and available time series data of these fields. The course will begin with an introductory review of concepts of estimation and inference for large data samples in the context of the challenges of multivariate endogeneous systems, and will then focus on associated methods for analysis of short dynamics such as vector autoregressive techniques and methods for analysis of long run dynamics such as cointegration techniques. Students will be introduced to concepts and techniques analytically, but also by intuition, learning by doing, and by computer simulation and
illustration. The course is particularly well suited for economics majors wishing to explore advanced empirical methods, or for statistics, mathematics or computer science majors wishing to learn more about the ways in which the subject of their majors interacts with the fields of economics. The method of evaluation will include a term paper. ECON 252 and either STATS 346 or ECON 255 are formal prerequisites, although for students with exceptionally strong math/stats backgrounds these can be waived subject to instructor permission. Credit may not be earned for both ECON 371 and ECON 356.

Class Format: seminar
Requirements/Evaluation: term paper and regular homework assignments
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 252 and either ECON 255 or STATS 346
Enrollment Limit: 19
Enrollment Preferences: students wishing to write an honors thesis, and students with strong MATH/STAT/CSCI backgrounds
Expected Class Size: 19
Distributions: (D2) (QFR)
Distribution Notes: QFR: Uses quantitative/formal reasoning intensively in the form of mathematical and statistical arguments, as well as computer programming.

Fall 2018
SEM Section: 01    TF 1:10 pm - 2:25 pm     Peter L. Pedroni

ECON 372 (S) Incentives and Development Policy
Crosslistings: ECON372 / ECON521
Secondary Crosslisting
Why isn't the whole world developed? This course (and instructor) is of the opinion that the difficulty of getting incentives right is the key source of inefficiency. The course therefore studies how limited enforcement and asymmetric information constrain development, and about innovative development designs that attempt to overcome these constraints. The course readings will be a mix of field studies, empirical evidence and theoretical tools from game theory. Incentive and corruption problems in health, education, the regulation of banks and natural monopolies, privatization, budgeting, debt forgiveness, foreign aid, microfinance, climate treaties and ethnic violence will be studied using a unified framework. Note: this course was developed to address issues that arise in the countries represented at the CDE.

Class Format: seminar
Requirements/Evaluation: two hour-long tests and a final policy project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: undergraduate enrollment limited and requires instructor's permission
Enrollment Limit: 19
Enrollment Preferences: intended for CDE Fellows
Expected Class Size: 19
Distributions: (D2)
Not offered current academic year

ECON 374 (S) Poverty and Public Policy   (WI)
Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in this country. These policies include safety net programs (Aid to Families with Dependent Children/Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program/Food Stamps, Medicaid/Children's Health Insurance Program, and housing assistance), education programs (Head Start and public primary and secondary education), and parts of the tax code (the Earned Income Tax Credit). We will explore the design and functioning of these programs, focusing on questions economists typically ask when evaluating public policy: Does the policy achieve its goals? Does the design of the policy lead to unintended effects (either good or bad)? Could it be redesigned to achieve its goals in a more cost-effective manner? Through in-depth study of these programs, students will learn how economists bring theoretical models and empirical evidence
to bear on important questions of public policy.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: POEC 253 or ECON 255 or STAT 346 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Economics majors, Political Economy majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: JLST Interdepartmental Electives; POEC U.S. Political Economy + Public Policy Course;

Not offered current academic year

ECON 377 (F) Inspiration/Perspiration: The Economics of Innovation

From the iron plow, to the steam engine, to modern biotechnology, innovation drives economic growth and raises living standards. Whether we are talking about great inventions or small tweaks, the tools of economics can help us understand how new ideas and technologies emerge, spread, and become obsolete. In this course, we will examine the creation of new knowledge, the translation of ideas and scientific advances into practical applications, and the adoption of new technologies by producers and consumers. We will study the incentives that potential innovators face, how these are affected by patents and other forms of intellectual property rights, how entrepreneurs finance and market their innovations and how different market structures can influence the resulting trajectory of innovation and adoption. We will also discuss how government policies can foster the financing and development of innovation. Throughout the course, we will explore historical and contemporary case studies of the creation, exploitation, and consequences of innovation.

Class Format: lecture

Requirements/Evaluation: reading responses and short writing assignments; empirical exercises; constructive contributions to class discussions; a group project; and an 8-10-page research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ECON 251 and (ECON 255 or POEC 253)

Enrollment Limit: 25

Enrollment Preferences: junior and senior Economics majors

Expected Class Size: 25

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 378 (F) Long-Run Perspectives on Economic Growth (QFR)

The world today is marred by vast differences in the standard of living, with about a 30-fold difference in per-capita incomes between the poorest country and the most affluent. What explanations do long-run growth economists have to offer for these differences in levels of prosperity across nations? Are the explanations to be found in underlying differences between countries over the past few decades, the past few centuries, or the past few millennia? If contemporary differences in living standards have "deep" historically-rooted origins, what scope exists for policies to reduce global inequality today? Can we expect global inequality to be reduced gradually over time, through natural processes of economic development, or are they likely to persist unless action is taken to reduce them? This course will present a unified theory of economic growth for thinking about these and related questions. Examples of issues to be covered include: the Neoclassical growth model and its inefficacy for answering questions about development over long time horizons; Malthusian stagnation across societies during the pre-industrial stage of economic development; the importance of the so-called demographic transition and of human capital formation in the course of industrialization; the persistent influence of colonialism, slavery, and ethnic fragmentation in shaping the quality of contemporary politico-economic institutions; and the long-lasting effects of geography on comparative development, through its impact on the emergence of agriculture in early human societies and its influence in shaping the genetic composition of human populations across the globe.
Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Class Format: seminar
Requirements/Evaluation: problem sets, midterm exam and one 7- to 10-page essay
Extra Info: may not be taken on a pass/fail basis
Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)
Enrollment Limit: 20
Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome
Expected Class Size: 20
Distributions: (D2) (QFR)
Attributes: PHLH Methods in Public Health; POEC Comparative POEC/Public Policy Courses;

Spring 2019
SEM Section: 01   TR 11:20 am - 12:35 pm   Susan Godlonton

ECON 380 (S) Population Economics
Crosslistings: ECON380 / ECON519
Primary Crosslisting
This course is an introduction to the economic analysis of demographic behavior and the economic consequences of demographic change. An important aim is to familiarize students with historical and contemporary trends in fertility, mortality, migration, and family composition, and the implications of these trends for the economy. The course demonstrates the application of microeconomic theory to demographic behavior, including fertility, marriage, and migration. Students are introduced to basic techniques of demographic measurement and mathematical demography. Selected topics include the economic consequences of population growth in developing countries, the economics of fertility and female labor force participation, the effects of an older age structure on the social security system, and the relationship between population growth and natural resources.
Class Format: lecture/discussion
None of the courses are offered for the current academic year.
games, incentives and signaling are discussed. Examples are drawn from economics, politics, history and everyday campus life.

Class Format: lecture/discussion

Requirements/Evaluation: exams, problem sets and a substantial final project that involves modeling a real world situation as a game

Extra Info: Students who have taken Math 335 cannot receive credit for this class

Extra Info 2: may not be taken on a pass/fail basis

Prerequisites: ECON 251 and MATH 150, or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: juniors and seniors

Expected Class Size: 25

Distributions: (D2) (QFR)

Not offered current academic year

ECON 386 (S) Environmental and Natural Resource Policy  (QFR)
Crosslistings: ENVI386 / ECON518 / ECON386

Primary Crosslisting

Economic activity often damages the environment significantly, especially in developing countries. Firms may clear-cut valuable forests, while consumers may drive high-pollution vehicles with little thought for the environmental consequences. Economists have proposed a variety of policy remedies, from pollution taxes to tradable permit schemes and restrictions on the quantity of pollution. This course first examines the relative merits of these policies from a theoretical perspective. When pollution damage is uncertain, is it better to use a pollution tax or a quantity restriction? Is it worse to set a pollution tax too high than to set it too low? It then proceeds to the practical issues that attend policy implementation, particularly where state capacity is limited. What is the best policy when inspectors can be threatened or bribed? When resource extraction is hard to monitor? Case studies will likely include policies aimed at deforestation, mineral ownership and extraction, particulate air pollution from industry and transportation, and carbon emissions from electricity generation. In evaluating policies we will think about both efficiency and the distribution of costs and benefits. (What if environmental regulation only benefits the wealthiest people in a country?) We will also examine the environmental consequences of policies aimed at other problems, like poverty and low education.

Class Format: seminar

Requirements/Evaluation: problem sets, paper, brief presentation, a midterm, and a final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 25

Enrollment Preferences: senior Economic majors and CDE fellows

Expected Class Size: 20

Department Notes: satisfies the Environmental Policy requirement for the Environmental studies concentration

Distributions: (D2) (QFR)

Attributes: ENVI Environmental Policy; MAST Interdepartmental Electives; POEC Comparative POEC/Public Policy Courses;

Not offered current academic year

ECON 387 (S) Economics of Climate Change  (QFR)
Crosslistings: ECON387 / ECON522 / ENVI387

Primary Crosslisting

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration in both poor and wealthy countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China’s pilot cap-and-trade programs, the EU ETS, and the US Clean Power Plan. We will pay particular attention to the political economy of regulation and ways in which policy results have departed from theoretical predictions. Throughout the course we will discuss the limits of the economic approach to climate change, pointing out questions on which
economic theory provides little guidance.

Class Format: lecture

Requirements/Evaluation: seven problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 19

Enrollment Preferences: senior Economic majors and CDE fellows

Expected Class Size: 19

Distributions: (D2) (QFR)

Attributes: ENVI Environmental Policy; MAST Interdepartmental Electives; POEC Comparative POEC/Public Policy Courses;

Not offered current academic year

ECON 389 (S) Tax Policy in Global Perspective (QFR)

Crosslistings: ECON514 / ECON389

Secondary Crosslisting

Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country’s income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. This class provides an in-depth exploration of tax policy, from a global and comparative perspective. Because most students in this class will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are most pertinent to developing countries, but we will also learn something about tax systems in the U.S. and other industrialized nations. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus “flat” taxes; how various elements of tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Class Format: seminar

Requirements/Evaluation: midterm exam, 4 problem sets, two 8-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Distributions: (D2) (QFR)

Attributes: POEC Comparative POEC/Public Policy Courses; POEC International Political Economy Courses;

Spring 2019

SEM Section: 01  TR 8:30 am - 9:45 am  Jon M. Bakija

ECON 390 (S) Financial Crises: Causes and Cures (WI)

Crosslistings: ECON536 / ECON390

Primary Crosslisting

Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to
prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.

**Class Format:** tutorial

**Requirements/Evaluation:** students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ECON 252 and 255

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** POEC Comparative POEC/Public Policy Courses;

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**ECON 391 (F) Economic Analysis of Housing Markets (WI)**

Housing is one of the most basic of human needs and the housing market is one of the largest, most important and most heavily regulated markets in national economies around the world. At various times economists, policy makers and the general public have regarded the housing market as irrational and malfunctioning in a variety of ways. Why? In this tutorial we will explore and analyze the workings of the housing market. In what ways do housing markets differ from other markets? Why (and how often) do house price "bubbles" occur? How do mortgage markets function and influence housing markets in countries around the world? In what ways can housing and housing conditions serve as an indicator of quality of life? How do housing markets affect the sustainability of cities? These and other questions will be the focus of reading and discussion for the course.

**Class Format:** tutorial

**Requirements/Evaluation:** each student will write a paper every other week, and comment on their partner's work in the other weeks

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ECON 251 and 255 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Not offered current academic year**

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**ECON 394 (F) European Economic History**

Economic history directly informs our understanding of the process of economic development. With this in mind, this course will explore a series of questions related to the economic development of Europe from the early modern period until today. Why did modern economic growth first occur in Europe, and not in China or the Middle East? Why did the Industrial Revolution occur in Britain and not France? What was the role of colonialism in the acceleration of European growth? What explains the rise and fall of the Soviet economy? What are the causes and consequences of European economic integration since World War II? To answer these and other questions, we will investigate how institutional changes, the evolution of technology, aspects of globalization, and various forms of government intervention have impacted economic growth and living standards in European history, and how those developments have affected the rest of the world. Drawing on a wide variety of empirical and theoretical readings, the course will focus on how economic historians marshal evidence and construct arguments in ways that borrow from and contribute to other fields of economics.

**Class Format:** lecture/discussion
**Requirements/Evaluation:** class participation, reading responses, short assignments, and a final research paper  
**Prerequisites:** ECON 251 or ECON 252 AND (ECON 255 or POEC 253 or STAT 346)  
**Enrollment Limit:** 25  
**Expected Class Size:** 25  
**Distributions:** (D2)  
**Attributes:** POEC Comparative POEC/Public Policy Courses  

Winter 2018  
LEC Section: 01    MR 2:35 pm - 3:50 pm    Steven E. Nafziger  

**ECON 397 (F) Independent Study: Economics**  
Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.  
**Class Format:** independent study  
**Prerequisites:** consent of an instructor and of the department chair  
**Department Notes:** with permission of the department, an approved project may count as one of the two advanced electives required for the major  
**Distributions:** (D2)  

Winter 2018  
IND Section: 01    TBA    David J. Zimmerman  

**ECON 398 (S) Independent Study: Economics**  
Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.  
**Class Format:** seminar  
**Prerequisites:** consent of an instructor and of the department chair  
**Department Notes:** with permission of the department, an approved project may count as one of the two advanced electives required for the major  
**Distributions:** (D2)  

Spring 2019  
IND Section: 01    TBA    David J. Zimmerman  

**ECON 451 (F) Topics in Macroeconomics**  
In this seminar, we will discuss some of the 'big questions' in macroeconomics, with a particular focus on economic growth. For example: Why are some countries richer than others? How does government intervention affect economic growth? How will the existence of finite resources (e.g., oil) affect economic growth in the long-run? Is it possible to have continued economic growth while avoiding dangerous levels of climatic change? Does inequality help or harm growth? How will automation and artificial intelligence affect growth, inequality, and unemployment?  
**Class Format:** seminar  
**Requirements/Evaluation:** class presentations, problem sets, short-writing assignments, research paper  
**Prerequisites:** ECON 251, ECON 252, and (ECON 255 or STAT 346)  
**Enrollment Limit:** 19  
**Enrollment Preferences:** senior Economics majors  
**Expected Class Size:** 19  
**Distributions:** (D2)
ECON 453 (S) Research in Labor Economics and Policy (QFR)

The labor market plays a crucial role in people's lives worldwide. In industrialized countries, most households contain at least one wage earner, and income from working represents the largest component of total income. Thus analyses of the labor market are fundamentally relevant to both public policy and private decision-making. This seminar will explore the structure and functioning of the labor market using theoretical and empirical tools. Topics to be covered include labor supply and demand, minimum wages, labor market effects of social insurance and welfare programs, the collective bargaining relationship, discrimination, human capital, immigration, wage distribution, and unemployment. As labor economics is an intensely empirical subfield, students will be expected to analyze data as well as study the empirical work of others.

Class Format: seminar

Requirements/Evaluation: a series of short papers and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original empirical research paper (written in stages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 251 and ECON 255 or POEC 253

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Distributions: (D2) (QFR)

Attributes: POEC Comparative POEC/Public Policy Courses;

Spring 2019

SEM Section: 01 TR 9:55 am - 11:10 am Owen Thompson

ECON 455 (F) Research in Economic History

Historical approaches towards understanding economic development and current economic issues are increasingly in vogue. This course will explore new developments in the field of economics history, focusing on how economic historians are using old and new, qualitative and quantitative, data and methods to address questions of historical and current relevance. Along the way, we will consider works from both sides of the history - economics boundary, focusing on the ways that the two disciplines can and should borrow from one another. We will range widely across space and time, but some possible topics to be investigated include technological innovation, labor coercion, migration, trade and capital flows, colonialism, corporate governance, and political economy. Students are expected to not only read and analyze recent scholarship in economic history, but to also produce and present their own original research over the semester.

Class Format: seminar

Requirements/Evaluation: short writing assignments and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original research paper (written in stages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ECON 251 and ECON 255 or consent of instructor. A previous economic history course is recommended but not required.

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 456 (S) Income Distribution

This course examines the distribution of income in the U.S., with emphasis on how it is affected by taxes, transfers, and other government
Questions to be addressed may include the following: How have wage inequality and the skill premium evolved over time? What factors explain a rising skill premium? How does income differ with race and gender? How is poverty measured, and what are the factors associated with living in poverty? How do government programs change the distribution of income? How much income mobility is there across generations? Students will become more critical readers of current economic literature, and will apply their skills in conducting empirical research.

Class Format: discussion/seminar

Requirements/Evaluation: short writing assignments, computer lab exercises, oral presentations, and a 15- to 20-page research paper including original empirical analysis (written in stages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ECON 251 and 255 or equivalent

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Sara LaLumia

ECON 457 (S) Public Economics Research Seminar

In this class, students will learn how to read, critically evaluate, and begin to produce empirical research on important and interesting public policy questions. Topics will be selected from across the spectrum of public economics issues and may vary from year to year. Examples of specific topics that may be covered include education, environmental policy, taxation, income inequality, anti-poverty policy, health care policy, the economics of crime and corruption, and the implications of behavioral economics and psychology for public policy (we will typically only cover a subset of these topics). Applications will be drawn mostly from the United States but we will also consider some issues and evidence from other industrialized and developing countries. The course will especially emphasize the critical analysis of empirical evidence on public policy questions.

Class Format: a mix of lecture, seminar discussion, and time in a computer lab learning to work with data and estimate econometric models

Requirements/Evaluation: a 15- to 20-page research paper (written in stages) that is a combination of a research proposal and an original empirical analysis of data, a series of short papers and empirical exercises, and regular constructive contributions to class discussion

Prerequisites: ECON 255, ECON 251, and ECON 120

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Department Notes: ideal preparation for seniors (or juniors, if offered in the spring) interested in writing an ECON thesis, or for students who want a taste of the kind of original empirical research one would do for a thesis without actually having to commit to a thesis

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

ECON 459 (S) Economics of Institutions (WI) (QFR)

Why are some countries so rich and others so poor? Typical answers to this question have emphasized proximate causes like factor accumulation (i.e., growth in a nation’s physical and human capital endowments), technological progress, and demographic change. The institutional approach to this question, however, emphasizes the role of sociopolitical and cultural factors, broadly defined, as a fundamental determinant of its economic prosperity. The central idea is that the added-value of economic activities to society at large is primarily conditioned by the social arrangements within which these activities occur. Specifically, these social arrangements invariably generate a structure of private incentives, which can either promote behavior that is conducive to economic development or lead to the pursuit of private gain at the expense of the common good. As such, the key to economic development in this view is the establishment of a suitable set of institutions and structures of governance in society. This course will survey the rapidly expanding literature on the topic of institutions and economic development, with an emphasis on the latest empirical evidence that has
come to bear in the context of both historical and contemporary societies. The purpose of the course will be to expose students to the core ideas and empirical tools employed at the frontier of research in this area of inquiry. The readings will primarily comprise published journal articles and unpublished working papers, and students should expect to apply concepts from across all the core courses in economics.

Class Format: seminar

Requirements/Evaluation: two 5-page reviews of published articles, two class presentations, and one 15-page final research paper (involving applied econometric work); extensive class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Distributions: (D2) (WI) (QFR)

Not offered current academic year

ECON 460 (S) Economic Development of China

Crosslistings: ASST460 / ECON460

Primary Crosslisting

This course is an introduction to the economic development of China in the post-1978 period. It seeks to provide an overview of the process by which China grew from an economic backwater to the second largest economy in the world, with a particular focus on rural development and the growing gap between rural and urban incomes; human capital and education; and health and gender in the Chinese context. In addition, the course has the goal of familiarizing students with current economics research on Chinese topics and enabling them to be informed consumers of this research.

Class Format: seminar

Requirements/Evaluation: in-class quizzes, literature critique, individual project comprising a presentation and final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ECON 251 and 255

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Distributions: (D2)

Not offered current academic year

ECON 463 (F) Financial History (WI)

What can we learn from financial history to understand the successes and failures of finance today, and how finance and politics interact? This course opens with a brief survey of some of the major characteristics, issues, and challenges of financial systems today, and then examines earlier experience with these phenomena. Topics to be examined include: the role of finance in economic development historically, including in the financial revolutions from Northern Italy, the Netherlands, Britain and the US; the relationship between finance and government, and the extent to which it has changed over time; the lessons from early asset bubbles for modern financial systems; the effect of institutions (laws, norms, and culture) and political systems in shaping the impact of finance, as illustrated by comparisons between Mexico and the U.S., among other cases; and lessons from U.S. financial history for policies today. The course also examines the tools that were developed in earlier epochs to deal with different risks, evaluates their efficacy, and considers lessons for modern financial regulation.

Class Format: seminar

Requirements/Evaluation: evaluation will consist either of 6 short papers or 3 short papers and one longer research paper (student choice), at least two oral presentations, and contributions to class discussions

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ECON 251, ECON 252, and (ECON 255 or STAT 346)

Enrollment Limit: 19
**ECON 465 (S) Pollution and the Labor Market**

If your home town has polluted air, does that reduce your wage? Do you work less? Are you less likely to finish high school? These are specific versions of an important general question: how does pollution affect labor market outcomes? The answer matters for individual decisions (where to live) and government policies (air pollution regulations). This seminar begins from theories of optimizing worker behavior in the presence of pollution. Building on this foundation, we will critically evaluate new empirical research into the impacts of pollution on human capital, labor supply, and productivity. We will also study the impact of pollution regulations on wages and employment. Included papers will cover both developed and developing countries.

**Class Format:** seminar

**Requirements/Evaluation:** class discussion, presentation of reading, 15- to 20-page empirical paper (written in stages), paper replication, and accompanying short presentation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ECON 251 and ECON 255

**Enrollment Limit:** 12

**Enrollment Preferences:** Economics majors, seniority

**Expected Class Size:** 12

**Department Notes:** STAT 201/346 acceptable in place of ECON 255 prerequisite with instructor permission

**Distributions:** (D2)

**Attributes:** ENVI Environmental Policy; PHLH Decision-Making by Institutions + Individuals; POEC Comparative POEC/Public Policy Courses

Not offered current academic year

**ECON 468 (S) Your Money or Your Life: Health Disparities in the United States**

A 25-year-old man living in a high-income household can expect to live 10 years longer than his low-income counterpart. There are also stark differences in mortality and health by education, employment status, race, immigrant status, region, and gender. This course will explore many of the potential explanations for health disparities, including access to insurance and health care, health behaviors, stress, environmental exposure, and intergenerational transmission of health. We will emphasize causal inference and focus on assessing the quality of evidence. We will also investigate how government policies contribute to or ameliorate health disparities in the U.S.

**Class Format:** seminar, including frequent small group meetings

**Requirements/Evaluation:** evaluation includes class discussion, oral presentations, 6 short response papers, two 5-page critiques of published articles, and one 15-page original empirical research paper

**Prerequisites:** ECON 251 and ECON 255 or equivalent, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 19

**Distributions:** (D2)

**Attributes:** PHLH Decision-Making by Institutions + Individuals; PHLH Social Determinants of Health; POEC U.S. Political Economy + Public Policy Course

Spring 2019

**SEM Section:** 01 MR 1:10 pm - 2:25 pm Tara E. Watson
ECON 470 (F)  The Indian Economy: Development and Social Justice
The Indian economy has grown rapidly in the last two decades, but poverty has declined relatively slowly. Is this the persistence of long-standing historical disadvantages such as those faced by Scheduled Castes and Tribes? Does this reflect failures in policy, in areas such as trade or labor law? Or is the quality of governance, especially the level of corruption, primarily to blame? We will use the traditional theoretical and quantitative methods of an economist to consider these questions.

Class Format: seminar

Requirements/Evaluation: five short response papers (5 pages), and empirical research project

Prerequisites: ECON 251 and 255, or equivalent, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: junior and senior majors

Expected Class Size: 15

Distributions: (D2)

Attributes: JLST Interdepartmental Electives; POEC Comparative POEC/Public Policy Courses

Fall 2018
SEM Section: 01  TF 1:10 pm - 2:25 pm  Anand V. Swamy

ECON 471 (S)  Topics in Advanced Econometrics  (QFR)
The course uses both a practical and conceptual/theory based approach, with emphasis on methods of structural identification of dynamics in VARs and cointegration analysis, both in conventional time series and panel time series which contain spatial dimensions. The course will also investigate methods of computer simulation related to these techniques. The course is well suited for students considering empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, trade and development, as well as fields outside of economics that use time series data. It is also well suited for students majoring in economics, statistics, computer sciences or mathematics who wish to expand their econometrics training and understanding to a more advanced level.

Class Format: seminar

Requirements/Evaluation: periodic homework assignments, term paper

Extra Info: not available for the fifth course option

Prerequisites: ECON 371

Enrollment Limit: 10

Enrollment Preferences: students with strong quantitative backgrounds, and to students intending to write an honors thesis

Expected Class Size: 10

Distributions: (D2) (QFR)

Spring 2019
SEM Section: 01  TF 1:10 pm - 2:25 pm  Peter L. Pedroni

ECON 472 (F)  Macroeconomic Instability and Financial Markets  (QFR)
This advanced course in macroeconomics and financial theory attempts to explain the role and the importance of the financial system in the global economy. The course will provide an understanding of why there is financial intermediation, how financial markets differ from other markets, and the equilibrium consequences of financial activities. Rather than separating off the financial world from the rest of the economy, we will study financial equilibrium as a critical element of economic equilibrium. An important topic in the course will be studying how financial market imperfections amplify and propagate shocks to the aggregate economy. The course may cover the following topics: the determination of asset prices in general equilibrium; consequences of limited asset markets for economic efficiency; theoretical foundations of financial contracts and justifications for the existence of financial intermediaries; the roles of financial frictions in magnifying aggregate fluctuations and creating persistence and instability; the role of leverage and financial innovation in fueling financial crises.
ECON 475 (S)  Advanced Microeconomic Theory (QFR)
The course will cover classical topics in voting, resource allocation, matching, bargaining and time permitting, basic elements of auction design. It will discuss important models and fundamental results in the area. Formal arguments and proofs will be an integral part of the course. The course will be useful for those planning to attend graduate school in economics. It will also be appropriate for students with a basic mathematical background and an interest in economic theory.

Class Format: lecture
Requirements/Evaluation: problem sets, paper, midterm, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 150 or equivalent
Enrollment Limit: 19
Enrollment Preferences: senior Economics majors
Expected Class Size: 19
Distributions: (D2) (QFR)

ECON 476 (S) Behavioral Economic Theory and Methods
Behavioral economics emphasizes that economic models should account for the psychological plausibility of its assumptions and consequences. This course will review the ways in which prominent behavioral economics models of decision-making differ from classical models found in standard microeconomics textbooks, including how these differences add to our understanding of the psychological processes that underlie economics. The material will also introduce the many methods that behavioral economists use in order to empirically verify these models, including laboratory experiments, field experiments, and observational data. Class discussions will cover applications of these behavioral models to many disparate contexts such as consumer marketing, public sector policy, asset markets, and managerial decision-making. Students will be expected to analyze academic papers that are appropriate for advanced undergraduate economics students.

Class Format: seminar
Requirements/Evaluation: one 15-25 page paper, 2-3 short writing assignments, class discussions and/or presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 251 and (ECON 255 or STAT 346)
Enrollment Limit: 17
Enrollment Preferences: Economics majors
Expected Class Size: 17
Distributions: (D2)
Attributes: POEC Comparative POEC/Public Policy Courses

Not offered current academic year
A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

**Class Format:** seminar

**Requirements/Evaluation:** short essays and empirical exercises, class participation, oral presentation(s), and a final original research paper using an experiment, existing data, or theory

**Prerequisites:** ECON 251 and (ECON 255 or STAT 346)

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 15

**Distributions:** (D2) (QFR)

**Attributes:** MAST Interdepartmental Electives; POEC Comparative POEC/Public Policy Courses;

Spring 2019

SEM Section: 01  MWF 8:30 am - 9:45 am  Sarah A. Jacobson

**ECON 491 (F) Honors Seminar: Economics**

This course is a research seminar for candidates for honors in economics. Each candidate prepares an honors thesis. Candidates will meet as a group to discuss problems common to all of them (such as empirical methods, data sources, and theoretical approaches) and each one will report on their work at various stages for criticism by the group as a whole. Some work is required during the preceding semester.

**Class Format:** independent study

**Prerequisites:** admission by the department; required for honors in Economics unless a student writes a year-long thesis

**Distributions:** (D2)

Fall 2018

HON Section: 01  TBA  David J. Zimmerman

**ECON 492 (S) Honors Seminar: Economics**

This course is a research seminar for candidates for honors in economics. Each candidate prepares an honors thesis. Candidates will meet as a group to discuss problems common to all of them (such as empirical methods, data sources, and theoretical approaches) and each one will report on their work at various stages for criticism by the group as a whole. Some work is required during the preceding semester.

**Class Format:** independent study

**Prerequisites:** admission by the department; required for honors in Economics unless a student writes a year-long thesis

**Distributions:** (D2)

Spring 2019

HON Section: 01  TBA  Steven E. Nafziger

**ECON 493 (F) Honors Thesis: Economics**

A year-long research project for those honors candidates admitted to this route to honors.

**Class Format:** independent study
ECON 494 (S) Honors Thesis: Economics
A year-long research project for those honors candidates admitted to this route to honors.

Class Format: independent study

ECON 501 (F) Economic Growth and Development
This course introduces some of the major theories and ideas about economic growth and development. Motivated by a number of stylized facts from cross-country data, we will begin by posing a series of questions: Why are some countries rich and others poor? Why have some countries grown at high rates over extended periods of time, while others have experienced little or no growth? Do all economies face comparable challenges to achieving sustained economic growth? Will poor countries catch up to rich countries or are they doomed to stagnate in a poverty trap? To answer these "big" questions, we will explore the underlying mechanisms of economic growth. What role is played by savings and investment (i.e., the accumulation of physical capital)? What is the influence of population growth? How important are investments in human capital (i.e., education and population health)? How important are technological differences across countries? How much significance should we ascribe to differences across countries in geographical characteristics? How much should we ascribe to differences in the quality of institutions? For each question, we will explore different theoretical and empirical strategies developed by economists to answer the question, ranging from formal models to historical and anecdotal evidence to cross-country growth and development regressions. We will evaluate the usefulness of the different approaches to each question for informing development-promoting and poverty-alleviation policies, and we will also discuss the reasons why so many important questions about economic growth continue to remain difficult to answer.

Class Format: lecture/discussion

Requirements/Evaluation: problem sets, one midterm exam, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: admission by the department in the spring of the junior year

Distributions: (D2)

Attributes: GBST Economic Development Studies Electives; POEC Comparative POEC/Public Policy Courses

Fall 2018
SEM Section: 01  TF 2:35 pm - 3:50 pm  Quamrul H. Ashraf

ECON 502 (F) Statistics/Econometrics
This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a moderate level of mathematical exposition.

Class Format: lecture/discussion

Requirements/Evaluation: problem sets, midterm and final exam

Extra Info: this is part of a full-year thesis (493-494)
Prerequisites: admission by the department in the spring of the junior year
Distributions: (D2)
ECON 503 (F)  Statistics/Econometrics: Advanced Section
The course introduces students to the statistical methods used by economists, including those studying policy questions. The focus is on applications. Students will also work with Stata, a software widely used by economists.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, midterm exam, small project, and a final
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: admission depends on previous background in statistics and mathematics
Enrollment Preferences: limited to CDE students
Expected Class Size: 15
Distributions: (D2)

Fall 2018
SEM Section: 01    TR 9:55 am - 11:10 am    Lara D. Shore-Sheppard

ECON 504 (F)  Public Economics in Developing Countries
This class is about microeconomic and empirical analysis of government expenditure programs in developing and transitional countries. It provides tools for understanding the effects of government policies, as well as a useful conceptual framework for analyzing normative questions such as "what role should government play in the economy" and "what is a good policy?" The course begins by considering the efficiency of market economies, and rationales for government intervention in the market, such as public goods, externalities, information-based market failures, imperfect competition, and equity. We also consider ways that human behavior might deviate from perfect rationality, and what that might imply for policy. Along the way, we apply these concepts to various examples of policy issues, including, among other things, the environment, education, health, infrastructure, security, social insurance, and aid to the poor. We then turn to the general question of how to make the government work better, addressing questions such as the following. When is it better to have the government own and produce things, and when is it better to privatize? What are the incentives of politicians and government employees, and how does the design of political and budgetary institutions affect the degree to which they serve the public interest? How should responsibilities be divided up between the central government and local governments, and what are the advantages and disadvantages of "decentralization?" What can be done to improve the delivery of basic services? For example, how might one address problems of corruption and absenteeism? Throughout the course, we consider examples of empirical research, and to facilitate this, we will occasionally introduce econometric tools that are particularly useful for microeconomic policy evaluation.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, one 10-page paper, a midterm, and a final exam
Prerequisites: ECON 110; in addition, an empirical methods course (POEC 253, ECON 255, 502 or 503, or STAT 346) must be taken before or concurrently with this class; undergraduate enrollment limited and requires instructor's permission
Enrollment Limit: 35
Expected Class Size: 30-35
Distributions: (D2)
Attributes: GBST Economic Development Studies Electives; PHLH Decision-Making by Institutions + Individuals; POEC Comparative POEC/Public Policy Courses
ECON 505 (F) Developing Country Macroeconomics I: Theory
The macroeconomic structures of developing countries tend to be very different from those in high-income countries, and their macroeconomic policy
environments also differ in important ways from those in rich countries. This course is intended to introduce students to a set of models that is
particularly suitable for analyzing macroeconomic performance in developing countries, as well as to some analytical tools that help us understand
why such countries have often experienced a variety of macroeconomic crises, including sovereign debt, currency, and banking crises.

Class Format: lecture
Requirements/Evaluation: two hour tests and a comprehensive final exam
Extra Info: not available for the fifth course option
Prerequisites: ECON 251 and 252; undergraduate enrollment limited and requires instructor's permission
Expected Class Size: 25-30
Distributions: (D2)
Attributes: GBST Economic Development Studies Electives; POEC Comparative POEC/Public Policy Courses

Fall 2018
LEC Section: 01 MWF 8:30 am - 9:45 am Peter J. Montiel

ECON 506 (F) Fundamentals of Developing Country Macroeconomics
This is a practically oriented course in macroeconomic theory and policy. It begins with a review of core concepts and definitions. It then discusses the
contributions of households and firms to aggregate production and spending. Next is an introduction to monetary and fiscal policy. It goes on to
develop a complete macro model, which is then used to discuss some of the monetary, fiscal and exchange rate policy issues faced by developing
and emerging market economies. The class is offered as an alternative to Econ 505 for those not intending to specialize in macroeconomics.
Consequently, it does not qualify as a prerequisite for Econ 515.

Class Format: lecture
Requirements/Evaluation: two hour tests and a comprehensive final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; enrollment limited to CDE students
Enrollment Limit: none
Expected Class Size: 10
Distributions: (D2)

Fall 2018
LEC Section: 01 MWF 8:30 am - 9:45 am Hali J. Edison

ECON 510 (S) Financial Development and Regulation
Crosslistings: ECON510 / ECON352

Primary Crosslisting
This course focuses on the financial system and its role in economic development. The first part explores the functions of finance, how it contributes to
growth and income inequality, examining what can be done to increase financial inclusion. It will examine experiences with financial sector repression
and subsequent liberalization, and investigate the causes and impact of financial crises. Then it will study how to make finance effective and how to
prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner. In this final part,
attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

Class Format: lecture/discussion
Requirements/Evaluation: midterm, participation in class discussion and debates, and a final research paper
**ECON 513 (S) Empirical Methods in Macroeconomics** (QFR)

**Crosslistings:** ECON513 / ECON356

**Primary Crosslisting**

Macroeconomics and related fields in international finance and macro development have evolved specialized empirical techniques, known generally as macroeconometrics, which are designed to meet the practical challenges that the data and the empirical questions pose in these fields. The course will introduce the theory and application of these techniques, and students will learn how to implement these techniques using real world data to address practical questions drawn from the field of macro development. The course is also available to undergraduates with permission of the instructor. However, in lieu of Econ 356, undergraduates with good quantitative skills are encouraged to take Econ 371, which will cover a broader range of topics in greater depth.

**Class Format:** seminar

**Requirements/Evaluation:** weekly homework assignments, term paper

**Prerequisites:** ECON 252, ECON 255 or equivalent. Students may not earn credit for both Econ 356 and Econ 371

**Enrollment Limit:** 19

**Enrollment Preferences:** Economics majors and CDE fellows

**Expected Class Size:** 19

**Distributions:** (D2) (QFR)

**Not offered current academic year**

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**ECON 514 (S) Tax Policy in Global Perspective** (QFR)

**Crosslistings:** ECON514 / ECON389

**Primary Crosslisting**

Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country’s income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. This class provides an in-depth exploration of tax policy, from a global and comparative perspective. Because most students in this class will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are most pertinent to developing countries, but we will also learn something about tax systems in the U.S. and other industrialized nations. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus “flat” taxes; how various elements of tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.
Class Format: seminar
Requirements/Evaluation: midterm exam, 4 problem sets, two 8-page essays
Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled
Enrollment Limit: 19
Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome
Expected Class Size: 15-19
Distributions: (D2) (QFR)
Attributes: POEC Comparative POEC/Public Policy Courses; POEC International Political Economy Courses;

Spring 2019
SEM Section: 01    TR 8:30 am - 9:45 am     Jon M. Bakija

ECON 515 (S) Developing Country Macroeconomics II: Institutions and Policy Regimes
Crosslistings: ECON359 / ECON515
Primary Crosslisting
Developing countries do not find it difficult to initiate rapid growth, but do find it difficult to sustain it. Growth spurts are often derailed by macroeconomic shocks. As developing countries become increasingly open to trade and financial interactions with the rest of the world, such shocks may become more frequent, and potentially more severe. This course examines the types of macroeconomic institutions and policy regimes that can help developing countries withstand such shocks and sustain economic growth. We will examine fiscal rules, policies toward the domestic financial sector, central bank independence, the design of monetary and exchange rate regimes, and capital account regimes. We will also consider how shortcomings in institutions and policy regimes have contributed to macroeconomic crises in developing countries.

Class Format: lecture
Requirements/Evaluation: two midterms and a final project
Extra Info: not available for the fifth course option
Prerequisites: ECON 505 or 506; undergraduate enrollment limited and requires instructor's permission
Expected Class Size: 25-30
Distributions: (D2)
Attributes: GBST Economic Development Studies Electives; POEC International Political Economy Courses

Spring 2019
SEM Section: 01    MWF 8:30 am - 9:45 am     Peter J. Montiel

ECON 516 (S) International Trade and Development
Crosslistings: ECON516 / ECON366
Primary Crosslisting
This course will examine the causes and consequences of globalization and its implications for less-developed countries. We will study the classic models of international trade and discuss the empirical relevance of these theories. In addition, we will focus on other dimensions of globalization that are of particular importance to developing countries such as trade and education, emigration, brain drain, remittances, foreign direct investment, trade policies, infant industry protection, trade and growth, the resource course, and trade agreements.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, midterm, presentation, and final
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 251 and ECON 255; undergraduate enrollment limited and requires instructor's permission
Enrollment Limit: 19
Expected Class Size: 19
ECON 518 (S)  Environmental and Natural Resource Policy  (QFR)
Crosslistings: ENVI386 / ECON518 / ECON386
Secondary Crosslisting
Economic activity often damages the environment significantly, especially in developing countries. Firms may clear-cut valuable forests, while consumers may drive high-pollution vehicles with little thought for the environmental consequences. Economists have proposed a variety of policy remedies, from pollution taxes to tradable permit schemes and restrictions on the quantity of pollution. This course first examines the relative merits of these policies from a theoretical perspective. When pollution damage is uncertain, is it better to use a pollution tax or a quantity restriction? Is it worse to set a pollution tax too high than to set it too low? It then proceeds to the practical issues that attend policy implementation, particularly where state capacity is limited. What is the best policy when inspectors can be threatened or bribed? When resource extraction is hard to monitor? Case studies will likely include policies aimed at deforestation, mineral ownership and extraction, particulate air pollution from industry and transportation, and carbon emissions from electricity generation. In evaluating policies we will think about both efficiency and the distribution of costs and benefits. (What if environmental regulation only benefits the wealthiest people in a country?) We will also examine the environmental consequences of policies aimed at other problems, like poverty and low education.
Class Format: seminar
Requirements/Evaluation: problem sets, paper, brief presentation, a midterm, and a final exam
Prerequisites: ECON 251, familiarity with statistics
Enrollment Limit: 25
Enrollment Preferences: senior Economic majors and CDE fellows
Expected Class Size: 20
Department Notes: satisfies the Environmental Policy requirement for the Environmental studies concentration
Distributions: (D2)  (QFR)
Attributes: ENVI Environmental Policy;  MAST Interdepartmental Electives;  POEC Comparative POEC/Public Policy Courses;
Not offered current academic year

ECON 519 (S)  Population Economics
Crosslistings: ECON380 / ECON519
Secondary Crosslisting
This course is an introduction to the economic analysis of demographic behavior and the economic consequences of demographic change. An important aim is to familiarize students with historical and contemporary trends in fertility, mortality, migration, and family composition, and the implications of these trends for the economy. The course demonstrates the application of microeconomic theory to demographic behavior, including fertility, marriage, and migration. Students are introduced to basic techniques of demographic measurement and mathematical demography. Selected topics include the economic consequences of population growth in developing countries, the economics of fertility and female labor force participation, the effects of an older age structure on the social security system, and the relationship between population growth and natural resources.
Class Format: lecture/discussion
Requirements/Evaluation: at least one exam, a research paper and a class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 251; POEC 253 or ECON 255 or permission of instructor
Enrollment Limit: 25
Enrollment Preferences: Economics majors
Expected Class Size: 25
ECON 521 (S)  Incentives and Development Policy

Crosslistings: ECON372 / ECON521

Primary Crosslisting

Why isn't the whole world developed? This course (and instructor) is of the opinion that the difficulty of getting incentives right is the key source of inefficiency. The course therefore studies how limited enforcement and asymmetric information constrain development, and about innovative development designs that attempt to overcome these constraints. The course readings will be a mix of field studies, empirical evidence and theoretical tools from game theory. Incentive and corruption problems in health, education, the regulation of banks and natural monopolies, privatization, budgeting, debt forgiveness, foreign aid, microfinance, climate treaties and ethnic violence will be studied using a unified framework. Note: this course was developed to address issues that arise in the countries represented at the CDE.

Class Format: seminar

Requirements/Evaluation: two hour-long tests and a final policy project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 19

Enrollment Preferences: intended for CDE Fellows

Expected Class Size: 19

Distributions: (D2)

Not offered current academic year

ECON 522 (S)  Economics of Climate Change (QFR)

Crosslistings: ECON387 / ECON522 / ENVI387

Secondary Crosslisting

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration in both poor and wealthy countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China's pilot cap-and-trade programs, the EU ETS, and the US Clean Power Plan. We will pay particular attention to the political economy of regulation and ways in which policy results have departed from theoretical predictions. Throughout the course we will discuss the limits of the economic approach to climate change, pointing out questions on which economic theory provides little guidance.

Class Format: lecture

Requirements/Evaluation: seven problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 19

Enrollment Preferences: senior Economic majors and CDE fellows

Expected Class Size: 19

Distributions: (D2) (QFR)

Attributes: ENVI Environmental Policy; MAST Interdepartmental Electives; POEC Comparative POEC/Public Policy Courses;

Not offered current academic year

ECON 523 (S)  Program Evaluation for International Development (QFR)
Crosslistings: ECON379 / ECON523

Primary Crosslisting

Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Class Format: seminar

Requirements/Evaluation: problem sets, midterm exam and one 7- to 10-page essay

Extra Info: may not be taken on a pass/fail basis

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)

Enrollment Limit: 20

Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome

Expected Class Size: 20

Distributions: (D2) (QFR)

Attributes: PHLH Methods in Public Health; POEC Comparative POEC/Public Policy Courses;

Spring 2019

SEM Section: 01    TR 11:20 am - 12:35 pm    Susan Godlonton

ECON 524 (S) Political Economy and Economic Development

Crosslistings: ECON524 / ECON361

Secondary Crosslisting

This course is intended as an introduction to the newly emerging field of political economy of institutions and development. Key questions of interest include how voters behave and how this affects policy and economic outcomes; the nature, evolution and economic implication of corruption, and how it can be controlled; and the economics of conflict. The goal of the course is both to provide students of a sense of the frontier research topics in political economy in developing countries and to introduce them to the methodologies used to investigate these topics.

Class Format: lecture/discussion

Requirements/Evaluation: problem sets, quizzes, presentation, final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ECON 110 and (ECON 255 or STAT 346) or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: junior and senior majors

Expected Class Size: 25

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 532 (S) Inclusive Growth: The Role of Social Safety Nets

Designing and implementing effective national strategies to promote inclusive economic growth can require difficult policy reforms, sometimes with adverse short-term impacts for vulnerable groups within society. Social safety nets provide a pro-poor policy instrument that can balance trade and labor market reform, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social safety nets help the poor to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. This tutorial will offer students the opportunity to explore the role of social safety nets in promoting inclusive
economic growth, drawing on case studies from Africa, Asia, Latin America and Eastern Europe. The first part of the tutorial will define social safety nets within the broader context of social protection, examining the diversity of instruments and their linkages to economic growth. The second part will delve more deeply into the design and implementation of effective interventions, assessing program choice, affordability, targeting, incentives and other issues. The third part will analyze the role of social safety nets in supporting economic growth strategies, drawing on international lessons of experience.

**Class Format:** tutorial

**Requirements/Evaluation:** students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributions:** (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

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**ECON 534 (S) Long Term Fiscal Challenges**

This tutorial will address the conceptual and theoretical issues that confront policy makers when they face policy challenges that are likely to emerge only over the medium- to long-term and that have important budgetary implications. It will explore the strategies and approaches that a number of countries have attempted to develop to bring the long-term into their current policy and budgetary planning processes. Students will be exposed to different long-term challenges that have important budgetary implications, including aging populations, health care, climate change, energy and infrastructure, and water. The course will consider the specific policy challenges that arise for each and the ways in which different countries are addressing them.

**Class Format:** tutorial

**Requirements/Evaluation:** students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** permission of instructor for undergraduates

**Enrollment Limit:** 10

**Enrollment Preferences:** CDE students and undergraduates with permission of the instructor

**Expected Class Size:** 10

**Distributions:** (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

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**ECON 535 (S) International Financial Institutions**

This tutorial will explore the role of official international financial institutions in the global economic and financial system, their relations with members, proposals for how they might be reformed, and issues that they face. The focus will be principally on the International Monetary Fund, and to a lesser extent the World Bank, the Bank for International Settlements and Financial Stability Board. Topics and readings will focus on such issues as: the roles and governance reform of the IMF and World Bank; lessons from their performance in international crises; initiatives of the Fund and Bank; the global adjustment process; financial system stability; governance reform; lending programs; the management of international reserves; and provision of advice to members. Participants will meet in pairs with the faculty member. Each week, one student will prepare a policy paper and submit the paper to the professor and to the other student in advance of the meeting. During the meeting, the student who has written the paper will present an argument, evidence, and conclusions. The other student will provide a critique of the paper based on concepts and evidence from the readings and his
own research and experience. The professor will participate in the discussion after each participant has presented and ask questions that highlight or illustrate critical points.

**Class Format:** tutorial

**Requirements/Evaluation:** each participant will write and present 5 or 6 policy papers and a like number of critiques

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** intended for CDE Fellows; undergraduate enrollment limited, and only with permission of instructor

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributions:** (D2)

**Attributes:** GBST Economic Development Studies Electives; POEC International Political Economy Courses

*Not offered current academic year*

**ECON 536 (S) Financial Crises: Causes and Cures (WI)**

Crosslistings: ECON536 / ECON390

**Secondary Crosslisting**

Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.

**Class Format:** tutorial

**Requirements/Evaluation:** students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ECON 252 and 255

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** POEC Comparative POEC/Public Policy Courses;

Spring 2019

TUT Section: T1 TBA Gerard Caprio

**ECON 537 (S) Developing Money and Capital Markets (WI)**

This tutorial will explore ways to create or enhance money and capital markets so that they can better perform their roles in channelling savings to their most productive uses and in serving as transmission mechanisms for monetary policy.

**Class Format:** tutorial

**Requirements/Evaluation:** each student will write five policy papers and the same number of critiques

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** intended for CDE fellows; undergraduate enrollment requires permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** CDE Fellows

**Expected Class Size:** 10
Distributions: (D2) (WI)
Attributes: GBST Economic Development Studies Electives; POEC International Political Economy Courses;

Spring 2019
TUT Section: T1   TBA   Eli Remolona

ECON 540 (F)  Research Studies
In this course, each Fellow carries out an individual research study on a topic in which they have particular interest, usually related to one of the three seminars. The approach and results of the study are reported in a major paper. Research studies are analytical rather than descriptive and in nearly all cases include quantitative analyses. Often the topic is a specific policy problem in a Fellow's own country.

Class Format: research
Distributions: (D2)

Fall 2018
IND Section: 01   TBA   David J. Zimmerman

Spring 2019
IND Section: 01   TBA   David J. Zimmerman
The study of English allows students to explore the critical role language and literature play in the shaping of human culture and social experience. Department courses cover a variety of national, regional, and diasporic literary traditions; acquaint students with a range of genres and cultural practices, including poetry, prose, drama, film, and mixed or emerging media; and employ a range of critical and methodological approaches. All foster skills of critical analysis, interpretation, and written argument and expression. By cultivating a sophisticated awareness of linguistic and literary representation, and by encouraging the ability to read critically and write persuasively, the English major provides students with intellectual and analytical skills that they can draw upon to follow a wide range of paths.

COURSES AND COURSE-NUMBERING

100-level Courses
At the introductory level, the department offers a range of writing-intensive 100-level courses which focus on interpretive skills as well as skills in writing and argumentation. All 100-level courses are designed primarily for first-year students, although they are open to interested sophomores, juniors, and seniors. A 100-level course is required for admission to most upper-level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature or of 6 or 7 on the Higher Level International Baccalaureate English exam.

200-level Courses
Most 200-level courses are designed primarily for qualified first-year students, sophomores, and junior and senior non-majors, but they are open to junior and senior majors and count as major courses. Several 200-level courses have no prerequisites; see individual descriptions for details. 200-level Gateway courses are designed for first- and second-year students who are considering becoming English majors, or who are interested in pursuing upper-level course work in the department. All Gateway courses are writing-intensive. First-year students who have placed out of the 100-level courses are encouraged to take a Gateway course as their introduction to the department.

300-level Courses
The majority of English Department courses are designed primarily for students who have some experience with textual analysis, and are open to sophomores, juniors, and seniors. First-year students who wish to enroll in a 300-level course are advised to consult the instructor.

400-level Courses
400-level courses are intensive, discussion-oriented classes. Limited to 15 students, 400-level courses should be attractive to any student interested in a course that emphasizes student initiated independent work. Majors considering Honors work and who wish to prepare for it are urged to take a 400-level course before senior year.

ADVISING
All students who wish to discuss English Department offerings are invited to see any faculty member or the department chair.

Propective majors are particularly encouraged to discuss their interest with faculty as early as possible. In the spring of the sophomore year, newly declared majors must meet with a faculty member to discuss the Major Plan. Declared majors will be assigned a permanent advisor shortly after they declare the major.

MAJOR
Major Plan. Shortly after declaring the major, all English majors must complete a short written plan for how they intend to complete the major. In this plan, students should consider how they can most fruitfully explore the broad range of genres, historical periods, and national and cultural traditions that literature in English encompasses, and how they wish to focus upon a particular intellectual interest within English. Students are encouraged to begin discussing the Major Plan with a faculty member as soon as they become interested in the major; junior majors must meet with
faculty advisors to revisit Major Plans as they register for courses. There will also be informational meetings and web resources available to assist new majors in developing the Major Plan.

**Students majoring in English must take at least nine courses, including the following:**

- **Any 100-level English class.** Students exempted by the department from 100-level courses will substitute an elective course.

- At least one 200-level Gateway course (grouped at the end of the 200-level course descriptions). Gateway courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical methods and historical approaches that will prove fruitful as they pursue the major. *(Note: a Gateway course can fulfill a Literary Histories or Criticism requirement as well as the Gateway requirement.)*

- At least one Criticism course (identified in parentheses at the end of the course description). A course fulfilling the criticism requirement entails a sustained and explicit reflection on problems of critical method, whether by engaging a range of critical approaches and their implications or by exploring a particular method, theorist, or critic in depth. *(Please note that when a Criticism course is also listed as satisfying the Literary Histories requirement, the course may be used to satisfy either requirement, but not both.)*

- At least three courses at the 300-level or above.

- At least three courses designated as Literary Histories. Literary Histories courses concern the emergence or development of a specific literary tradition or problem and/or its transformation across multiple historical periods. Literary Histories are identified by LH-A, LH-B, or LH-C in parentheses at the end of the course description.

  - LH-A: courses dealing primarily with literature written before 1800.
  - LH-B: courses dealing primarily with literature written before 1900 but not included in LH-A (courses on literature from 1800-1900 and some surveys).
  - LH-C: courses dealing primarily with literature written after 1900.

- Of the three Literary Histories courses required for the major, at least two must focus on literature before 1900 (LH-A or LH-B), with at least one of these focusing primarily on literature before 1800 (LH-A).

For further clarification, please see the English Department website at [english.williams.edu](http://english.williams.edu).

**Courses Outside the Department**

The department will give one elective course credit toward the major for a course taken in literature of a foreign language, whether the course is taught in the original language or in translation. Such a course may not be used to satisfy the department’s Literary Histories, Criticism, or Gateway requirements.

**STUDY AWAY**

Majors who plan to study abroad should be proactive in understanding how this will affect their plans for completing major requirements. Such plans should be discussed in advance with the student’s advisor as well as the department’s academic assistant. Approval of departmental credit for courses taken off-campus must be obtained in advance from the department chair.

**FAQ**

- **Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.**

- **Can your department or program typically pre-approve courses for major/concentration credit?**
  
  Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

- **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**
  
  Course title and description, and complete syllabus including readings/assignments. In most cases we require syllabus, readings, and assignments. The one exception is the Oxford Program. We need only the title and description for that particular program.

- **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**
  
  Yes, for most programs we allow only two electives towards the major. Again, the exception is the Oxford Program where we allow four.

- **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**
  
  Yes.

- **Are there specific major requirements that cannot be fulfilled while on study away?**
  
  Yes, students cannot receive credit for the Gateway requirement. It is difficult to receive credit for our criticism requirement as well.
Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Students must be aware that if they do not take a Gateway before their study away they will have to do it when they come back. Likewise for our criticism requirement.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

This happens most often when the student does not come to see the Chair before they leave or if they change their plans once they are away at their program.

THE DEGREE WITH HONORS IN ENGLISH

The English Department offers three routes toward honors: a creative writing thesis, a critical thesis, and a critical specialization. Candidates for the program should have at least a 3.5 average in courses taken in English, but admission will not depend solely on course grades. Formal application to pursue honors must be made to the director of honors (Christopher Pye) by April of the junior year.

All routes require students to take a minimum of ten regular-semester courses (rather than the nine otherwise required for the major). Students doing a creative writing thesis must, by graduation, take at least nine regular semester courses, and, in addition, take English 497 (Honors Thesis) and English W31 (Senior Thesis, winter study) during senior year. Students writing a critical thesis must, by graduation, take at least eight regular-semester courses, and, in addition, take English 493 and English 494 (fall Honors Colloquium and spring Honors Thesis) and English W31 (Senior Thesis, winter study) during senior year. Students pursuing a critical specialization must, by graduation, take at least eight regular-semester courses, and, in addition, take English 493 and English 494 (fall Honors Colloquium and spring Honors Thesis) and English W30 (Senior Thesis: Specialization Route, winter study) during senior year.

Creative Writing Thesis

The creative writing thesis is a significant body of (usually) fiction or poetry completed during the fall semester and winter study of the senior year, and usually including revised writing done in earlier semesters. (With permission of the honors committee, the thesis may be undertaken during the winter study period and the spring semester of the senior year.) Requirements for admission include outstanding work in an introductory and an advanced workshop (or, in exceptional cases, not including poetry or fiction, a substantial body of work in place of an advanced workshop), a recommendation from one of the creative writing teachers (who will then act as thesis advisor), and the approval of the departmental honors committee. A creative thesis begun in the fall is due on the last day of winter study; one begun in winter study is due the third Monday after spring break. The methods of evaluation are identical to those for critical projects (but their page limits do not apply).

Critical Thesis

The critical thesis is a substantial critical essay written during both semesters as well as the winter study period of the senior year. It must consider critical and/or theoretical as well as literary texts. The thesis is normally about 15,000 words (45 pages); in no case should it be longer than 25,000 words (75 pages). The proposal, a 3-page description of the thesis project, should indicate the subject to be investigated and the arguments to be considered, along with a bibliography. The finished thesis is due on the third Monday following spring break. After the critical thesis has been completed, students publicly presents their work.

Critical Specialization

The critical specialization route is a series of forays into a broad area of interest related to work undertaken in at least two courses. At least one of these courses must be in the English Department, and both need to have been taken by the end of fall term in senior year. The specialization route entails: (1) a set of three 10-page essays which together advance a flexibly related set of arguments; (2) an annotated bibliography (5 pages) of secondary sources, explaining their importance to the area of specialization; (3) a meeting with the three faculty evaluators (one of whom is the advisor) during the last two weeks in February to discuss the trio of essays and the annotated bibliography; (4) a fourth essay of 12 pages, considering matters that arose during the faculty-student meeting and reflecting on the outcome of the specialization. The 3-page proposal for the specialization should specify the area and range of the study, the issues likely to be explored, and the methods to be used for their investigation. It should also describe the relation between previous course work and the specialization, and include a brief bibliography of secondary works. The first two papers are due by the end of fall semester; the third paper is due at the end of winter study; the bibliography is due mid-February; and the final paper is due the third Monday after spring break.

Applying to the Honors Program

All students who wish to apply to the honors program are required to consult with a prospective faculty advisor and the director of honors before April of the junior year. Prior to pre-registration in April, candidates for critical theses and specializations submit a 3-page proposal that includes an account of the proposed project and a bibliography. Students applying to creative writing honors submit a brief proposal describing the project they wish to pursue. Decisions regarding admission to the honors program will be made by the end of May. Admission to the honors program depends on the department’s assessment of the qualifications of the student, the feasibility of the project, and the availability of an appropriate advisor.
When pre-registering for Fall classes of their senior year, students who are applying to critical honors should register for the Honors Colloquium as one of their four courses.

**Progress and Evaluation of Honors**

While grades for the fall and winter study terms are deferred until both the honors project and review process are completed, students must do satisfactory work to continue in the program. Should the student’s work in the fall semester not meet this standard, the course will convert to a standard independent study (English 397), and the student will register for a regular winter study project. A student engaged in a year-long project must likewise perform satisfactorily in winter study (English W30 or W31) to enroll in English 494 in the spring semester. When such is not the case, the winter study course will be converted to an independent study “99.”

Students are required to submit one electronic copy to the department academic assistant at pmalanga@williams.edu. Students should also give a final hard copy to their thesis advisor. Both the electronic copy and the hard copy are due on the dates applicable to the type of project pursued (see the above descriptions of each type of project for the due dates). All honors projects are evaluated by the advisor and two other faculty members. The advisor determines the student’s semester grades in honors, while the two external readers recommend to the department that the project receive Highest Honors, Honors, or no Honors. Honors of any kind are contingent upon satisfactory completion of courses in the major during the senior year. Highest Honors are normally awarded only to students whose performance in both the honors program and regular courses in the major has been exceptional.

**ENGL 11 (W) The Brontes and the Visual Art Journal**

Academic courses from all disciplines at Williams often require the use of a journal to help students focus on their work. This course will push that concept to its limit as we explore some of the classic writings of Charlotte, Emily and Anne Bronte. Our goal will be to find real and tangible ways that visual art journaling can enhance our learning of literature. We will create and record visual insights as we read, and we will explore how this practice can help us conceive what we are reading. In addition to reading the entirety of Charlotte Bronte's *Jane Eyre* we will read Emily Bronte’s *Wuthering Heights* as well as selections from Anne Bronte's *The Tenant of Wildfell Hall*. There will also be readings from various authors and artists on the subject of journaling as a tool for learning. Adjunct Instructor Bio: Patricia Malanga received her BA in English Literature from the University of Massachusetts in 1990. While working as the Academic Assistant in the English Department here at Williams for the last 20 years, she has explored her love of literature and her love of the visual arts. This course will be the culmination of those interests.

**Class Format:** afternoons

**Requirements/Evaluation:** at least 10 pages of free style journal writing, a finished visual journal and participation in class discussion, projects and assignments

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference to English and Art majors

**Materials/Lab Fee:** $30 plus cost of books

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01   TWR 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm   Patricia S. Malanga

**ENGL 12 (W) The Art of Telling a Good Story**

How do you offer an audience, out loud, a compelling and memorable story? This course will aim to develop both a sense of the structure behind a good story and the improvisational skills that bring a told story to life. In class we'll tell stories. We'll explore basic approaches to shaping stories (and elaborations on these approaches), as well as what makes a story a “story” instead of something else, using the models of folktales and narrative nonfiction. We’ll engage in improvisational exercises, and explore the expressive capacities of voice, body, tempo and silence, considering how the improvisation of told tales might intersect with or resemble improvisational performance in other arts. We'll also discuss issues facing tellers of traditional tales, personal stories, and other story types. When do you or do you not have the right to tell a particular story? How do you claim "authority" to tell a story? What are the implications of choosing the stories we do tell? What stories need to be told that are not? What stories need amendment? What does storytelling mean for other academic or social realms? Outside class, students will analyze and critique videos of other
storytellers with the goal of enhancing their own storytelling strategies. Students will prepare for presentation in class three different kinds of stories and will offer stories to two different public audiences, one on campus and another in a local school. Students will also be asked to write a brief reflective essay. The class will meet for two hours a day, Monday through Thursday. Adjunct Instructor Bio: Kelly Terwilliger has been telling stories professionally for 17 years in schools, libraries, festivals, parks, museums, community centers, and pubs.

Class Format: mornings
Requirements/Evaluation: 2- to 3-page paper; performances, one of which will be offered to the wider public
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: statement of student interest
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TWR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Kelly Terwilliger

ENGL 13 (W) Fanon: Anticolonialism and Revolution
Crosslistings: COMP13 / ENGL13

Primary Crosslisting
This course will serve as an intensive introduction to Fanon’s philosophical and political writings, which continue to stand as some of the most influential and rousing works of the twentieth century. Born in Martinique and trained in France as a psychiatrist, Fanon spent the last decade of his life in Algeria, where he joined the struggle for national liberation. Marked by a layered history of anti-colonial struggle in the Caribbean, Europe, and North Africa, as much as by a commitment to the world-wide projects of decolonization and revolution, Fanon’s writing has been taken up by protest movements around the world, from South Africa to Sri Lanka, from the Black Panthers to queer theory.

Class Format: afternoons
Requirements/Evaluation: 10-page paper; 5-page paper; 2- to 3-page paper
Extra Info: tutorial-style pairing
Prerequisites: none
Enrollment Limit: 10
Materials/Lab Fee: cost of books

Winter 2019
LEC Section: 01 Cancelled

ENGL 14 (W) Humor Writing and Analysis
In this class we’ll hijack the tools of fiction writers, dishonor the genre of memoir, perpetuate the problem of fake news and push the bounds of taste in memes. You’ll write something for every class, and most of your writing will be discussed in a workshop format. You’ll also submit written reflections on the required text, Just the Funny Parts by Nell Scovell and make an oral presentation analyzing a specific work that you consider an example of comic excellence. We’ll discuss what kind of relationship thinking people should have with sexist, ethnic and religious humor. And we’ll talk quite a bit about postmodernism. Hey, it’s an English class. Adjunct Instructor Bio: Eric Randall is a journalist whose work has been published in USA Today, Time, Newsweek and The Washington Post, as well as some reputable publications. He has no particular qualifications for teaching this class but is a firm believer in doing what you can get away with.

Class Format: MR 1:30-4:30pm
Requirements/Evaluation: 2- to 3-page paper; class participation; one group project
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: random selection by registrar with roughly equal distribution of class years
ENGL 15 (W) Tolkien: The Hobbit, The Lord of the Rings, and Oxford

In this class we'll read and discuss in depth the literary and imaginative richness of J. R. R. Tolkien's beloved fantasy novels *The Hobbit* and *The Lord of the Rings*, as well as the aspects of his biography and the scholarly works he wrote while an Oxford professor that most illuminate his fantastical writings. "On Fairy-Stories," "Beowulf: The Monsters and the Critics," and "On Translating Beowulf." By combining the fantastical and the academic in Tolkien, we'll get a better view of his imagined fortresses, castles, strongholds, of his elves, dragons and shires, as well as a better view of "the city of dreaming spires," his beloved Oxford nestled in the green hills of its own Oxfordshire. Students are asked to participate in all class discussions, and, at the end of the class, students will be asked to submit a 10-page research paper. Class will meet three times a week for two hours each session, and your work outside the class will average around twenty hours a week and involve reading and film viewing. Adjunct Instructor Bio: Ryan Riley earned a master's degrees in literature from both Oxford and Yale, and a bachelor's in literature from Harvard, where he was a humor writer for The Harvard Lampoon and started a literary discussion and writing group inspired by Tolkien's Inklings.

Requirements/Evaluation: 10-page paper

Prerequisites: none--if student has already read some or all of Tolkien's writings, no need to worry, as there will still be much to learn about his imaginative world

Enrollment Limit: 30

Enrollment Preferences: if over-enrolled, preference will be given to students who write the instructor a short email explaining their interest in the class

Materials/Lab Fee: $10 plus cost of books

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ENGL 16 (W) Henry James' The Golden Bowl

In this course we will read Henry James' late novel, *The Golden Bowl*, which dramatizes many of James' crucial preoccupations. Centered on a wealthy American collector living in England at the turn of the twentieth century, the novel examines the personal and cultural costs of an American obsession with amassing relics of a collapsing European empire, as well as the potentially ruinous effects of wealth and refined sensibility on tangled love relations. The novel's ethical and perceptual intricacies are conveyed in an ingeniously demanding style that presses syntax to its limits. We will read critical essays on the novel, and draw on Walter Benjamin's work on collecting and on the Arcades of 19th-century Paris.

Class Format: afternoons

Requirements/Evaluation: 10-page paper

Prerequisites: a 100-level English course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: English majors will have priority

Materials/Lab Fee: $15 plus cost of books

Distributions: (D1)

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ENGL 17 (W) How to Write Auto-Fiction

Crosslistings: REL17 / ENGL17
You glanced eagerly over the course descriptions, looking for something that would allow you finally, at last, to wrestle with the ridiculous assumption that those literary genres—namely, "Fiction" and "Non-Fiction"—had intrinsically established identities and clear bounds. You wanted the class that would allow you to write the truth as you experienced it, the truth that was not entirely dependent on facts as markers of truth, but also not so flimsy as to bend in the gentle breeze of every casual opinion. Your eyes stopped on the title, "How to Write Auto-Fiction," and your attention was piqued. Will it all be written in the second person? you wondered, a thought that had you a little concerned, but the professor calmly stepped in to assure you that no, it would not, in fact it would be best if you avoided that particular narrative mode entirely. You would be focusing on writing stories from your life (10-20 pages each), narrated in the first-person, not entirely factual, but certainly not false. They would be workshopped by your peers, revised, and resubmitted. You would come to class ready to write on the first day, and you would be ruthless in your revisions of shitty first drafts.

Adjunct Instructor Bio: Dalena Storm is local writer of fiction and non-fiction. She earned her BA from Williams College and her MFA from Bennington College where she participated in a number of combined workshops on memoir and fiction, and she began to explore the space between the genres in her own fiction in addition to completing a memoir.

Class Format: afternoons
Requirements/Evaluation: two stories (10-20 pages) and two revisions (10-20 pages)
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: email explaining reasons for interest in the course to Dalena.Storm@gmail.com
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    MWF 1:00 pm - 2:50 pm  PORG 1:00 pm - 2:50 pm    Dalena  Storm

ENGL 19 (W) Screenwriting Challenge: The Tale of an Underappreciated Musical Genius
Crosslistings: ENGL19 / MATH19
Secondary Crosslisting
The goal of this course is to draft a screenplay inspired by the last twelve years (1916-1928) of the remarkable Czech composer Leos Janacek's life. Before the course begins students will listen to a wide array of Janacek's music and read a number of essays about his life. Every weekday during winter study we will immerse ourselves in brainstorming and writing, with the aim of completing a draft by the end. The workload will be intense but (I hope) extremely rewarding. I particularly encourage students with a passion for writing and classical music to apply. A writing sample (any genre) and a brief description of what drew you to the course is required.

Class Format: afternoons
Requirements/Evaluation: final project
Prerequisites: none, but students with a passion for writing and classical music are encouraged to apply
Enrollment Limit: 3
Enrollment Preferences: writing sample and brief application
Materials/Lab Fee: $55
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    Cancelled

ENGL 20 (W) Winter Naturalist's Journal
Crosslistings: ENVI20 / ENGL20
Secondary Crosslisting
This course will engage with the natural world through writing, drawing, and personal observation. Students will spend time out of doors exploring the ecosystem of the Williamstown area, and indoors practicing reflective writing (both poetry and prose), and observational drawing.
required to keep a nature journal, to be shared and displayed as part of the final project. This course is designed for students who are interested in environmental studies, creative writing, and drawing. Instructor will meet with students for 6 hours of in-class time, and will provide assignments totaling at least 15 hours a week, including daily visits to a chosen spot on campus for writing and observation. Students will be provided with a binder of articles and poems, which they will be expected to read and comment on. There will be at least one field trip. The class will conclude with a celebratory reading/showing of student work. Students will be required to keep a daily journal, and also to write in class. They will be asked to perfect and edit several of these pieces in place of a ten page paper, and to read from one or more of them at the final celebration.

Class Format: mornings
Requirements/Evaluation: daily journal and 2- to 3-page papers
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: random selection
Materials/Lab Fee: $80 plus cost of books
Distributions: (D2)
Attributes: EXPE Experiential Education Courses

ENGL 25 (W) Journalism Today
This course will give students an in-depth view of the inner workings of journalism today. It will feature the perspectives of several Williams alumni who work in a broad spectrum of today's media universe, including print, broadcast, and new media. Our guests will help students workshop their ideas for a feature-length piece of journalism they're expected to create during the month. They will discuss the reporting skills to use, as well as their own experiences. In addition to reading the work of guests, there may be required texts about issues and methods related to journalism. Students will be expected to complete several small reporting and writing exercises, as well as one feature-length news story on a topic chosen at the beginning of the course. There will be a week-long trip to New York for field work and to visit various newsrooms. In previous years, organizations visited have included CNN, the New York Times, the Columbia School of Journalism, ABC News, Bloomberg News, BuzzFeed News, ProPublica, the Wall Street Journal and APM Marketplace. Adjunct Instructor Bio: Christopher Marcisz is a freelance writer and editor based in Williamstown. He was a reporter (and later editor) at the Berkshire Eagle. Previously he worked in Washington covering national energy policy, wrote about sports in Moscow, and worked on the international desk at Newsweek. Christopher graduated from the University of Pennsylvania and the Columbia University Graduate School of Journalism.

Class Format: travel
Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: preference will be given to students with a demonstrated interest in journalism or media (as explained in a statement of interest), with a priority given to upperclassmen
Materials/Lab Fee: $923
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

ENGL 30 (W) Honors Project: English
Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.
Class Format: honors project
Distributions: (D1)
ENGL 31 (W) Senior Thesis: English

Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

Class Format: thesis
Distributions: (D1)

ENGL 99 (W) Independent Study: English

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D1)

ENGL 105 (F) American Girlhoods (DPE) (WI)

Crosslistings: AMST105 / WGSS105 / ENGL105

Primary Crosslisting

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of “manners and morals” does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Class Format: seminar
Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equality and power and what kinds of literary and cultural forms writers utilize to illuminate these differences. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

Attributes: AMST Arts in Context Electives;
ENGL 107 (F) Temptation  (WI)

Crosslistings: COMP106 / ENGL107

Primary Crosslisting

We want most those things we can't--or shouldn't--have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

Class Format: seminar

Requirements/Evaluation: four five-page papers, in-class presentation, thoughtful participation in discussions

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Distributions: (D1) (WI)

Not offered current academic year

ENGL 108 (F) Everyday Stories  (WI)

We--human beings--consume stories every day, and we currently have a dazzling, even astonishing wealth of choices, every day. Most of these stories are Action Packed: this Thing blows up, this Heart throbs with passion, that Organization carries out some evil plot, this Person figures it out. We will examine the world of everyday storytelling across many mediums, from poetry to comic books to television, and across time, from the mid-19th century to the present.

Class Format: seminar

Requirements/Evaluation: class participation, and 5-6 writing assignments amounting to 20 pages all told

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Distributions: (D1) (WI)

Not offered current academic year

ENGL 111 (F) Poetry and Politics  (WI)

"Poets are the unacknowledged legislators of the world" wrote Shelley in his 1821 "Defence of Poetry," countering the widely held view of poetry's airy irrelevance to the material progress of humanity. His claims are echoed a century and a half later in Audre Lorde's "Poetry is Not a Luxury,"; in which she argues that poetry is a vital and essential part of her own political struggle as a Black lesbian feminist. But when W.B. Yeats--himself a very politically involved poet--writes in 1917 that "from the quarrel with others comes rhetoric; from the quarrel with ourselves comes poetry," he implies that poetry would suffer from too much involvement with the "quarrel with others" that is politics, becoming, perhaps, something more like advertising jingles for political dogma. And when W. H. Auden writes in 1939 that "poetry makes nothing happen" he appears to locate poetry's value precisely in its irrelevance to politics as such. This course will focus on the vexed relationship between poetry and political struggle, reading predominantly poetry and poetics (writings about poetry) of the last two centuries in an effort to answer the questions: what can poetry do for politics? what does politics do for (or to) poetry? Is poetry essential to political struggle, or do poetry and politics mix only to the detriment of both, producing, on the one hand, bad poetry, and on the other, mere distractions from the "real" work of politics? The primary goal of the course is to make students better readers of poetry,
and better readers and writers of argumentative prose.

Class Format: discussion/seminar

Requirements/Evaluation: graded essays, final in-class team project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Distributions: (D1) (WI)

Fall 2018

SEM Section: 01    TF 2:35 pm - 3:50 pm     Alison A. Case

ENGL 112 (F) Introduction to Literary Criticism (WI)

What determines meaning? How we interpret is inevitably inflected by our own priorities and preoccupations, by the contexts in which we read, by the literary and other conventions influencing a work, and by the historical and personal circumstances of its composition, as well as deriving from the particular words of a text and from the mutable life of language itself. So how to go about the task of reading literature well, and reading critically? This course will focus on key introductory methods and critical approaches, and is intended to develop your skills in reading, writing about, discussing and interpreting literary texts. Our readings--mainly short fiction and poetry, along with selected introductory work in critical theory--will invite increased self-consciousness about literary form, the functions of criticism, and the process of reading and interpretation. In the last weeks of the course, we will read longer texts, including at least one play and one novel.

Class Format: seminar

Requirements/Evaluation: four papers rising from 2 to 6 pages, regular short reading response papers, and contributions to class discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Distributions: (D1) (WI)

Not offered current academic year

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WI)

Crosslistings: ENGL113 / WGSS113 / AMST113

Primary Crosslisting

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: seminar; discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit
DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; EXPE Experiential Education Courses; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses
Crosslistings: ENGL117 / COMP117

Primary Crosslisting

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (Ferris Bueller's Day Off, Silence of the Lambs, The Lord of the Rings) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion/seminar

Requirements/Evaluation: five short papers totaling about 20 pages, class attendance and participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: AMST Critical and Cultural Theory Electives;

Fall 2018

ENGL 119 (S) Missed Encounters (DPE) (WI)

Although we all entertain the dream of reaching directly across boundaries of personal and cultural difference, such exchanges remain inseparable from fantasies of otherness. Those fantasies can be as reductive as a stereotype, but they can also be enormously nuanced and self-revealing—as rich as literature itself. We will study the missed encounter—the encounter in which the element of presupposition and fantasy is vividly apparent—in cultural contexts from the first English accounts of the inhabitants of Virginia to race relations in contemporary African fiction; we will consider such encounters in other contexts as well, including sexual relations, the relations between young and old, even the relation between past and present. But in every case, we will keep our gaze trained on what such events tell us about the nature of fantasy and the place of fiction. The course will consider novels, drama, film, opera, and non-fiction, works such as: Coetzee, Waiting for the Barbarians; Harriot, "Report of the New Found Land of Virginia"; Conrad, Heart of Darkness; Stephen Crane, "The Blue Hotel"; Nadine Gordimer, The Pick Up; Herzog, "Aguirre"; Shakespeare, Merchant of Venice; Puccini, Madame Butterfly; Huang, M. Butterfly; Austen, Pride and Prejudice; Gyasi, Homegoing; and theoretical writing, including texts by the psychoanalytic critic, Jacques Lacan.

Class Format: seminar

Requirements/Evaluation: 20 pages of writing in the form of frequent short papers

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students who have not taken or placed out of an English 100-level class

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course fulfills the spirit of the DPE requirement by engaging diverse cultural contexts in order to explore the ways in which political, racial, and sexual identities are staked on forcible assertions of difference which at once constitute power and erode it from within. Through discussion and critical writing, students will develop analytical tools and skills to interrogate these effects of social power. WI: Like all English
100-level courses, there is an intensive focus on writing skills through frequent short papers (20 pages total).

Spring 2019
SEM Section: 01  MWF 11:00 am - 12:15 pm  Christopher L. Pye

ENGL 120 (S)  The Nature of Narrative  (WI)
Crosslistings: COMP111 / ENGL120

Secondary Crosslisting
This course examines the nature and workings of narrative using texts drawn from a wide range of literary traditions, media, and genres. Readings will include Western and Asian classics (Homer, Sei Shōnagon), 19th century French, German, and Russian fiction (Zola, Kleist, Lermontov), Latin American magic realism (Marquez), and visual literature from stage drama to film and graphic memoir (Oscar Wilde, Sam Mendes, Tezuka Osamu, Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

Class Format: seminar
Requirements/Evaluation: regular attendance and participation, several short response assignments, two 4- to 5-page papers, and one paper rewrite
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students considering a major in a related field
Expected Class Size: 19
Distributions: (D1) (WI)

Spring 2019
SEM Section: 01  MR 2:35 pm - 3:50 pm  Christopher A. Bolton

ENGL 120 (F)  The Nature of Narrative  (WI)
Crosslistings: COMP111 / ENGL120

Secondary Crosslisting
This course focuses on the nature and function of narrative using a wide range of texts from different periods, traditions and genres. We will analyze the ways in which works of fiction communicate their concerns; in other words: how do they say what they say? And why does “how” matter as much as, if not more than, “what”? We will also look at film, articles, and other relevant texts, accompanying the readings with a few pertinent theoretical texts. The authors we will study may include Homer, Cervantes, Kleist, Kafka, Zweig, García Márquez, Rankine, and Farhadi. All readings in English, although those with foreign language competency are invited to make comparisons with the original where possible.

Class Format: seminar
Requirements/Evaluation: meaningful class participation, two short papers, and a final paper of 10 pages, which will consist of a draft and a final version
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students considering a major in Comparative Literature and/or who have studied a foreign language
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: FMST Related Courses;
Not offered current academic year
ENGL 120 (F) Nature of Narrative  (WI)
Crosslistings: ENGL120 / COMP111

Secondary Crosslisting
This course examines the nature and workings of narrative through a wide range of texts from different traditions, genres, and periods. We will explore the ways in which stories are told, how they convey meaning, and how they are shaped by generic conventions. Readings may include the Odyssey, the Chinese Classic of Poetry (Shijing), the Tale of Genji, the lais of Marie de France, Flaubert, Feng Menglong, and others (all readings will be in English). We will also read a few short theoretical works.

Class Format: seminar
Requirements/Evaluation: consistent and engaged class participation, several short written assignments over the course of the semester, and a longer final paper, with the opportunity to revise the final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students considering a major in Comparative Literature
Expected Class Size: 19
Distributions: (D1) (WI)

Fall 2018
SEM Section: 01    TR 11:20 am - 12:35 pm     Sarah M. Allen

ENGL 123 (F) The Short Story  (WI)
The reading for this course will consist entirely of short stories by such writers as Poe, Hawthorne, James, Doyle, Hemingway, Faulkner, Gilman, Chopin, Cather, Toomer, McCullers, O'Connor, Borges, Nabokov, Kincaid, Saunders, Diaz, and Shepard. We will read one or two per class meeting; at the end of the course, we'll be reading one collection, probably by Raymond Carver. Reading short stories will allow us to pay close attention to the form of our texts, and to paragraphs, sentences, and words. The premise of the essays you will write is that short stories and short essays are both arts based on controlling the release of information and meaning, and that studying the two genres together will have reciprocal benefits for reading and writing.

Class Format: seminar; class meetings will be devoted almost entirely to discussion
Requirements/Evaluation: grades will be based on the five formal writing assignments, with rewards for improvement, plus class participation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken a 100-level English course; then sophomores who have not taken a 100-level English course
Expected Class Size: 19
Distributions: (D1) (WI)
Distribution Notes: WI: There will be five papers in the course totaling about 20 pages

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am     John K. Limon

Spring 2019
SEM Section: 01    TR 8:30 am - 9:45 am     John K. Limon

ENGL 125 (F) Theater and Politics  (WI)
Crosslistings: ENGL125 / THEA125
Primary Crosslisting
This seminar traces the surprisingly close and controversial relationship between theater and politics from ancient Greek tragedy to modern literature,
contemporary film and philosophy. When Plato kicked off political philosophy by outlining his ideal city-state, one of his first moves was to ban theatrical performance on the grounds that play-acting would make men poor governors of themselves. In more recent times, however, the work of artists and playwrights as diverse as Bertolt Brecht and Antonin Artaud have provocatively suggested that theater itself could remedy the ills that Plato thought it caused. In today's age of global spectatorship, writers, artists, and activists continue to ask: who are the real actors and spectators of today's digital world-stage, when governments and other powerful institutions have increasingly sophisticated tools for gathering information about and controlling the on-looking masses, but revolutions are nevertheless organized via social media or triggered by cell phone images? May include works by Plato, Euripides, Melville, Woolf, Rancière, and Claire Denis.

Class Format: seminar

Requirements/Evaluation: three papers and a portfolio of interpretive questions, totaling 20 pages of written work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Distributions: (D1) (WI)

Fall 2018

ENGL 126 (F) Black Literature Matters (DPE) (WI)

Crosslistings: AFR126 / AMST126 / ENGL126

Primary Crosslisting

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Class Format: seminar

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR

DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.
ENGL 128 (S)  Reading Asian American Literature  (WI)

Crosslistings: ENGL128 / COMP128 / AMST128

Secondary Crosslisting

Though the category and term "Asian American" came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary "movement" from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetries. This writing-intensive course closely reads a sampling of texts in a variety of genres and styles-produced by writers from various Asian American ethnic groups-from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of "Asian American"—its contradictions, heterogeneous nature, and our assumptions—and its relation to the idea of "American." Some questions we will ask: "Why have Asian Americans and Asian American writers and writing so often been viewed as 'foreign' or 'alien' to the American body politic and the English-language literary tradition?" "How might Asian American writing be linked to other English-language texts in the Asian diaspora?"

Class Format: seminar

Requirements/Evaluation: six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: prospective AMST or ENGL majors

Expected Class Size: 15

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL

Attributes: AMST Arts in Context Electives;

Not offered current academic year

ENGL 129 (F)  Twentieth-Century Black Poets  (WI)

Crosslistings: AFR129 / ENGL129

Primary Crosslisting

From Langston Hughes to contemporary poets such as Angela Jackson and Claudia Rankine, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor, and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Amiri Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask how black poetry has been defined and whether there is a single black poetic tradition or several.

Class Format: seminar

Requirements/Evaluation: several short papers, a 15-page final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Distributions: (D1) (WI)
ENGL 130 (F) Dream Work (WI)
Like art, dreams both require and resist interpretation. In this class, we will consider a wide range of texts, including ancient oneirocritica, medieval dream visions, and psychoanalytic and anthropological case studies, before moving on to modern and contemporary attempts to capture the "underside of consciousness" that dream represents through examples drawn from fiction, drama, poetry and film. Along the way, we'll uncover competing understandings of dream, trace the function of dream as a literary device, and ask what different media uncover and conceal about the dream's form of thinking. This course is designed to immerse you in the strategies of textual interpretation while fostering an openness between creativity and analysis.

Class Format: seminar

Requirements/Evaluation: four 5-page papers, as well as informal writing assignments; thoughtful and engaged participation in discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course

Expected Class Size: 19

Distributions: (D1) (WI)

Distribution Notes: WI: This course is a writing-intensive class

Fall 2018

SEM Section: 01    TF 2:35 pm - 3:50 pm     Jessica M. Fisher

ENGL 132 (F) Black Writing To, From, and About Prison (DPE) (WI)
Crosslistings: WGSS132 / ENGL132

Primary Crosslisting
This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. Course texts will include letters from Angela Davis's edited collection If They Come in the Morning, autobiographies like that by Malcolm X, poetry by Ericka Huggins and Huey Newton, as well as critical interventions by scholars like Nikki Jones, WEB Du Bois, and selections from Eric Stanley and Nat Smith's edited collection Captive Genders. We will also look at contemporary groups organizing around the question of prisons and justice including Critical Resistance, BYP100 (Black Youth Project 100), and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format: seminar

Requirements/Evaluation: three 4- to 5-page individual papers, one 4- to 5-page hybrid paper, informal writing, letter writing

Extra Info: may not be taken on a pass/fail basis

Prerequisites: first-year students who have not taken or placed out of a 100-level ENGL course

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE: This class meets the DPE designation in that it facilitates critical engagement with the question of what counts as justice, for whom, for what reasons,
and at what cost individually and communally. Students will sharpen their understanding of the relationship between race, gender, and power in the afterlife of slavery WI: This class is Writing-Intensive in that it requires a minimum of 20 pages of formal writing

Fall 2018

SEM Section: 01   MWF 8:30 am - 9:45 am   Ianna Hawkins Owen

ENGL 133 (F)  Shakespeare's Uncertain Ends  (WI)

We've come to expect that the heroes of Shakespeare's tragedies learn something. Othello, Lear, Hamlet, Macbeth, and all the others, are supposed to achieve some kind of clarifying self-knowledge as a reward for their terrible suffering. After all, the heroes’ flaws are revealed and their delusions are exposed so that they can eventually understand what has happened to them and why. They are meant to learn from their suffering. Or so we'd like to think. But the plays don't always cooperate with our desire for some compensating enlightenment. We don't always come away with a clear sense that Shakespeare's tragic heroes have arrived at a true self-recognition; in other words, they don't always fully grasp how their fate is implicated in their character. Nor are we granted an obvious, edifying moral to compensate for the misery we witness. What, then, do we discover at the end of a Shakespeare tragedy?

Class Format: seminar
Requirements/Evaluation: three essays (two 5-page essays and one 10-page essay), short writing assignments, class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students
Expected Class Size: 19
Distributions: (D1) (WI)
Distribution Notes: WI: 100-level Writing-Intensive

Fall 2018

SEM Section: 01   TR 8:30 am - 9:45 am   Alan W. De Gooyer

ENGL 134 (F)  What Is Comedy?  (WI)

This expository writing course aims at developing skills in academic writing by analyzing and interpreting stories meant to make us laugh. "Comedy" is the name we usually give to such stories, but historically comedy has been defined in other ways as well: as leading to a happy ending, often to marriage or some other kind of social harmony; or as being concerned with everyday life, with characters we recognize as amusingly or disturbingly like ourselves. In this course we'll examine how and why these different features have gone together in texts from ancient Greek drama to The Marvelous Mrs. Maisel. Comic laughter can show our potential for solidarity, reconciliation, and forgiveness, and also for indifference, aggression, and exclusion. We'll explore comedy's insights into both possibilities while keeping our focus on how to construct effective arguments and develop them in clear, elegant prose. Authors to be studied may include Aristophanes, Molière, and Wilde as well as classic and contemporary film and television.

Class Format: seminar
Requirements/Evaluation: 4 essays totaling around 20 pages, including a formal drafting and revision process; class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: none
Expected Class Size: 12
Distributions: (D1) (WI)
Distribution Notes: WI: This course involves explicit and intensive attention to writing strategies and skills.

Fall 2018
ENGL 135 (F) Vengeance  (WI)
For almost three thousand years revenge has been a central preoccupation of European literature. Revenge is inviting to literary and dramatic treatment partly because of its impulse towards structure: it traces a simple arc of injury and retaliation. A injures B, and B retaliates against A. But retaliation is never easy or equivalent, and there is always a volatile emotive mixture of loss and grievance that stirs up ethical ambiguities that are seldom resolved. Vengeance also fascinates because it is so paradoxical. The avenger, though isolated and vulnerable, can nevertheless achieve heroic grandeur by coming to personify nemesis. And yet the hero is always contaminated by trying to make a right out of two wrongs--and he usually has to die for it. Driven by past events, cut off from the present, and wrapped up in stratagems for future reprisals, the avenger's actions are almost always compromised by impotence or excess. At best, revenge is "a kinde of Wilde Justice"--a justice that kills its heroes as well as its villains. We will look at as many stories of vengeance, across as wide a range of cultures and media, as possible. Readings will include Sophocles' Electra, Dante's Inferno, Shakespeare's Hamlet and The Tempest, Chalderon de Laclos' Dangerous Liaisons, and Vonnegut's Slaughterhouse Five, as well as several short stories and films.

Class Format: seminar
Requirements/Evaluation: two 5-page essays; one 10-page essay; several short response essays; 10% of grade is on participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course
Expected Class Size: 19
Distributions: (D1) (WI)
Not offered current academic year

ENGL 136 (S) Slavery and the Making of a Literary Tradition  (WI)
Crosslistings: ENGL136 / AFR136
Primary Crosslisting
How has the subject and iconography of slavery continued to preoccupy the American literary and cultural imagination? In this course, we will examine the transatlantic circulation of ideas regarding race, nation, citizenship, self-mastery, agency, and freedom in colonial and antebellum America and consider how these debates have continued to the present. We will read such authors as Phyllis Wheatley, Harriet Jacobs, Harriet Wilson, William Faulkner, Mark Twain, and Toni Morrison. Forms will include poetry, slave narratives, novels, advertisements, broadsides, pamphlets, and other ephemera. We will also view cinematic representations of slavery, such as WGN's Underground, the adaptation of Solomon Northrop's 12 Years a Slave, and Issa Rae's parody "Due North" in Insecure.

Class Format: seminar
Requirements/Evaluation: active class participation, 4 short papers totaling about 20 pp.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 19
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR
Not offered current academic year

ENGL 138 (F) What is a Self? Investigations in Literature, Philosophy, and Psychology  (WI)
The experience of having a self (or a subjective point of view) informs and colors literally everything we think, see, and feel. And yet what, exactly, is a self? Is it the unchanging essence of who we are as individuals (like what Christians call the soul)? Or is it the historically contingent product of ever-changing cultural and political forces (like the media, gender norms, and ideologies about race, to name just a few)? Or, perhaps, is the belief that
we have a self just one big illusion, as the Buddha suggested millennia ago and as modern philosophers and neuroscientists have argued in their own different idioms more recently? In this class, we’ll explore the deep mystery of human existence that we call "the self" or "subjectivity," looking at various attempts to capture, represent, and explain it. Our investigations will be wide-ranging, looking at examples from literature, philosophy, religion, and science. Works we may study include: Tim O'Brien's *The Things They Carried*, Toni Morrison's *Beloved*, Romantic poetry, and classic philosophical writings on the self by Descartes, Locke, Hume, and Sartre, among others. We'll also study scientific findings about the relationship between the mind and the brain that have come from the fields of psychology and neuroscience, perhaps in conjunction with one of a wave of recently published "neuro-novels" (like Richard Powers' *The Echo Maker*) that portray the self in terms borrowed from the brain sciences. Students who genuinely find the experience of the self puzzling and fascinating will get the most out of this class. Bring an open mind about what it is to have a mind in the first place.

Class Format: seminar

Requirements/Evaluation: five analytical papers totaling 20 pages; active class participation; participation in other short writing assignments

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: PHIL Related Courses;

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**ENGL 140 (S) Introduction to Creative Writing**

This is a multi-genre introduction to Creative Writing in which the emphasis will be generative and exploratory. We will consider poetry, fiction, and nonfiction through a combination of approaches: seminar style discussion of published work, as well as mini-lectures and craft essays that will guide your creative writing in each genre. You will also write short, analytical pieces about published work. In order to foster experimentation, the writing assignments will be short; several of the creative pieces might be combined for a longer piece at the end of the semester. The instructor will be the primary respondent to your work, although you will also become comfortable reading and critiquing one another's work. There will be one workshop-format class per genre.

Class Format: seminar

Requirements/Evaluation: 10 pages of critical and creative writing in each genre, for a total of 30 pages, active participation in class, including peer editing

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Extra Info 2: although not writing intensive, this course will demand considerable written response and conferencing with professor

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students who have not taken a Creative Writing workshop; first-year students with an AP5 in Literature are eligible

Expected Class Size: 19

Distributions: (D1)

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**ENGL 142 (S) Idleness (WI)**
What happens when nothing is happening? Is inactivity the mark of sinful sloth, the mind’s freedom to reflect in tranquility, or an act of political resistance? In this course, we will survey the long history of idleness as represented in literary texts, philosophical writing, and other cultural documents like Reconstruction-era vagrancy laws and op-eds about automation and the future of work. We will be interested in the many things that not working has been made to mean, especially as the bearer of human identity and privileges of class, race, and/or gender. Who gets to draw the line between leisure and laziness, and why? We will pursue these questions by reading authors such as Homer, Hesiod, Horace, Augustine, Petrarch, Langland, Marvell, Eliot, Melville, Dickinson, Wilde, Weber, Woolf, McKay, Adorno, Foucault, and Kincaid.

Class Format: seminar

Requirements/Evaluation: four five-page papers, one in-class presentation, thoughtful participation in class discussions

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Department Notes: WI: Students will submit a total of at least 20 pages of formal writing across four essays

Distributions: (D1) (WI)

Spring 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm    Andrew C. Miller

ENGL 146 (S) Campus Life: The University and the Novel (WI)

What is college for? To a significant number of writers from roughly 1945 onward, one answer seemed to be: college is the perfect setting for a novel! The Campus Novel, as it is known, mines the rich, frequently zany dramatic terrain that emerges when large groups of young people try to live and learn together in a closed environment. Filled with the absurdities of academic and collegiate life, the scholarly and sexual intrigues of the college campus, Campus Novels also are microsociologies of college: not just reflections of, but reflections upon, the institutional contexts of the American university. This course will introduce students to the Campus Novel (and its cousin, the Campus Movie), as a way to explore the history and meaning of liberal arts education in the American University from roughly the post-World War II emergence of mass higher education through co-education, multiculturalism, and the rise of the corporate university. Fictional lab reports upon experiments in living, works dedicated to figuring out what and whom a liberal arts education is for, these novels will be our own guides to an exploration of these questions. Likely texts: Amis, Lucky Jim, McCarthy, The Groves of Academe, Delillo, White Noise, Donna Tartt, The Secret History, Zadie Smith, On Beauty, Dave Eggers, The Circle, and films such as Breaking Away, School Daze, and The Social Network.

Class Format: seminar

Requirements/Evaluation: four to five essays, totaling approximately 20 pages, regular and substantial contributions to our collective inquiry in the seminar room

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Distributions: (D1) (WI)

Not offered current academic year

ENGL 149 (F) First-Hand America (WI)

Crosslistings: AMST149 / ENGL149

Secondary Crosslisting

Gonzo journalism, the nonfiction novel, literary journalism, the "new new journalism": the study of American culture has thrived in the able hands of writers, reformers and amateur anthropologists. This course is an introduction to American writing and culture through the eyes of extraordinary
witnesses who work as public intellectuals, addressing a readership that reaches beyond the university. Through essays, films and music we will track the documentary impulse from coast to coast: from Ferguson, Baltimore, Miami, Watts, Denver, Harlem, Chicago, Compton and Sing-Sing prison to the wilds of Alaska and rural Georgia; from mass demonstrations to the most intimate, bedside revelations. How have writers and artists given their audiences tools for understanding power, privilege, and difference in America?

**Class Format:** seminar

**Requirements/Evaluation:** multiple short essays and revisions, peer-editing and class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level English course

**Expected Class Size:** 19

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL

**Attributes:** AMST Arts in Context Electives;

Not offered current academic year

**ENGL 150 (S) Expository Writing** (WI)

Writing clearly is the most important skill you can learn in college. Do you suffer from writer's block? Do you receive consistent criticism of your writing without also learning strategies for how to improve? This course is for students who want to learn how to write a well-argued, intelligible essay based on close, critical analysis of texts. We will derive our method for mastering the complex art of writing from Atul Gawande's bestselling book, *The Checklist Manifesto*. In addition to sharpening your skills in reading, note-taking and literary analysis, this class will give you tools for generating drafts, peer editing, revising, and polishing your writing. The majority of the readings for this course will be literary essays, mostly contemporary, mostly American. (This course and English 152 focus more directly on basic expository writing skills than the other 100-level classes in the English department.)

**Class Format:** seminar

**Requirements/Evaluation:** 5 papers totaling at least 20 pp.; evaluation partly based on improvement and effort

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** first-year students, especially students with demonstrated need for help with analytical writing

**Expected Class Size:** 12

**Distributions:** (D1) (WI)

Not offered current academic year

**ENGL 150 (S) Expository Writing** (WI)

This course is designed to improve your essay-writing skills. We will try to figure out how to write effective college essays in an assortment of disciplines, and get away from the one-size-fits-all template you remember from high school. We will learn how to write introductions that grab you, exposition that thrills you, climaxes that fill you with suspense, and conclusions that feel both surprising and inevitable. We will also read short stories in this class, both as source material for analysis and interpretation, and for story-telling techniques that we can steal. There will be weekly writing assignments, leading up to a twelve- to twenty-page final project.

**Class Format:** seminar

**Requirements/Evaluation:** 4 or 5 papers totaling at least 20 pp.; evaluation partly based on improvement and effort

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** first-year students, especially students with demonstrated need for help with analytical writing
ENGL 152 (S) Direct Action & Other Political Acts in Black Cultural Texts (WI)

In this expository writing course we will write our way toward positions on the following questions while also developing stronger college essay skills. What sorts of actions become politicized differently when performed by black bodies? How do we map the dimensions of black direct action when mere eye contact, for example, once constituted an act of defiance against the racial order, punishable by death? How have the methods and aims of black direct action shifted over time? Where is the line between violence and nonviolence; when does it shift or blur? Together we will explore how various literary forms give shape and insight into the legacies of black political gestures and demands for freedom. Forms of cultural production to be examined in this course include slave narratives, memoir, speeches, zines, poetry, op-eds, manifestos, short stories, novels, film, visual art, and criticism.

Class Format: seminar
Requirements/Evaluation: response writing, 4-5 formal writing assignments totaling 20 pp. (including an engaged feedback process), creative assignments, final portfolio
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: first year students, especially students with demonstrated need for help with analytical writing
Expected Class Size: 12
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under SCST WI: This writing-intensive course is geared towards improving students' analytical and argumentative prose in the context of studying literary and filmic fictions.

ENGL 153 (S) Androids, Cyborgs, Selves (WI)

Crosslistings: ENGL153 / SCST153

Primary Crosslisting

In this expository writing course, we will analyze and argue about how near-human or partly human bodies and intelligences are imagined in fiction and film. When do these bodies, these intelligences, improve the worlds in which they appear, and when do they threaten them? How are they gendered, how are they raced, and why? And what do they want? As we will see, authors in different cultural and technological contexts have imagined not-quite-human selves for different ends and in radically different ways. This course focuses on articulating these differences and developing significant claims about them in clear, argumentative prose. We will spend half or more of our class time discussing and practicing writing skills. Texts may include R.U.R., "The Bicentennial Man," Blade Runner, Metropolis (Suite 1: The Chase), and Her.

Class Format: seminar
Requirements/Evaluation: writing (four 5-page essays in multiple drafts) and discussion/participation
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Expected Class Size: 12
Distributions: (D1) (WI)

Spring 2019
ENGL 154 (F) Imagination and Authority  (WI)
A course on the subject of who gets to write about what when it comes to fiction. Among the questions we'll be taking up: What are the outer boundaries of those imaginative acts that should be attempted? The central goal of this course is to teach you how to write a well-argued and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, this is also a literature class, designed as well to prepare you for upper level courses in the English Department.

Class Format: seminar

Requirements/Evaluation: 4-5 papers totaling at least 20 pp., revisions, student teaching, written and oral comments, final portfolio

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first year students, especially students with demonstrated need for help with analytical writing

Expected Class Size: 12

Distributions: (D1) (WI)

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ENGL 156 (S) What Is Comedy?  (WI)
This expository writing course aims at developing skills in academic writing by analyzing and interpreting stories meant to make us laugh. "Comedy" is the name we usually give to such stories, but historically comedy has been defined in other ways as well: as leading to a happy ending, often to marriage or some other kind of social harmony; or as being concerned with everyday life, with characters we recognize as amusingly or disturbingly like ourselves. In this course we'll examine how and why these different features have gone together in texts from ancient Greek drama to The Marvelous Mrs. Maisel. Comic laughter can show our potential for solidarity, reconciliation, and forgiveness, and also for indifference, aggression, and exclusion. We'll explore comedy's insights into both possibilities while keeping our focus on how to construct effective arguments and develop them in clear, elegant prose. Authors to be studied may include Aristophanes, Molière, and Wilde as well as classic and contemporary film and television.

Class Format: seminar

Requirements/Evaluation: 4 essays totaling around 20 pages, including a formal drafting and revision process; class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: none

Expected Class Size: 12

Distributions: (D1) (WI)

Distribution Notes: WI: This course involves explicit and intensive attention to writing strategies and skills.

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ENGL 162 (S) Robots, Puppets, and Dolls  (WI)
Is Pinocchio alive? How about Furby, or the Terminator? This course explores the persistent interest in human simulacra (robots, puppets, and dolls; but also automata, replicants, cyborgs) and what this suggests about our ideas of identity, independence, and free will. We'll look at a wide range of such simulacra as they appear in literature, film, and, increasingly, in the actual world ("reborn" dolls, therapy robots). We will frame our explorations
with readings in artificial intelligence, neurology, and psychoanalysis (Freud on the uncanny; Winnicott on transitional objects). Throughout, we will wonder: why this fascination with the almost living? How is it that we often care more for Wall-E or the Velveteen Rabbit than we do for many real people?

Class Format: seminar

Requirements/Evaluation: ungraded exercises, five essays of increasing length and complexity (20 pages in total), a willingness to experiment with formats and arguments, active participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course

Expected Class Size: 19

Distributions: (D1) (WI)

Distribution Notes: WI: Students write five essays over the course of the term.

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ENGL 201 (S) Shakespeare

Hamlet has been described as "literature's great bazaar: everything available, all warranted and trademarked"——a comparison that emphasizes both the transcendent richness of Shakespeare's language and its ties to the world at large. In this course, we will read some of Shakespeare's major works and explore how his consummate artistry makes meaning. We will consider this artistry in relation to Renaissance conceptions of genre, literary imitation, theatrical practice, publication, and more. Plays will likely include A Midsummer Night's Dream, Henry IV, Part 1, Hamlet, Measure for Measure, King Lear, Antony and Cleopatra, and The Tempest. We will also read the Sonnets. This course is designed to offer a first encounter with Shakespeare, but more advanced students are welcome too.

Class Format: seminar

Requirements/Evaluation: one 3-page paper, one 7-paper, occasional short analytical exercises, midterm exam, final exam, class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: English majors and prospective English majors

Expected Class Size: 25

Distributions: (D1)

Attributes: ENGL Literary Histories A

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ENGL 202 (S) Modern Drama

Crosslistings: COMP202 / THEA229 / ENGL202

Secondary Crosslisting

An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, Hedda Gabler; Wilde, The Importance of Being Earnest; Chekhov, The Cherry Orchard; Pirandello, Six Characters in Search of an Author; Brecht, Mother Courage; Miller, Death of a Salesman; Beckett, Waiting for Godot; Hansberry, A Raisin in the Sun; Pinter, Betrayal; Churchill, Cloud Nine; Stoppard, Arcadia.

Class Format: lecture

Requirements/Evaluation: two 5-page papers; regular journal responses; a final exam; and active participation in class discussions
ENGL 204 (F) Hollywood Film
Crosslistings: ENGL204 / COMP221

Primary Crosslisting
For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres--including action films, horror films, thrillers and romantic comedies--and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including *Psycho*; *Casablanca*; *The Godfather*; *Schindler's List*; *Bridesmaids*; *Groundhog Day*; and *12 Years a Slave*. In addition to the assigned reading, students will be required to attend free screenings of course films on Sunday evenings at Images Cinema.

Class Format: lecture

Requirements/Evaluation: mandatory attendance at free Sunday 8:00 pm film screenings at Images, two 2-page essays analyzing a short film sequence, two editing exercises (produce a clip and an ~2-page essay), one midterm, and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 60

Enrollment Preferences: English majors

Expected Class Size: 60

Distributions: (D1) 

Attributes: AMST Arts in Context Electives; ENGL Literary Histories C; FMST Core Courses

Not offered current academic year

ENGL 205 (S) The Art of Poetry: The History and Theory of Lyric  (WI)

"If I read a book and it makes my whole body so cold no fire can ever warm me I know that is poetry. If I feel physically as if the top of my head were taken off, I know that is poetry. These are the only way I know it. Is there any other way?" This excerpt from a letter by Emily Dickinson indicates both the particular pleasures of reading poetry, and also the persistent difficulty of defining poetry as a genre. In this course, we will train our focus on lyric poetry in particular, tracing its long history as well as trends in the theory of lyric. We'll begin by uncovering the roots of lyric in both the Greek tradition and in Anglo-Saxon riddles and spells, and will then consider several key moments in the development of lyric poetry in English, from the Renaissance to the present. We'll read closely the work of such poets as Wyatt, Donne, Blake, Keats, Hopkins, Dickinson, Yeats, Stevens, Hughes, Bishop, Ashbery, and Plath before turning to the contemporary scene. Along the way, we'll examine the trends in criticism responsible for the conflation of lyric and poetry in our time, and will get a strong sense of the current state of lyric theory.

Class Format: seminar

Requirements/Evaluation: frequent short writing assignments totaling 20 pages, in-class presentation, thoughtful participation in discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
ENGL 206 (S) We Aren't The World: "Global" Literature in the 20th Century (DPE) (WI)

An eighteenth-century diplomat once referred to the British colonies as a "vast empire on which the sun never set," and at the time, he was right: the British controlled an enormous portion of the globe for nearly three centuries, from the Caribbean to South Asia, from Oceania to Africa. One outcome of this vast empire was the creation of a rich and diverse literary tradition in the English language--now called Anglophone literature--from far-flung places around the globe. This course will introduce students to select works of global Anglophone literature in the twentieth century, and consider the ways in which writers from around the world have used a variety of literary forms, such as the bildungsroman, national allegory, and testimony, to participate in and reshape conversations about culture, globalization, aesthetics, and politics. Readings will include novels, poetry, short stories, and film by writers including Kipling, Kincaid, Achebe, Rushdie, Conrad, Coetzee, and Roy, among others. The course will expose students to a variety of global English idioms, as well as literary traditions from, or in conversation with, non-Western countries.

Class Format: seminar
Requirements/Evaluation: three short papers, term research essay, presentation, class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

ENGL 209 (S) Theories of Language and Literature (WI)

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Class Format: seminar
Requirements/Evaluation: four short papers totaling 20 pages, informal weekly writing, class attendance and participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: ENGL Criticism Courses; ENGL 200-level Gateway Courses;

Not offered current academic year

ENGL 211 (S) English Literature from 1000 to 1600
One of the oldest surviving works in English, Beowulf tells the story of a monster and his mom. In this class we will read key texts from the medieval and early modern periods, starting with Beowulf and ending with Shakespeare’s equally bloody Titus Andronicus. Other readings will include selections from The Canterbury Tales, Sir Gawain and the Green Knight, sonnets by Sidney and Donne, and Marlowe’s The Jew of Malta. We will discuss the conflicting, often self-contradictory claims that writers in these periods made for the importance of literature and the anxieties that these new types of fiction generate—about sex, about God, about money. We will ask what it meant to read—and misread—before books were commonplace.

Class Format: seminar
Requirements/Evaluation: two papers (5-7 pages), midterm, final
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors
Expected Class Size: 15
Distributions: (D1)
Attributes: ENGL Literary Histories A

Not offered current academic year

ENGL 212 (S) Milton Through the Romantics
Taking advantage of a relatively quick movement through many representative texts, this survey course will follow the development of English literature and culture from around 1660 to 1830. We’ll focus on Making Connections and Telling the Story; we’ll look at poetry, prose, magazines, paintings, buildings and some other objects. We will watch things happen like the invention of the individual, and gender, and democracy, and other important features of our world. Authors to be studied may include Donne, Milton, Pope, Defoe, Wordsworth, Byron, Shelley and Keats.

Class Format: seminar
Requirements/Evaluation: class attendance and participation, weekly short writing assignments, two 6-7 page papers, and a final 24-hour exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors
Expected Class Size: 20
Distributions: (D1)
Attributes: ENGL Literary Histories A

Not offered current academic year

ENGL 213 (S) Making Radio
This course has two aims. The first is to teach the necessary skills (including interview technique, field recording, editing, and scoring) to make broadcast-worthy audio nonfiction. The second is to use this process to investigate fundamental aspects of narrative. How does a story build a contract with listeners? What’s the role of the narrator? How can one appropriately speak for (and sometimes against) another person? This is not a course in journalism, but rather an experiment in documentary cinema for the ear. We’ll do some reading in radio history and technique, and will listen to exemplary works (including episodes of This American Life, RadioLab, Love & Radio, and Serial), but most of our time—and this is a
time-consuming course--will be spent making and critiquing each other's pieces. Students will produce five or six pieces total, at least two of which must develop out of interviews with strangers.

**Class Format:** seminar

**Requirements/Evaluation:** five short audio pieces; attendance and active participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores; English majors; students with radio or studio art training

**Expected Class Size:** 10

**Distributions:** (D1)

**Attributes:** FMST Core Courses

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**ENGL 214 (S) Playwriting** (WI)

**Crosslistings:** THEA214 / ENGL214

**Secondary Crosslisting**

A studio course designed for those interested in writing and creating works for the theatre. The course will include a study of playwriting in various styles and genres, a series of set exercises involving structure and the use of dialogue, as well as individual projects. We will read and we will write, beginning with small exercises and working toward a longer final project. Students will be expected to share in and respond to each other's work on a weekly basis, and to present their own work regularly. At the end of the term, we will share our collaborative work with the community as part of an open studio experience.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on attendance, completion of all class assignments, and class participation

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre and English majors

**Expected Class Size:** 14

**Distributions:** (D1) (WI)

**Attributes:** FMST Related Courses;

*Not offered current academic year*

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**ENGL 216 (S) Introduction to the Novel**

In this team-taught lecture course, we will explore the development of the novel as a literary form by reading seven classic novels from the English and American traditions: Henry Fielding's *Tom Jones*; Jane Austen's *Emma*; Charles Dickens' *Great Expectations*; James Joyce's *A Portrait of the Artist as a Young Man*; William Faulkner's *The Sound and the Fury*; Vladimir Nabokov's *Lolita*; and Toni Morrison's *Beloved*. Most of these novels are about the familiar but urgent story of young men and women coming into maturity, searching for their identities and place in the world. That search often reveals the growing tensions between the inner desires of the individual and the expectations of society. There will be optional discussion sections held every week, during which interested students can take part in seminar-like discussions about the readings.

**Class Format:** lecture

**Requirements/Evaluation:** midterm and final exams, one critical essay, and one quiz

**Prerequisites:** none, though a prior literature course at Williams or a 5 on the AP Literature exam is recommended, but not required

**Enrollment Limit:** 80

**Enrollment Preferences:** none
Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories" and Glenn Ligon's "Runaways", and film such as Jordan Peele's Get Out.

Class Format: seminar

Requirements/Evaluation: weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI: Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts.

Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories C;
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: none
Expected Class Size: 25
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR
Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; ENGL Literary Histories C

Spring 2019
SEM Section: 01    Cancelled

ENGL 221 (F)  A Science Fiction and Fantasy-Writing Seminar
As you might have guessed, this is a creative-writing workshop, specializing in Fantasy and Science Fiction. We are going to write a lot, and not really read so much, though from time to time we might look at the odd piece of professional work, by way of example or inspiration, or as a source for stolen goods. Mostly, though, we will be discussing (anonymously, except for the final projects) our own stuff---- original stories or sketches for stories, or various plot, character, or setting exercises. We'll write maybe five or six stories, which is a fair amount of work, although to save time I'm hoping we can keep any analysis or interpretation to a strict minimum.

Class Format: seminar
Requirements/Evaluation: passing the course will require finishing and revising at least one 12- to 20-page story, as well as numerous shorter assignments and sketches
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: discretion of the instructor
Expected Class Size: 19
Distributions: (D1)
Attributes: ENGL Creative Writing Courses

Fall 2018
SEM Section: 01    TR 9:55 am - 11:10 am    Paul C. Park

ENGL 222 (S)  Lyric Poetry  (WI)
The goal of this writing-intensive gateway course is to advance our abilities as rigorous, subtle, and imaginative interpreters of poetry. Our focus will be on lyrics--relatively short poems in which a single speaker describes (often in intense language) his or her emotions, attitudes, or state of mind. Our readings will be drawn from a range of historical periods from the seventeenth century forward, with particular emphasis on poems written since the mid-nineteenth century. Among the poets likely to be studied are: Jonson, Gray, Wordsworth, Coleridge, Keats, Dickinson, Hardy, Owen, Yeats, Auden, Frost, and Heaney. We will also discuss works by two poets at Williams: Lawrence Raab and Jessica Fisher.

Class Format: seminar
Requirements/Evaluation: active participation in seminar discussions, and four or five papers (about 20 pages)
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: sophomores who have not yet taken an English Gateway course, then first-year students
Expected Class Size: 19
Distributions: (D1) (WI)
Distribution Notes: WI: This course has 20 pages of writing distributed across four or five papers.
Attributes: ENGL 200-level Gateway Courses;  ENGL Literary Histories B;
ENGL 223 (F) Thirteen Ways of Looking at Jazz  (WI)
Crosslistings: AMST156 / COMP156 / AFR156 / ENGL223

Secondary Crosslisting
Taking its title from the Wallace Stevens poem, "Thirteen Ways of Looking at a Blackbird," which interprets the blackbird in different ways, this course similarly explores a more complex, multi-layered perspective on jazz, from jazz and American democracy to jazz in visual art. Accordingly, the course introduces students to several genres, including historical documents, cultural criticism, music, literature, film, photography and art. The course does not draw on a musicological method but rather a socio-cultural analysis of the concept, music and its effect--so students are not required to have any prior musical knowledge or ability. In this writing intensive course, students will write and revise short close analyses of multiple types of media, ultimately honing their writing skills on one form of media for a polished, original analysis that weds their increased critical thinking skills.

Class Format: lecture
Requirements/Evaluation: evaluation will be based upon class participation, 1 quiz, several 2-page response essays, one 3-page essay, one 5-page essay, one oral presentation/performance with 3-page critical report, totaling approximately 20 pages of written work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 19
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under AFR and AMST; meets Division 1 requirement if registration is under COMP or ENGL
Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;Not offered current academic year

ENGL 224 (S) American Drama: Hidden Knowledge  (WI)
Crosslistings: COMP275 / ENGL224 / THEA275 / AMST275

Secondary Crosslisting
The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (The Adventures of Pinocchio, Machiavelli’s The Prince, Thomas Carlson's Lying and Deception: Theory and Practice, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others.  Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from American drama about a national relationship to honesty and its opposites.

Class Format: tutorial
Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Theatre and English majors
Expected Class Size: 10
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under
ENGL 226 (S) The Irish Literary Revival (WI)
This course will focus on the Irish Literary Revival of c.1885-1920, during which Irish literature in the English language became firmly established as a canon clearly separate from the English tradition, and writers such as W.B. Yeats and James Joyce achieved international renown. Readings will include drama, poetry, fiction and non-fiction prose by Yeats, J.M. Synge, Joyce, George Moore, George Bernard Shaw, Lady Gregory, Douglas Hyde, Sean O'Casey and others. We will foreground key fault-lines of the period: competing visions of what constituted "authentic" Irish identity; debate over the propriety of writing in English, drawing on British literary traditions, or seeking a non-Irish audience; the work of "self-exiles" such as Shaw and Joyce, versus that of writers who stayed in Ireland; and the long-entrenched political tensions between Catholics and Protestants, and Unionists and Nationalists. Throughout, we will consider the functions and efficacy of literature in promoting cultural or political change. The course will conclude by considering the extraordinary vitality of post-independence and contemporary Irish literary culture, with readings of work by Seamus Heaney, Colm Toibin, Anne Enright and Martin McDonagh, and discussion of recent Irish film. Key considerations here will be the ways traditional notions of Irish Nationalism and national identity have been revised or abandoned under the impact of independence, economic prosperity and globalization, contemporary sexual politics and other forms of change.

Class Format: seminar
Requirements/Evaluation: four 4+ page papers, and several shorter writings assignments; class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: English majors
Expected Class Size: 19
Distributions: (D1) (WI)
Distribution Notes: WI: Writing requirement will total 20 or more pages.
Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories B; ENGL Literary Histories C;

Spring 2019
SEM Section: 01    TF 2:35 pm - 3:50 pm     James L. Pethica

ENGL 227 (F) Elegies (WI)
This tutorial--intended primarily for sophomores--explores elegies as a literary genre. In their most familiar form, elegies honor and memorialize the dead. More broadly conceived, the genre includes works lamenting other kinds of loss as well: the loss of a lover, place, country, or cherished version of one's past. We'll consider the special challenges and opportunities of the elegiac voice: how it manages to give public expression to private grief; negotiates problems of tone and perspective; worries about and celebrates the capacity of language to generate hope and consolation; and seeks a kind of solace in the literary effort to evoke, preserve, or rewrite a lost life or an absent past. This course focuses primarily on poetry, English and American, across a broad historical range. We'll first read poems from 1600-1900--including works by Jonson, Milton, Donne, Dryden, Gray, Shelley, Tennyson, and Whitman, and then turn to some of the twentieth-century's great poetic elegists--Owen, Yeats, Auden, Lowell, and Heaney. Finally, we'll consider how the elegiac voice works in fiction, especially in stories by Joyce ("The Dead") and Nabokov ("Spring in Fialta").

Class Format: tutorial; weekly meetings with instructor, 60-75 minutes
Requirements/Evaluation: active participation in tutorial meetings, students will write a 5- to 6-page paper every other week (five in all), and comment on their partners' papers in alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 10
Enrollment Preferences: sophomores; not open to first-year students
Expected Class Size: 10
ENGL 228 (S) The Renaissance in England and the European Continent: Self and World (WI)
Crosslistings: COMP230 / ENGL228

Primary Crosslisting
At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Class Format: seminar
Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19

ENGL 229 (S) Contemporary American Fiction (WI)
Crosslistings: ENGL229 / AMST230

Primary Crosslisting
In this course we will read and analyze a selection of fiction written between 1945 and the present, with an emphasis on proving (in the sense of testing) the three terms in the course title. Could John Cheever's "The Enormous Radio" really be contemporary? Is James Baldwin's Giovanni's Room American in the same way as Alice Munro's Dear Life? And is Michelle Tea's Black Wave fiction or something else? Along the way, we'll also ask: What forms and themes define contemporary American fiction? And why should we invest in defining the "contemporary" period at all? Other authors we will study may include: Raymond Carver, Thomas Pynchon, Toni Morrison, Renata Adler, Margaret Atwood, Lydia Davis, Chang Rae Lee, Jennifer Egan, and Colson Whitehead.

Class Format: seminar
Requirements/Evaluation: four papers totaling about 20 pages; participation in class discussions
Extra Info: not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
**Expected Class Size:** 19  
**Distributions:** (D1) (WI)  
**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST  
**Attributes:** ENGL 200-level Gateway Courses; ENGL Literary Histories C;  

Spring 2019  
SEM Section: 01  TF 1:10 pm - 2:25 pm  Ezra D. Feldman  

**ENGL 230 (F) Introduction to Literary Theory**  (WI)  
**Crosslistings:** COMP240 / ENGL230  

**Primary Crosslisting**  
This course introduces students to some of the most significant and compelling trends in modern criticism--such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism--in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can *Othello* be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.  

**Class Format:** seminar  
**Requirements/Evaluation:** frequent short papers totaling 20 pages  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam  
**Enrollment Limit:** 19  
**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course  
**Expected Class Size:** 19  
**Distributions:** (D1) (WI)  
**Attributes:** AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL 200-level Gateway Courses;  

Fall 2018  
SEM Section: 01  MWF 11:00 am - 12:15 pm  Christopher L. Pye  

**ENGL 231 (F) Literature of the Sea**  (WI)  
**Crosslistings:** MAST231 / ENGL231  

**Secondary Crosslisting**  
Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example--depending on fall or spring semester--Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville's masterpiece *Moby-Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science.  

**Class Format:** small group tutorials with weekly lectures, including coastal and near-shore field trips and ten days at sea  
**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final paper  
**Extra Info:** offered only at Mystic Seaport  
**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option
ENGL 232 (S)  We the People in the Stacks: Democracy and Literatures of Archives
Crosslistings: ENGL232 / LATS232
Secondary Crosslisting
"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue." --Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University. This literature and writing course will examine the concept of archives through the lens of democratic ideals. A primary focus will be on how works of literature engage with archives—their creation and deletions, their contents and omissions, their revelations and concealments. We will also look at the lives of archivists like Arturo Alfonso Schomburg. Readings include: "The Library of Babel" by Jorge Luis Borges; Important Artifacts and Personal Property From the Collection of Lenore Doolan and Harold Morris, Including Books, Street Fashion and Jewelry by Leanne Shapton; and All the Names by José Saramago. Drawing from the values explored in class, students will have opportunities to contribute to existing archives and to curate their own.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on attendance and class participation, short writing exercises, midterm project, final creative project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 12-15

Distributions:  (D2)

Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL

Not offered current academic year

ENGL 233 (F)  Great Big Books  (WI)
Crosslistings: COMP293 / ENGL233
Primary Crosslisting
Some of the greatest novels are really, really long--so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: War and Peace (1869), Leo Tolstoy's epic of the Napoleonic Wars, and Parade's End (1924-28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

Class Format: seminar

Requirements/Evaluation: regular class participation and four 5-page papers, two of them submitted in both a draft and a revision
ENGL 236 (S) Fields of Barley, Streets of Gold: Utopia in Fiction  (WI)

Each of the gates was a single pearl: And the street of the city was pure gold, As it were transparent glass.  
Revelations 21:21

It makes us happy to imagine the future in apocalyptic terms, partly because we love to say I told you so. You didn't listen, and now look. Fort Lee is on fire, and zombies are smashing down your parents' door. Catastrophe satisfies us on many levels; by contrast, the utopian vision provides a more delicate thrill. For a writer, the task is to provide a fiction that will not feel like a moral lesson or the illustration of some theory about how we should behave. This course will consider different utopian stories in turn, moving from Plato's Republic through the invented worlds of Thomas More, Margaret Cavendish, Edward Bellamy, and H.G. Wells, and then into the more contemporary science fiction of Kim Stanley Robinson, Ursula LeGuin, John Crowley, and others. Implicit in any kind of alternate reality is its creators' rejection of the place they live, and their corresponding longing for something new, which in all cases is as interesting as the way a story might work as a model for social improvement. In addition to the occasional critical essay, students will invent a personal utopian fiction of about twenty to twenty-five pages, to be read and discussed by the class.

Class Format: seminar
Requirements/Evaluation: various short assignments and one 20-page project
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories B;

Not offered current academic year

ENGL 237 (S) Making Things Visible: Adventures in Documentary Work

Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Secondary Crosslisting

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Class Format: seminar
Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 12
**ENGL 240 (F) What is a Novel? (WI)**

Crosslistings: COMP239 / ENGL240

**Primary Crosslisting**

What is a novel? Where did it come from? Why would anyone invent such a thing in the first place? This course is an introduction to the ways literary critics have attempted to give a genre as hard-to-pin down as the novel a theoretical framework. For a long time, nobody thought the novel needed a theory—too popular, too loose and baggy to be thought of as one thing. Today, novel theory is legion. To only name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. We will move back and forth from the theory of the novel to its practice in order to see how the novel and its understanding have changed over the past 200 or so years. Novelists will come from the 19th and 20th centuries, likely Austen, Dickens, and Mieville. Theorists are likely to include Henry James, Benjamin, Lukacs, Barthes, Watt, McKeon, Jameson, Eve Sedgwick, Edward Said, Leo Bersani, and Franco Moretti.

**Class Format:** seminar

**Requirements/Evaluation:** 4-5 papers totaling about 20 pages; regular, substantial, and intensive participation in class

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributions:** (D1) (WI)

**Attributes:** ENGL Criticism Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories B;

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**ENGL 241 (F) Introduction to Comparative Literature**

Crosslistings: ENGL241 / COMP110

**Secondary Crosslisting**

Comparative literature involves reading and analyzing literature drawn from different times, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary; literary movements including romanticism, realism, and postmodernism; national traditions arising in Western and Eastern Europe, Asia, and Latin America; and media including prose fiction, graphic memoir, and film. Throughout the course, we will consider what it means to think about all these different works as literary texts. To help with this, we will also read selections of literary theory that define literature and its goal in abstract or philosophical terms. Assignments will focus on close, creative reading of relatively short texts by authors like Homer, Sei Shônagon, Kleist, Lermontov, Zola, Borges, Wilde, Mamet, Bechdel, and others. All readings will be in English.

**Class Format:** lecture

**Requirements/Evaluation:** attendance, participation, two 5-page papers, a few short responses, midterm exam
ENGL 243 (F) Chemical Intimacies (DPE)  
Crosslistings: ENGL243 / WGSS233 / ARTH243 / SCST233  
Secondary Crosslisting  
This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.  
Class Format: seminar  
Requirements/Evaluation: individual research project  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Limit: 10  
Enrollment Preferences: Women’s, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors  
Expected Class Size: 10  
Distributions: (D1) (DPE)  
Distribution Notes: meets Division 2 requirement if registration is under WGSS OR SCST; meets Division 1 requirement if registration is under ARTH or ENGL. DPE: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.  
Attributes: WGSS Theory Courses  

Fall 2018  
SEM Section: 01 M 7:00 pm - 9:40 pm Mel Y. Chen  

ENGL 246 (S) The Love of Literature (DPE) (WI)  
If love "makes the world go 'round," then literature, love's chronicler, may contain the key for understanding this world-formative passion. In this seminar, we will explore representations of love in works of poetry, drama, prose fiction, and philosophy from antiquity to the present. From the philosophical love extolled in Plato's dramatic dialogue The Symposium to the Christian love of Paul's epistles; the Romantic love of Goethe's Elective Affinities to the modern love of Woolf's To the Lighthouse and beyond, we will see how love, like literature, at once reflects and produces historically significant changes in the ways that human beings relate to one another, to themselves, and to the world in which they live. In addition to the authors already mentioned, readings may include literary works by Virgil, Mary Shelley, Wordsworth, Baldwin, and theoretical works by Freud, Foucault, and Luhmann.  
Class Format: seminar  
Requirements/Evaluation: three papers of 4, 6, and 10 pages  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** those interested in majoring in English

**Expected Class Size:** 19

**Distributions:** (D1) (DPE) (WI)

**Attributes:** ENGL Criticism Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories B;

Spring 2019

SEM Section: 01  MR 2:35 pm - 3:50 pm  Walter Johnston

**ENGL 247  Art of the Essay**

The “essay” is one way of writing about the intersection of self and world. Writers from 16th century French Michel Montaigne to contemporary American physician Siddhartha Mukherjee and Canadian lyric essayist Anne Carson have experimented in this form, varying the proportion of self-scrutiny to outward focus. We will study the meandering history of this rich literary form, learning both how to analyze and interpret representative examples from multiple traditions, and how to try our hand at our own creative nonfiction. That is, you will do both critical writing and creative writing for this course. Throughout, we will track how this genre serves those writers and readers who gravitate toward its special arts. Works read include those by the writers named above, as well as a selection from the following list: Henry David Thoreau, William James, Gertrude Stein, James Baldwin, James Agee, John McPhee, Alice Walker, Gloria Anzaldúa, Claudia Rankine, Theresa Hak Kyung Cha, and Maggie Nelson.

**Class Format:** seminar

**Requirements/Evaluation:** four papers (two critical and two creative), of varying lengths (from 2-10 pages), for a total of 20 pages

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first- and second-year students

**Expected Class Size:** 25

**Distributions:** (D1)

Not offered current academic year

**ENGL 248 (F)  Black Women in African American Literature and Culture  (WI)**

Crosslistings: ENGL248 / AMST248 / WGSS258

**Primary Crosslisting**

This course surveys constructions of black womanhood from the nineteenth century to the present through readings of texts by and about black women. In this course, students will trace how black womanhood became central to uplift ideology and the making and sustaining of black communities in the post-Reconstruction, Harlem Renaissance, and Black Power eras. We will read works across a broad historical spectrum to identify the ways different writers wrestle with race and gender using literary tropes, such as the "tragic mulatto," in different social contexts. We will also engage a range of forms, including an essay (Patricia Hill Collins’s "Mammies, Matriarchs, and Other Controlling Images"), a choreopoem (Ntozake Shange’s *For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf*), and socio-political propaganda (the "Black is Beautiful" movement). This course will end with a consideration of the way writer and producer Issa Rae engages with contemporary ideologies of black womanhood in the HBO series *Insecure*.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, 4 short papers totaling about 20 pp., final project on the hashtag #blackgirlmagic

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19
ENGL 249 (F) Staging Race and Gender  (DPE) (WI)

Crosslistings: ENGL249 / THEA249 / WGSS269

Primary Crosslisting

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's *Black Odyssey*, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection.

We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as *Queen Sugar*, *This Is Us*, *Atlanta*, and *The Chi*.

Class Format: seminar

Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS

DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies

WI: Students will submit four papers totaling at least 20 pages

Attributes: ENGL 200-level Gateway Courses;

Fall 2018

SEM Section: 01  Cancelled

ENGL 250 (S) Americans Abroad  (DPE) (WI)

Crosslistings: AMST242 / COMP242 / ENGL250

Secondary Crosslisting

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of “home” into something that
reflected their individual identity, and not one imposed by any national culture--American or foreign.

Class Format: seminar

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Expected Class Size: 18

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST or LATS

DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home

Attributes: AMST Arts in Context Electives; GBST Borders, Exiles + Diaspora Studies Electives;

Spring 2019
SEM Section: 01  MW 11:00 am - 12:15 pm  Soledad Fox

ENGL 251 (F) Introduction to Latina/o Literatures

Crosslistings: AMST207 / ENGL251 / LATS208 / COMP211

Secondary Crosslisting

This discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. We will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). Students will endeavor to understand how each author defines Latinidad. What characterizes Latina/os for each of these writers and how do their works articulate the historical conditions out of which they emerge? How is Latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? The readings will provide both a survey of general ideas in the study of Latina/o literatures as well as specific case studies and historical examples from which we will extrapolate about the larger field. Readings include works by Tómas Rivera, Cristina García, Cristy C. Road, Oscar Zeta Acosta, Junot Díaz, Alisa Valdes-Rodriguez, and more.

Class Format: lecture

Requirements/Evaluation: students will be evaluated based on weekly online discussion forum posts, two short papers, a midterm exam, a final comprehensive project, as well as classroom participation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Latina/o Studies concentrators, American Studies and Comparative Literature majors

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST or LATS

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; LATS Core Electives

Not offered current academic year

ENGL 252 (F) Ficciones: A Writing Workshop (DPE) (WI)

Crosslistings: ENGL252 / LATS222

Secondary Crosslisting

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present
short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements—characterization, plotting, structure, dialogue mechanics, setting, tone, theme—as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: studio/workshop

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL DPE; Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change WI: Requires minimum 30 pages of writing, close reading by peers and instructor, and final portfolio of revisions

Attributes: LATS Core Electives;

Fall 2018
STU Section: 01 TR 8:30 am - 9:45 am Nelly A. Rosario
Spring 2019
STU Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

ENGL 253 (F) Gender, Sexuality and Modern Performance (WI)
Crosslistings: COMP247 / ENGL253 / THEA250 / WGSS250

Secondary Crosslisting
This interdisciplinary tutorial explores aspects of gender, sexuality, performativity, race, class, and representations of the body in modern theatre and performance in America. While attention will be given to the still understudied role of women in the arts, we will focus primarily on the transsecionalities of social identities under interrelated systems of oppression. Close analysis of works by dramatists—such as Adrienne Kennedy, Caryl Churchill, Wendy Wasserstein, Ntozake Shange, Tony Kushner, Naomi Iizuka, Paula Vogel, Suzan-Lori Parks, David Henry Hwang, Tarell McCraney, Gina Gionfriddo, and Taylor Mac—will occur alongside consideration of works by artists such as Karen Finley, Ron Athey, Tim Miller, E. Patrick Johnson, and Young Jean Lee. Our approach to this varied material will be comparative and will be enriched by readings of critical works by writers such as: Judith Butler, bell hooks, Cherrie Moraga, Gloria Anzaldúa, Eve K. Sedgwick, Jill Dolan, José Esteban Muñoz, David Román, and Donna Haraway.

Class Format: tutorial

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner's papers in alternate weeks

Extra Info: emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores and above; majors in Theatre, English or Women's, Gender and Sexuality Studies

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGSS

Attributes: AMST Arts in Context Electives; PERF Interdepartmental Electives;
ENGL 254 (S) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE) (WI)
Crosslistings: ENGL254 / WGSS274

Primary Crosslisting

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include *Annie John* (1985), *Lucy* (1990), *The Autobiography of My Mother* (1996), *My Brother* (1997), *Mr. Potter* (2002), and *See Now Then* (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging WI: This course will fulfill the Writing-Intensive distribution requirement in that it requires a minimum of 20 pages of formal writing

Attributes: ENGL Post-1900 Courses; ENGL 200-level Gateway Courses;

Spring 2019

TUT Section: T1    TBA    Ianna Hawkins Owen

ENGL 257 (S) Personal Essay: Writing Workshop (WI)

The personal essay as a literary form encompasses a wide range of genres including literary journalism, creative nonfiction and the lyric essay. Note the exclusion of "memoir" or "autobiography" in this list. This course is NOT a course in memoir or autobiography. As we become more mindful of our particular points of view (and of ways to exploit this subjectivity), we will turn the focus outside of ourselves. We will experiment with writing that is extro- rather than introspective. While this is primarily a course in creative writing, we will give much of our time to literary analysis and imitation of exemplary essayists (primarily from the 20th and 21st centuries, and primarily from the U.S.) including Baldwin, Agee, Dillard, McPhee, Eggers, Carson, Delaney, Nelson, Chee, Yuknavitch and Karen Green.

Class Format: tutorial

Requirements/Evaluation: grade will be based on quality of writing and on quality of participation in weekly tutorial meetings

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: students who have not yet taken Creative Writing courses will be given priority

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: WI: This course will demand weekly writing and critical responses, as well as regular opportunities for revision. Total number of pages written will amount to approximately 35.
ENGL 258 (S) Poetry and the City (WI)

In this course we will consider poems generated out of the experiences of urban life. The city provides for poets a vivid mental and imaginative landscape in which to consider the relation of vice and squalor to glamour; the nature of anonymity and distinction; and the pressure of myriad bodies on individual and mass consciousness. We will explore ways in which the poet's role in the body politic emerges in representations of the city as a site both of civilized values and/or struggles for power marked by guile and betrayal. Taking into account the ways in which cities have been transformed over time by changing social and economic conditions, we will consider such issues as what the New York of the 1950s has to do with the London of the late eighteenth and early nineteenth centuries, and why poetry as a genre might be particularly suited to representing the shifting aspects and populations of urban life. Poets will include Dante, Pope, Swift, Blake, Wordsworth, Whitman, Baudelaire, Yeats, Crane, Moore, Hughes, Brooks, Lorca, Bishop, Ginsberg, Baraka, Ashbery, Yau, Bitsui and Rankine. We will also draw on essays by Simmel, Benjamin, Williams, and Canetti, photographs by Hines, Weegee, Abbott, and Nishino; the blues, as sung by Holliday and Vaughan; and films such as Man with a Movie Camera, Rear Window, and Breathless.

Class Format: seminar

Requirements/Evaluation: four 4- to 5-page critical essays

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: AMST Arts in Context Electives; ENGL 200-level Gateway Courses; ENGL Literary Histories B;

Spring 2019

ENGL 259 (F) Ethics of Jewish American Fiction (WI)

Crosslistings: JWST259 / ENGL259 / REL259

Secondary Crosslisting

After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

Class Format: seminar

Requirements/Evaluation: class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and English majors

Expected Class Size: 18
ENGL 261 (S) Adultery in the Nineteenth-Century Novel (WI)

Crosslistings: COMP259 / ENGL261 / WGSS259

Secondary Crosslisting

In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress: Gustave Flaubert's *Madame Bovary* (1856), Lev Tolstoy's *Anna Karenina* (1873-77), Leopoldo Alas y Ureña's *La Regenta* (1884-85), and Theodor Fontane's *Effi Briest* (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a key role in the cultural imagination of Europe during this time. All works will be read in English translation.

Class Format: tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session

Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS

Attributes: ENGL Literary Histories B;

Not offered current academic year

ENGL 262 (F) European Cinema and Film Theory (WI)

This seminar explores the foundations of contemporary European cinema by studying a range of films from 1920-1985, and offers a grounding in film theory and aesthetics by pairing such films with theoretical essays by philosophers and aestheticians from the silent era through the 1970s. We will establish a kind of map of cinematic styles and movements, ranging from German expressionism and Soviet montage in silent films of the 1920s, through French realism of the prewar and Italian neorealism of the early postwar era, to the insurrectionary films of the French New Wave and the stylistic innovations of the German New Wave and of Swedish cinema in the 1960s and 1970s. We will study films by such directors as Wiene, Murnau, Lang, Eisenstein, Vertov, Dreyer, Renoir, Riefenstahl, Rossellini, Fellini, Truffaut, Godard, Varda, Herzog, Bergman, Tarkovsky, and Almodóvar.

Class Format: seminar

Requirements/Evaluation: regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D1) (WI)

Distribution Notes: WI: Frequent short papers, paper conferences, some discussion of writing in class.

Attributes: ENGL Criticism Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories C;
ENGL 263 (S) Novel Worlds (WI)

Crosslistings: ENGL263 / COMP268

Primary Crosslisting

Reading a novel can feel like falling into another world, an immersion in an encompassing fictional reality saturated with detail—each novel its own trip down the rabbit hole. From Jane Austen’s "3 or 4 families in a country village" to Roberto Bolano’s teeming modern day Mexico City of millions, the novel's distinctive power is in making both the few and the many feel like a complete world. But what are worlds, anyway? Are they spaces, like a container? Or are they not a thing at all, but social systems—ways of belonging that are constantly being made and remade? This course is about the specific world—imagining powers of the novel, tracing out various techniques and strategies by which literary texts create worlds. Our hunch: the modern notion of "world" finds its origin in the novel, and the novel constitutes one of the most sophisticated sites of reflection upon the notion of world.

We'll read a number of novels, ranging from 19th century authors like Austen and Dickens, to contemporary genre writing—science fiction and the detective novel—as well as from a range of national traditions to see how novels, and ideas of world, shift over time and space. To get at our central questions, we’ll read some philosophical and critical texts that are preoccupied by world-ness, with attention to current debates about the idea of World Literature. Novel texts likely to include: Jane Austen's *Emma*, Charles Dickens's *Bleak House*, Carroll's *Alice in Wonderland*, Italo Calvino's *Invisible Cities*, and Roberto Bolano's *Savage Detectives*.

Class Format: seminar

Requirements/Evaluation: papers (approximately 20 pages), other forms of writing in-class and otherwise, participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores and first-year students

Expected Class Size: 19

Distributions: (D1) (WI)

Distribution Notes: WI: Five writing assignments equals 20 pages

Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories B;
ENGL 267 (S) Powers of the Strange & Particular (Poetry Workshop)

How can reading or writing a poem be an act of resuscitation? An awakening of one’s "sight," one’s mind and questions? How do writers cultivate encounter, observation, and imagination to tip and trouble language into experience? In this course we will explore texts that inspire wonder and exemplify the powers of imaginative practice(s). Studying work that is original, strange, wondering, we will consider the gifts of mystery and strangeness in poems (and here I am hearing Paul Celan in "The Meridian" translated by Pierre Joris: "The poem estranges. It estranges by its existence, by the mode of its existence, it stands opposite and against one, voiceful and voiceless simultaneously, as language, as language setting itself free"). Together we will work to understand some of the ways that the texts are working while also engaging in studies that awaken our own idiosyncratic ways of saying and seeing. As a way of learning with assigned materials, participants will be expected to write poems in response to experiments, present on assigned craft topics, and provide peers with thoughtfully considered feedback/observations of their work. The course will be reading and writing intensive. It will also be a kind of laboratory for trying and making.

Class Format: studio/workshop

Requirements/Evaluation: students are expected to write a poem a week, participate in workshop/class discussions, and, over the course of the semester, give three short presentations

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if over-enrolled, preference will be given to students who have not yet taken a poetry workshop

Expected Class Size: 12

Distributions: (D1)

Spring 2019

STU Section: 01  W 1:10 pm - 3:50 pm  Aracelis Girmay

ENGL 268 (S) Being American, Being Muslim: American Muslim Literature in the 21st century (DPE)

Crosslistings: AMST266 / REL266 / ENGL268 / COMP228

Secondary Crosslisting

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Class Format: seminar

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none
Expected Class Size: 20

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL or AMST; meets Division 1 requirement if registration is under COMP or ENGL. DPE: This course will explore the many complex intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences internal to Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations and power and difference in the texts that we will read, and how to analyze their workings in nuanced multidimensional ways.

Spring 2019

SEM Section: 01 MW 11:00 am - 12:15 pm Zaid Adhami

ENGL 269 (F) Writing Looking: Ekphrasis & Poetics (WI)

"As is painting, so is poetry," wrote the Roman poet Horace. This comparison would be clarifying, if it weren't so maddeningly opaque. Why, and how, should we compare the verbal to the visual? When poets write about looking, they address not only formal contrasts between the arts but also the fundamental concerns of representation that these contrasts make visible: the eternizing aspirations of art; the relationship between body and soul; the interplay of politics and aesthetics; the power dynamics of gazing at gendered and raced bodies; and the processes of identification and objectification.

In this course, we will survey a range of texts that respond to works of visual art and to the act of looking itself. The long history of comparisons between the verbal and the visual constitutes a major strand of literary theory and criticism from antiquity to modernity. Our goal will be to study how such questions of representational rivalry are continuous with questions about how we live with things, and with each other. We will read authors from the historical canon, like Homer, Virgil, Ovid, Spenser, Shakespeare, Keats, Browning, and Melville; and poets from the recent past and present, like W. H. Auden, Frank O'Hara, Thom Gunn, John Ashbery, Adrienne Rich, Jorie Graham, Fred Moten, and Claudia Rankine.

Class Format: seminar

Requirements/Evaluation: five 4-page papers; participation in class discussions; one in-class presentation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D1) (WI)

Distribution Notes: WI: This course will require five 4-page papers, for a total of 20 pages of formal writing.

Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories A; ENGL Literary Histories C;

Fall 2018

SEM Section: 01 TF 1:10 pm - 2:25 pm Andrew C. Miller

ENGL 270 (F) Shakespeare on Page, Stage and Screen: Text to Performance (WI)

Crosslistings: COMP290 / ENGL270 / THEA260

Secondary Crosslisting

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historico-attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing, while, at the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: Romeo and Juliet, Henry V, Twelfth Night, Hamlet, Antony and Cleopatra, and A Midsummer Night's Dream. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of performance, and assess a range of recent film and stage productions.

Class Format: seminar
ENGL 272 (F) American Postmodern Fiction
Crosslistings: ENGL272 / AMST272

Primary Crosslisting
American fiction took a turn at World War II; the simplest way to name the turn is from modernism to postmodernism. The most obvious mark of postmodern narration is its self-consciousness: postmodern books tend to be about themselves, even when they are most historical or realistic. Already a paradox emerges: why would World War II make narratives more self-reflexive? The first book in the course, and the best for approaching this paradox, is Heller's Catch-22. It also serves as a good introduction to the unlikely merging in American fiction of high European post-structuralist postmodernism and low American punk postmodernism. Subsequent books in the course will probably include Pynchon's The Crying of Lot 49, Morrison's Beloved, Delillo's White Noise, Carver's What We Talk About When We Talk About Love, Diaz's The Brief Wondrous Life Of Oscar Wao, and Whitehead's The Underground Railroad.

Class Format: seminar
Requirements/Evaluation: three papers of increasing length and weight, contributions to class discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: first-year students who have placed out of 100-level English and sophomores considering the major; then Junior and Senior English majors
Expected Class Size: 25
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Attributes: AMST Arts in Context Electives; ENGL Literary Histories C

Fall 2018
SEM Section: 01 TR 11:20 am - 12:35 pm John K. Limon

ENGL 273 (F) Murder 101
Crosslistings: ENGL273 / COMP273

Secondary Crosslisting
Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Rambo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film
adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

Class Format: seminar

Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

Department Notes: COMP core course

Distributions: (D1)

Not offered current academic year

ENGL 274 (F) Film and Media Studies: An Introduction

Crosslistings: COMP258 / ENGL274

Primary Crosslisting

This team-taught interdisciplinary course introduces students to concepts and skills central to the study of moving images. After familiarizing ourselves with the basic elements--visual, narrative and auditory--necessary for formal analysis, we will develop critical tools for understanding film and media in their historical and social contexts. We will discuss influential ideas, theories, and methods in the discipline of film and media studies. Students will learn to respond to works drawn from a wide range of forms: fiction and nonfiction film, animation, television, video games, and emerging forms of virtual reality. Throughout, our emphasis will be on the diverse ways in which moving pictures create meaning. How can we best think about the reciprocal relations between film, new media, and contemporary life? This course will be presented through a mixture of lectures, discussions, and exercises.

Class Format: lecture/discussion/studio

Requirements/Evaluation: class attendance and participation; frequent (probably weekly) writing assignments that will include several short responses, three essays (1000-2000 words), three production exercises; and a final long paper or project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: no prior production experience is required

Enrollment Limit: 30

Enrollment Preferences: open to first-year students; approximately 2/3 of places will be reserved for first- and second-year students

Expected Class Size: 30

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

ENGL 280 (S) Writing for Performance (WI)

Crosslistings: ENGL280 / THEA282

Secondary Crosslisting

This studio/seminar course is designed for students with some experience in creative writing and/or performance interested in a deep dive into the art of playwriting. What is a play? What distinguishes writing for performance from writing that is meant to be read? How do we craft a blueprint for a live event? In our rapidly evolving digital world, what sorts of stories and phenomena still ask to be experienced live? How are contemporary theater and performance makers pushing the boundaries of what "writing" means and what constitutes "liveness"? We will read works by Sharon Bridgforth, Sarah Ruhl, Tarrell Alvin McCraney, Tony Kushner, Branden Jacobs-Jenkins, Sarah DeLappe, Suzan-Lori Parks, Edward Albee, August Wilson, Chuck Mee, María Irene Fornés, Young Jean Lee, Stew, and Lightning Rod Special, who have deepened and widened the possibilities of the form. We will also write, beginning with exercises in character, dialogue, action, and world-building, and working toward a longer final project. Students will be expected to present their own work and respond to each other's work regularly. At the end of the term, we will present excerpts of our one-act length works as part of an open studio experience.

Class Format: seminar

Requirements/Evaluation: in-class participation, critical/creative responses to readings, various writing exercises, final one-act performance piece,
participation in final presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: students with some experience in creative writing and/or performance

Enrollment Limit: 14
Enrollment Preferences: students who have taken THEA 214/ENGL 214 or another creative writing course
Expected Class Size: 14
Distributions: (D1) (WI)

Not offered current academic year

ENGL 281 (F) Introductory Workshop in Poetry
This workshop will include weekly readings and writing assignments, frequent improvisations and collaborations, and the attendance of several arts events.
Class Format: seminar/workshop
Requirements/Evaluation: engaged participation; successful completion of assignments; demonstrated commitment and substantial improvement, as evidenced by a final portfolio of revised poems
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: students who have preregistered; all interested students should pre-register and will be emailed with instructions if the course is over-enrolled
Expected Class Size: 12
Distributions: (D1)
Attributes: ENGL Creative Writing Courses

Fall 2018
SEM Section: 01    TF 1:10 pm - 2:25 pm     Jessica M. Fisher

ENGL 283 (S) Introductory Workshop in Fiction
An introduction to the basics of writing short fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories; individual conferences with the instructor will be available.
Class Format: seminar
ENGL 286 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Secondary Crosslisting

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Class Format: seminar

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR or AMST; meets Division 1 requirement if registration is under ENGL

Attributes: FMST Core Courses; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm    Kai M. Green

ENGL 287 (S) Bloody Vampires: From Fiction to Film and Fashion (WI)

Secondary Crosslisting

This course explores the figure of the vampire and seeks to explain the popular appeal such a fictive creature has been enjoying for over two centuries. What kind of fears and fantasies does it crystallize? And what kind of discourse about sexuality, death, and disease does it validate? What does its mere existence reveal about gender and ethnicity? We will examine the emergence of the vampire in gothic literature of the late 18th and 19th centuries, its omnipresence in cinema in the 20th century and investigate its resurgence in 21st-century pop culture. In order to gain a deeper understanding of the figure of the vampire, we will read poems by August Bürger and Goethe, the first vampire story by John Polidori, novels by Sheridan LeFanu and Bram Stoker, and contemporary vampire fiction by Anne Rice and Stephenie Meyer. We will watch the films Nosferatu by Murnau and Herzog, Dracula by Browning and Coppola, the Dance of Vampires by Polanski, The Hunger by Scott, Blade by Norrington, Twilight by Hardwicke, and Daybreakers by Spierig, as well as episodes of the TV series Buffy the Vampire Slayer, True Blood, and The Vampire Diaries. We will also discuss music video clips by Lady Gaga and Marilyn Manson, and fashion shows by Alexander McQueen, John Galliano and Vivienne Westwood.

Class Format: seminar

Requirements/Evaluation: three 5-page papers and a 10- to 12-page final rewrite

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none
ENL 289 (S)  Graphic Storytelling  (WI)

In the 1890s an author/artist put words and pictures together in boxes, ordered the boxes along a (short) narrative arc featuring a continuing character, published it in a newspaper, and graphic storytelling as we know it was born. 15 years later (in the form of comic strips) it had already become one of the most important storytelling modes in American culture. In this course we will follow the development of this quirky and important American contribution to world culture from comic strips through comic books to the “graphic novel.” Along the way we will consider all kinds of interesting general subjects: for instance, the relationship between commerce and creativity, the difference between good and bad culture, and the pervasive human need to tell and experience stories.

Class Format: seminar

Requirements/Evaluation: active class participation and five or six short essays, totaling about 20-25 pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores and first-year students who have not yet taken an ENGL Gateway course

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Not offered current academic year

ENGL 300 (F)  Tell Even Us: Writing Memory, Trauma, Self  (DPE)

Crosslistings: COMP357 / ENGL300 / AMST300

Secondary Crosslisting

In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be “modern life.” We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: Borderlands/La Frontera: The New Mestiza (Gloria Anzaldúa), Dictee (Theresa Hak Kyung Cha), How to Write an Autobiographical Novel (Alexander Chee), When They Call You A Terrorist: A Black Lives Matter Memoir (Patrisse Khan-Cullors and asha bandele), Bad Indians: A Tribal Memoir (Deborah Miranda), This is for the mostless (Jason Magabo Perez), Redefining Realness (Janet Mock), like a solid to a shadow (Janice Lobo Sapigao), Men We Reaped(Jesmyn Ward), 7 Miles A Second (David Wojnarowicz).

Class Format: seminar

Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP
DPE: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Attributes: AMST Arts in Context Electives;

Fall 2018

SEM Section: 01    MR 2:35 pm - 3:50 pm     Anthony Y. Kim

ENGL 301 (S) Sublime Confusion: A Survey of Literary and Critical Theory

Crosslistings: COMP301 / ENGL301

Secondary Crosslisting

Which is more appealing, a roller coaster or a rose? For much of its history, art and literary theory has conceived itself as a science devoted to explaining and defining "beauty." But running alongside this is an edgier countercurrent that worships something else: an experience of excitement, fear, suspense, or thrilling confusion often described as "the sublime." The sublime interested early critics, from classical rhetoricians to the German Idealists, as a way to make aesthetics more scientific paradoxically by identifying the doorway through which art and literature escaped the realm of reason. More recently the notion of literature's exciting confusion has played a key role in modern critical theory from Russian formalism to new criticism, deconstruction, postmodernism, and posthumanism. (In fact, poststructuralist criticism itself has a thrillingly confusing quality that we will not ignore.) We will take up a cross section of critical theory from classical times to the present, focusing on careful reading of relatively short texts by Plato, Aristotle, Addison, Burke, Schiller, Nietzsche, Shklovsky, I.A. Richards, Barthes, Derrida, Lyotard, Fredric Jameson, Haraway, and others. Case studies ranging from opera to Xbox will enlighten, thrill, and confound you. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose, poetry, or drama from any time and place; film, visual art, or architecture; music, new media, or digital media, and beyond.

Class Format: seminar

Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: 200- or 300-level course in literature, theory, or philosophy, or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: students majoring or considering a major in a related field

Expected Class Size: 9

Distributions: (D1)

Attributes: ENGL Criticism Courses

Not offered current academic year

ENGL 302 (S) Landscape and Language

Crosslistings: ENGL302 / ARTS302

Primary Crosslisting

Colloquially, the word "landscape" refers to pictures or scenes of the land, from farms to forest to wilderness. But more broadly, landscape evokes the complex, dynamic, and ever-shifting relationship between "nature" and our experience of it. Landscape and Language is a seminar that considers the tools we use to represent and narrate our relationship to the natural world. Together, we will investigate how such cultural conventions as travel, perspective, nature, and ecology influence the ways we see and understand place. Drawing from discourses of literature, architecture, art history, contemporary art, and ecocriticism, our goal is to develop a deeper critical understanding of and engagement with landscape (as a collective of readers and as individual investigators). Texts for this course will include an art historical exploration of the relationship between landscape, power, and imperialism by W.J.T. Mitchell, an ethnographic investigation of nearly obsolete place names by Robert MacFarlane, poems by historical and contemporary poets like Jean Toomer, Terrance Hayes, and Lucille Clifton, and contemporary visual art by Helen Mirra and Xaviera Simmons, among others.

Class Format: seminar

Requirements/Evaluation: weekly discussion in an online forum; two short response papers, and a final research paper or creative project (10-12 pages or equivalent) investigating a specific landscape
ENGL 303 (S)  Cervantes' "Don Quixote" in English Translation
Crosslistings: COMP350 / RLSP303 / ENGL303

Secondary Crosslisting
A close study of one of the most influential and early European novels. Don Quixote by Miguel de Cervantes (1547-1616 C.E) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the Quixote: the point of fiction in real life, the complications of relationships between men and women, the meaning of madness, the experience of religious co-existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine modern English-language translation, and set it in several relevant contexts to better understand its original intellectual horizon—seventeenth-century Spain—as well as the reasons for its continuing relevance.

Class Format: seminar
Requirements/Evaluation: active participation, at least two short papers, and a final project designed in consultation with the instructor

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any 200-level literature course in foreign languages, COMP, or ENGL, or permission of the instructor.
Enrollment Limit: 30
Enrollment Preferences: Spanish and Comparative Literature majors and upper-class students
Expected Class Size: 30
Department Notes: can count toward the major in Spanish, but consult Dept for details
Distributions: (D1)
Attributes: ENGL Literary Histories A

Spring 2019
SEM Section: 01    TF 1:10 pm - 2:25 pm     Leyla Rouhi

ENGL 304 (S)  Dante
Crosslistings: COMP317 / ENGL304

Primary Crosslisting
In the spring of 1300, Dante Alighieri entered Hell. The Divine Comedy is the record of the journey that followed. It is organized around a series of encounters with figures from the poet's past—for example, a former teacher damned for violating nature—as well as historical and literary characters: Ulysses, Thomas Aquinas, Plato, Virgil, Adam. Though the Comedy is probably now best known for its savagery—the bodies split open, the Popes turned upside down and lit on fire—it is also, as Dante claims, a love story and a work of high imaginative daring. Among its final images is a vision of paradise rendered through the precise if also mind-bending language of non-Euclidean geometry. In this course we will read the three books of the Comedy (Inferno, Purgatorio, Paradiso), the Vita Nuova, and a few brief selections from Dante's other works. All readings will be in translation.

Class Format: seminar
Requirements/Evaluation: four written exercises, three exams, and a 10-page final paper

Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors
ENGL 305 (F) Chaucer: The Canterbury Tales

Composed in the last decades of the fourteenth century, The Canterbury Tales, is a brilliant pastiche of competing forms. Saints’ lives, dirty stories, tales of revenge, sermons, fart jokes—they are all in the mix. We will read the Tales in the original Middle English, which is easier (and more fun) than it looks; no prior exposure to the language is necessary.

Class Format: seminar
Requirements/Evaluation: frequent quizzes on vocabulary and comprehension, practice reading Middle English aloud, two 5- to 7-page papers, a midterm, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 20
Enrollment Preferences: English majors
Expected Class Size: 15

ENGL 309 (F) Thinking Diaspora: The Black Atlantic and Beyond

Crosslistings: AMST308 / ENGL309 / WGSS308 / COMP300

Primary Crosslisting

Water imagery has been central to black diasporic culture since its beginnings in the Middle Passage---suggesting imprisonment, isolation, escape, ancestral communion, and death, for example. This course wrestles with the significance of water in diasporic literature—how it endures, how it has diminished, how it slips away from us. Black diaspora theory was revolutionized by Paul Gilroy’s *The Black Atlantic*, which urged us to consider more deeply the role of the ship, the routes, and the roots entailed in the formation of diasporic consciousness. This course aims to expand students’ theoretical skills as we discuss cornerstone and cutting edge texts of diaspora theory, with an emphasis on theories that work with the relationship to water, such as those by Jacqueline Nassy Brown, Omise’eke Tinsley, and Vanessa Agard-Jones. Primary texts will include *The Big Sea* by Langston Hughes, *Sugar and Slate* by Charlotte Williams, Barry Jenkins’ *Moonlight*, and more.

Class Format: seminar
Requirements/Evaluation: weekly reading responses, presentations, one 10-page paper, engaged feedback process, and thoughtful class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: none
Expected Class Size: 20

Fall 2018
SEM Section: 01    MWF 11:00 am - 12:15 pm     Ianna Hawkins Owen
ENGL 310 (F) Rebels, Revelers, and Reactionaries: The Poets of the Seventeenth Century

The decades following the death of Elizabeth I were period of scandal, schism, dissent and decadence, culminating in a bloody civil war and the beheading of a king. It was, in other words, a 'world turned upside down' by every kind of upheaval: in civics, philosophy, politics, religion, and science. It also produced writers of some of England's finest lyric and satiric poetry, and its greatest epic poet. How the century's poets successfully dramatized the critical events and feelings in this time of turmoil will be the focus of the course. While primarily a course in close reading, we will nevertheless try to reconstruct the lives and contexts of the writers, and examine some of the critical and theoretical issues involved in contextualizing the poems. Authors will include Donne, Jonson, Lanyer, Herbert, Herrick, the Cavalier Poets, Milton, Marvell, Cavendish, Dryden, and Rochester.

Class Format: lecture

Requirements/Evaluation: two 8- to 10-page essays and several short writing assignments

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 20

Distributions: (D1)

Attributes: ENGL Literary Histories A

Fall 2018

LEC Section: 01    TR 11:20 am - 12:35 pm    Alan W. De Gooyer

ENGL 311 (S) Theorizing Shakespeare

Crosslistings: WGSS311 / ENGL311 / THEA311 / COMP310

Primary Crosslisting

For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: The Merchant of Venice, Hamlet and Antony and Cleopatra. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?

Class Format: seminar

Requirements/Evaluation: 20 pages of writing in the form of two short and one longer paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 19

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ENGL, COMP or THEA; meets Division 2 requirement if registration is under WGSS

Attributes: ENGL Criticism Courses; ENGL Literary Histories A

Not offered current academic year

ENGL 312 (F) Zen and the Art of American Literature

Crosslistings: ENGL312 / REL361 / AMST361 / COMP361

Primary Crosslisting

In 1844, the Transcendentalist magazine, The Dial, published an excerpt from the Lotus Sutra, translated into English by a young writer named Henry
David Thoreau. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like Middle Passage, A Tale for the Time Being, and Lincoln in the Bardo. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend 20-30 minutes each week practicing and reflecting upon those practices during class hours. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Class Format: seminar

Requirements/Evaluation: a weekly meditation journal, various informal in-class and take-home writing assignments, a final 12- to 15-page essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any literature course at Williams or permission of the instructor

Enrollment Limit: 30

Enrollment Preferences: if the course is over-enrolled, students will be asked to send the instructor an email explaining their reasons for wanting to take this course; these expressions of interest will be used to determine the final course roster; no first year students

Expected Class Size: 30

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under REL or AMST

Attributes: ENGL Literary Histories C;  EXPE Experiential Education Courses

Fall 2018
SEM Section: 01 M 7:00 pm - 9:40 pm Bernard J. Rhie

Spring 2019
SEM Section: 01 Cancelled

ENGL 313 (F) George Eliot and Henry James

George Eliot (aka Mary Ann Evans) and Henry James trace dramas of consciousness that ramify in the context of 19th century social transformations. Eliot records the frictions of provincial and cosmopolitan lives; James writes about what it meant for American and European societies around the turn of the 20th century to be mutually exposed to and by one another. Their work explores gender and class fluidity, and the relations of ethical, economic, and aesthetic value. Both evoke fraught political contexts—for Eliot, the failed mid-century European revolutions and pressures of British imperialism, and for James, post-Civil War American consciousness and the struggle between American and European imperialisms. By placing texts in relation to one another—for instance, James’ Portrait of a Lady with Eliot’s Daniel Deronda, What Maisie Knew with The Mill on the Floss, The Turn of the Screw and The Beast in the Jungle with The Lifted Veil—we’ll consider how and to what ends these writers link such issues as law, sacrifice, gambling, gender, and the supernatural. In tracing the relation of their work to one another, we will mark the shift from crucial preoccupations of the 19th century to the modern novel, and the innovations of prose style that accompany them.

Class Format: seminar

Requirements/Evaluation: class participation and two papers, approximately 20 pages altogether

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 15-20

Materials/Lab Fee: cost of books

Distributions: (D1)
ENGL 314 (F) Groovin' the Written Word: The Role of Music in African American Literature
Crosslistings: AMST314 / COMP321 / ENGL314 / AFR314

In an interview with Paul Gilroy, Toni Morrison once said, "Music provides a key to the whole medley of Afro-American artistic practices." Morrison is not the only one who believes that music speaks to numerous aspects of the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan Lori-Parks, many African American authors have drawn on music to take political stands, shape creative aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music's ability to represent and critique African American culture in their literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals/gospel, blues, jazz, and rock/rhythm and blues. While this class requires students to practice in-depth literary and performance analysis skills, students are not required to have technical musical knowledge.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 3-page paper, one 6- to 8-page paper comparing two works, one in-class spoken word performance with 2-page report, final presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Distributions: (D2)

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

Not offered current academic year

ENGL 315 (S) Milton
Crosslistings: ENGL315 / REL319

John Milton is an odd case. Paradise Lost is more central to the English literary tradition than any other single work in the canon; to be a poet at all, you had to contend with that scarily formidable thing. And yet, Milton is also an outlier in the mainstream--a political radical whose conceptions of categories such as gender, liberty, what it means to have a voice at all placed him athwart received conceptions of what literature should be. Taken together, such contradictions suggest the possibility of something alien and perhaps seismic at the very core of our literary tradition. We'll focus on Paradise Lost, though gathering around that poem a few other of Milton's works ("Lycidas," "Areopagitica"). But we also bring to bear a range of recent critical and theoretical writing both to illuminate the poem and to discern how the poet remains a durable and telltale symptom of the discipline of literary studies today.

Class Format: seminar

Requirements/Evaluation: one 6- to 8-page paper, one 10- to 12-page paper, several shorter writing assignments, and active seminar participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: seniors, English majors

Expected Class Size: 15

Distributions: (D1)
ENGL 316 (S)  Blackness, Theater, Theatricality
Crosslistings: AFR336 / ENGL316

Primary Crosslisting
Representations of African American life have pervaded the various genres and tiers of American culture, embodying a carnival of competing attitudes and perspectives. Many oddities and ironies result from this curious history. For example, African Americans as theatrical figures enter American consciousness via the minstrel stage, where white entertainers wearing burnt cork lampooned Negroes to amuse white audiences. Eventually, black performers created their own versions of minstrelsy, black playwrights created dramas more sympathetic to black life, and representations of black life proliferated in every noteworthy medium. This course will consider how attitudes about blackness have informed or deformed theatrical representations of African American life. It will examine major texts by African American writers, considering both their social importance and their aesthetic experiments and innovations. It will range from politically oriented works of social realism such as Theodore Ward's Big White Fog and Lorraine Hansberry's A Raisin in the Sun to expressionistic protest works like Amiri Baraka's Dutchman and Slave Ship and Ntozake Shange's For Colored Girls to August Wilson's earliest histories and the post-modern satires of Adrienne Kennedy and Suzan-Lori Parks. Alongside these, we will also consider a variety of comic traditions, ranging from minstrelsy to Spike Lee’s film Bamboozled and characters created by comedians such as Jackie “Moms” Mabley and Richard Pryor. And how should we assess Porgy, a play by the white writer Dubose Heyward, which evolved into America's greatest opera, Porgy and Bess? This course will be an ongoing inquiry into the riotous theatricality of American blackness.

Class Format: seminar
Requirements/Evaluation: journal, a 15-page final paper
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 20
Enrollment Preferences: English majors
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR
Attributes: AMST Arts in Context Electives; ENGL Literary Histories C

ENGL 317 (F)  Black Migrations: African American Performance at Home and Abroad
Crosslistings: DANC317 / AFR317 / COMP319 / AMST317 / THEA317 / ENGL317

Secondary Crosslisting
In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham’s dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: seminar/discussion
Requirements/Evaluation: evaluation will be based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under REL
Attributes: ENGL Pre-1700 Courses; ENGL Literary Histories A
ENGL 318 (F)  Literary Taste and After Taste

Why are some literary works acclaimed or neglected when they first appear, and why do their critical assessments change--sometimes drastically--over time? What does it mean to think of a work as 'before its time? What is the relation between critical trends and their affinity for particular literary styles? In thinking about these issues, we will consider a few crucial instances: modernist poets and New Critics' celebration of Donne and Marvell over Milton in the early 20th century; 18th and 19th century writers' fascination with medievalism and the Gothic; deconstructionist critics' absorption with Romantic poetry; Marxist and neo-Marxist critics' qualified embrace of realism and critique of postmodernism; and recent and contemporary debates about the relation of aesthetic forms to representations of race, ethnicity, and gender.

Class Format: seminar
Requirements/Evaluation: class participation and two essays, approximately 20 pages of writing
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 20
Enrollment Preferences: English majors
Expected Class Size: 15-20
Materials/Lab Fee: cost of books
Distributions: (D1)
Attributes: ENGL Criticism Courses; ENGL Literary Histories B; ENGL Literary Histories C

Fall 2018
SEM Section: 01    MR 2:35 pm - 3:50 pm    Anita R. Sokolsky

ENGL 319 (F)  The Literary Afterlife

Crosslistings: COMP354 / ENGL319

Primary Crosslisting

What do writers mean when they say that they will live on after death through their books? In this course, we will explore the long history of thinking about literature as a way to compensate for mortality, and we will compare the literary afterlife to religious and philosophical versions of eternity. Many of the writers on our syllabus were anxious about the compatibility of the pursuit of worldly fame with the desire for Christian salvation. We will study how their sense of a conflict between the two afterlives changed over time: from the recovery of pagan antiquity during the Renaissance, across the theological transformations of the Reformation, to the consequences of print. The course deals with some of literature's greatest ambitions--to cheat death, to make a lasting contribution to human culture--but we will often find ourselves caught in an undertow of skepticism. Is writing any less susceptible to decay than human bodies are? If so, is literary accomplishment worth the risk of one's soul? Authors and texts will include Sappho, Ovid, Lucretius, Ecclesiastes, Augustine, Petrarch, Julian of Norwich, Montaigne, Shakespeare's Hamlet and Richard II, Jonson, Donne, and Milton.

Class Format: seminar
Requirements/Evaluation: one 7-page paper, one 12-page paper, in-class presentation, thoughtful participation in discussions
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
**Enrollment Preferences:** English majors

**Expected Class Size:** 25

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories A

*Not offered current academic year*

**ENGL 320 (S) Two American Poets: Wallace Stevens and John Ashbery (WI)**

Crosslistings: ENGL320 / AMST336 / COMP335

**Secondary Crosslisting**

This tutorial focuses on the work of two major American poets who are known for their "difficult" poetry. In some respects, Stevens (1879-1955) and Ashbery (b. 1927) book-end twentieth-century poetry: Stevens is a major Modernist poet, perhaps the most philosophically oriented American poet of the twentieth century, and Ashbery is considered by most critics to be the most important American poet alive. Students will do close readings of their poems (and one play, "Three Travelers Watch a Sunrise", by Stevens), as well as read their writing on poetry and art. We will discuss the overlaps between Stevens' and Ashbery's work and lives--their having grown up in the Northeast and attended Harvard, what some see as the abstractness of their writing, their mastery of tone, among others--but also the differences: Ashbery's sexuality, his having lived in France, the supposedly more "avant-garde" nature of Ashbery's work, and so on. Along the way, we will ask questions about the nature of poetic difficulty, of abstraction, of the (lyric) poetic speaker in their works, of poetic tone, of the link between the poem and the world (e.g., in description), of the thinking and philosophizing that poems do. We will also ask about their links to major poetry "movements" (Modernism, the New York School) and pose questions that are rarely asked about their poetry, such as "What are the politics, implicit and explicit, in their poems?" "What are their views about the United States and American society and culture?" "What assumptions about race, gender and class are embedded in their poetry?" And, always, we will be paying close attention to the question of form and language in Stevens' and Ashbery's poetry.

**Class Format:** tutorial

**Requirements/Evaluation:** typical tutorial format; papers every other week

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** ENGL majors, COMP majors, AMST majors; preference will be given to students who have already taken at least one literature class

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP

**Attributes:** AMST Arts in Context Electives;

*Not offered current academic year*

**ENGL 321 (S) Samuel Johnson and the Literary Tradition**

Samuel Johnson (1709-1784) has been exceptionally influential not only because he was a distinguished writer of poems, essays, criticism, and biographies, but also because he was the first true historian of English literature, the first who sought to define its "tradition." We will read Johnson's own works and Boswell's *Life of Johnson* to discover Johnson's talents, tastes, and standards as an artist, as a moral and literary critic, and as a man. We next will use Johnson's *Preface to Shakespeare and Lives of the Poets* to examine how this great intelligence assessed writers from the Renaissance through the eighteenth century. While reading his commentary on Shakespeare and his critical biographies of Milton, Dryden, Pope, Swift, and Gray, we will analyze selected works by these writers so as to evaluate Johnson's views and sharpen our understanding of the relationship between his standards and values, and the ones we hold today--both individually and collectively.

**Class Format:** seminar

**Requirements/Evaluation:** midterm and final papers (15-20 pages total), and a take-home final exam

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 20

**Enrollment Preferences:** English majors
ENGL 322 (F) Political Romanticism

Crosslistings: PSCI234 / COMP329 / ENGL322

Primary Crosslisting

What is Romanticism, and how does it relate to the world-changing political upheavals that emerge along with it? Romantic literature emerged around the time of the French and Haitian Revolutions, and many Romantic authors were deeply sympathetic to the democratic principles of freedom and equality that inspired such political uprisings. Yet many also questioned revolutionaries’ attempts to realize such ideas by forcibly seizing control of governments. These authors became interested in art and literature as alternative means of bringing about social and political change. In so doing, they invented ideas about the political power of art that are still very much with us today. This seminar examines these ideas through readings of works of Romantic literature, philosophy, and art that brought them into the world, while also considering how arguments subsequently developed for and against political Romanticism inform today’s heated debates about the relationship between art and politics. May include works by Kant, Wordsworth & Colderige, C. Smith, P.B. Shelley, Géricault, Delacroix, Turner, Hazlitt, Hegel, Marx, C.L.R James, Carl Schmitt, Walter Benjamin, and Jacques Rancière.

Class Format: seminar

Requirements/Evaluation: evaluation based on two papers, 6 and 8-10 pages in length, and general participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Lit, German, Political Science majors

Expected Class Size: 25

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under PSCI

Attributes: ENGL Criticism Courses; ENGL Literary Histories B
Requirements/Evaluation: two papers, one 6 pages and one 10-12 pages in length, and general participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English and Comparative Literature majors
Expected Class Size: 20
Distributions: (D1)
Attributes: ENGL Criticism Courses; ENGL Literary Histories B

Fall 2018
SEM Section: 01 M 7:00 pm - 9:40 pm Walter Johnston

Spring 2019
SEM Section: 01 Cancelled

ENGL 325 (F) Joyce, Woolf, and Proust
Crosslistings: COMP366 / ENGL325

Primary Crosslisting
This seminar focuses on novels by three of the most important writers of modernist fiction: Marcel Proust (Swann's Way, the first novel of his sequence In Search of Lost Time); Virginia Woolf (Mrs. Dalloway and To the Lighthouse); and James Joyce (Ulysses, read in slightly abridged form). By juxtaposing these pathbreaking texts, we will examine the distinctive yet related ways in which they explore crucial preoccupations of modernism: the threat and the exhilaration of cultural loss in face of social and political transformations in the early twentieth century; the turn to memory, to art, and to objects as stays against de-stabilized subjectivity and as means of re-thinking value; the emergence of new forms of political and sexual identity; the heightening of consciousness to the verge of transport or disintegration; and the roots and perversities of desire. Students who have studied Ulysses in a previous course are welcome.

Class Format:
Requirements/Evaluation: regular class participation, two 8- to 10-page papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam; students who have taken ENGL 360 are welcome
Enrollment Limit: 20
Enrollment Preferences: English majors, Comparative Literature majors
Expected Class Size: 20
Distributions: (D1)
Attributes: ENGL Literary Histories C
Not offered current academic year

ENGL 327 (F) Experimental African American Poetry
Crosslistings: AMST307 / AFR301 / ENGL327 / COMP311

Secondary Crosslisting
Contemporary African American poets in various cities and towns across the nation--from New York City to Los Angeles, from Berkeley to Durham, N.C.--are currently producing a vibrant and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. This formally innovative poetry defamiliarizes what we normally expect of "black writing" and pushes us to question our assumptions and presumptions about black identity, "identity politics," the avant-garde (for example, is it implicitly raced?), formalism, socially "relevant" writing, the (false) dichotomy of form versus content, the black "community," digital poetics, and other issues of race and aesthetics. We will examine the writings of living poets, who range widely in age, and those of their avant-garde predecessors in the twentieth century. We will also be making links between this poetry and African American music and visual art.
Class Format: seminar

Requirements/Evaluation: two papers (6-8 pp., 8-10 pp.), short response papers, oral presentation, and class participation

Prerequisites: none, though at least one previous literature course preferred

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

Not offered current academic year

ENGL 328 (F) Austen and Eliot

Crosslistings: ENGL328 / WGSS328

Primary Crosslisting

Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilated and transformed them. By placing each writer's work in its political and philosophical context--in Austen's case, reactions to the aftermath of the French Revolution, in Eliot's, to the failed mid-century European revolutions and the pressures of British imperialism--we will consider how each writer conceives social and historical exigencies to shape comedies and dramas of consciousness. Readings will include Austen's *Pride and Prejudice, Emma, Mansfield Park,* and *Persuasion;* Eliot's *The Mill on the Floss,* *The Lifted Veil,* and *Daniel Deronda;* selected letters and prose; and critical essays.

Class Format: seminar

Requirements/Evaluation: one 8- to 10-page essay and one 10- to 12-page essay

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

Attributes: ENGL Literary Histories B

Not offered current academic year

ENGL 329 (S) Sexuality and US Literatures of the 19th Century

Crosslistings: AMST349 / WGSS329 / ENGL329

Primary Crosslisting

If homosexuality and heterosexuality, as it is commonly argued, only came into being as legible identities at the end of the nineteenth century, what constituted "sexualities" before that? This course will explore how sexualities were expressed, regulated, denied and embraced "before identity" through reading closely some of the most central literary and cultural works of the period alongside a set of methodologically and theoretically diverse critical works that engage this query. Some questions we may explore include: What counts as sex and why would that be important to understanding a work of literature? What effect does race, ethnicity, gender, class and other differences make on sexual expression and regulation? How does literature itself represent, theorize, and respond to discourses of desire? Authors whose works we may explore include Emily Dickinson, Frederick Douglass, Harriet Jacobs, Henry James, Herman Melville, and Ralph Waldo Emerson.

Class Format: seminar

Requirements/Evaluation: engaged and thoughtful discussion, in-class writings, oral presentation, one 5- to 7-page paper and one 8- to 10-page paper

Extra Info: may not be taken on a pass/fail basis
ENGL 330 (S) Renaissance Literature in Global Perspective

The Renaissance is usually seen as a decidedly Western "rebirth": the moment in which the emerging nations of modern Europe define themselves by both their connection to and their distance from the classical heritage of Greece and Rome. What might it mean, then, to understand the Renaissance also as shaped by a global network of interactions among Western and non-Western societies, economies, and cultures? In this course our focus will be on literature in the broadest sense, including lyric poetry, epic, and drama, but also travel reports, royal memoirs, and philosophical histories as means of imagining the shape of the world, familiar and unfamiliar. We'll begin by considering Europe's eccentric place within the larger Afro-Eurasian cultural system of the late Middle Ages, and how what we call the Renaissance emerges from a sense of linkage to as well as separation from the traditions of the Islamic world and beyond. We'll then examine the intense and troubling interrelation between Renaissance writing’s intellectual dynamism and the often catastrophic effects of Europeans' encounter with what was for them a New World in the Americas. Finally, we'll think about whether or not it makes sense to see the European Renaissance as one facet of a broader global process, similar to concurrent movements of cultural expansion and hybridization such as in Mughal India. Authors to be studied may include Petrarch, Boccaccio, Chaucer, Ibn Khaldun, Thomas More, Babur, Mira Bai, Marguerite de Navarre, the Inca Garcilaso, Marlowe, and Camoes. (All readings in English.)

Class Format: seminar
Requirements/Evaluation: two papers (15-20 pp. total); regular short responses
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: graduating seniors
Expected Class Size: 25
Distributions: (D1)

Spring 2019
SEM Section: 01  Cancelled

ENGL 331 (F) Romantic Culture

The Romantic period--1780 to 1830, roughly--is one of the great watershed moments in western culture. Romantic writers obsessed over the same things we do: the profit and power resident in human interactions with the natural world, for instance, or the spiritual significance of our inner lives, or the terrors and exhilaration of political and social activism. Romantic writing is durably relevant and, frequently, durably and interestingly weird. We will read a lot of poetry, and paintings and other examples of Romantic expressive culture will comprise a significant part of the course materials.

Class Format: seminar
Requirements/Evaluation: class participation and three papers, the last being longer than the first two
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors
Expected Class Size: 25
Distributions: (D1)
Attributes: ENGL Literary Histories B; ENVI Humanities, Arts + Social Science Electives; ENVI Environmental Policy

Not offered current academic year
ENGL 332 (F)  Writing in the Margins: Race, Performance, Plagiarism  (DPE) (WI)
Crosslistings: COMP358 / ENGL332 / THEA332
Secondary Crosslisting

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered “classic” texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Class Format: seminar/studio, three hours per week
Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: If the class is overenrolled, students will submit a letter of interest in the class
Expected Class Size: 14
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.

Fall 2018
SEM Section: 01    R 1:10 pm - 3:50 pm     Shayok Misha Chowdhury

ENGL 333 (S)  The Nineteenth-Century British Novel
Crosslistings: WGSS333 / ENGL333
Primary Crosslisting

In nineteenth-century Britain, the novel took on the world. Shaking off its early disrepute, and taking advantage of growing literacy and innovations in production and distribution, it achieved in this period an unrivalled synthesis of mass appeal and aesthetic ambition. Its representational aspirations were breathtaking: attempting to comprehend in its pages the dizzying complexity of new social, political, and economic structures, as well as to delineate in finest detail the texture of individual lives and minds. In an age obsessed with the social, it engaged directly with the most compelling social issues of the day, including industrialization and the gap between rich and poor, the role of women, nationalism and imperialism, and more broadly, the very nature of historical change itself. But it did so, for the most part, by telling fine-grained stories of ordinary men and women, people trying to make a living, worrying about their families and their neighbors, facing illness and death, and falling in--and sometimes out of--love. Since so many of these stories of everyday life are familiar as, we will work hard to focus on what is strange and specific about the fiction of the nineteenth century, while also recognizing the roots of much that is modern in our own culture. We will also take seriously their social ambitions, looking especially at the ways they formulate, promote, and contest their readers’ understanding of themselves as subjects and agents of an ongoing social history.

Class Format: seminar
Requirements/Evaluation: flexible writing requirement includes options for short essays, journal, research paper and exam
Prerequisites: 100-level ENGL course, or a score of 5 on the AP English Literature Exam, or 6 or 7 on Higher Level IB English exam, or permission of instructor
Enrollment Limit: 25
Enrollment Preferences: English majors, Women’s, Gender and Sexuality majors, Comparative Literature majors, seniors
Expected Class Size: 25
Distributions: (D1)
ENGL 334 (S) The Orientalist Sublime and the Politics of Horror

Crosslistings: COMP324 / ENGL334

Primary Crosslisting

Islamophobia is on the rise once again, but its history is long and storied. This course will look at how we got here by asking simple questions: how do we name those things that are beyond the grasp of reason, outside the realm of intelligibility? How do we attempt to domesticate that which is foreign or other? What, to Western Europeans, was the deep mysterious Orient but a new instance of the sublime? What is the Arab world to Americans now? In this seminar, we will take up the inheritance of the eighteenth-century fad in Europe for all things Oriental that followed the translation of *The Arabian Nights* into French in 1707. We will read the *Nights* alongside Edmund Burke’s and Immanuel Kant’s theories of the sublime and writings on the French Revolution in order to investigate the relationship between the real politics of Empire and the politics of imperial representation. Raced and gendered imaginaries will play a crucial role in our study. In aiming to understand how literature and art deal with the magisterial, the infinite, the unmapped, the horror, and the mystery of the sublime East, we will touch on important writers and artists in the long history and aftermath of European Orientalism from the eighteenth century to the present. Authors and artist include Daniel Defoe, Mary Wortley Montague, Eliza Fay, J.A.D. Ingres, Eugene Delacroix, Mary Shelley, William Beckford, Comte de Lautréamont, Edgar Allan Poe, Wilkie Collins, Richard Marsh, E.M. Forster, Jorge Luis Borges, and Salman Rushdie.

Class Format: seminar

Requirements/Evaluation: one 2-3 page provocation paper to be revised into a formal essay of 5-6 pages following consultation; one final research paper of 10-12 pages on a topic developed out of the course materials

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 20

Distributions: (D1)

Attributes: ASAM Core Courses; ENGL Criticism Courses; ENGL Literary Histories B

Not offered current academic year

ENGL 335 (F) The Great Debates

This course foregrounds the central debates, key questions, and methods that have been vital to the field of African American literature. We will ground our readings of fiction within African American literary theory and criticism from the 1920s through the present. This course is organized around four moments: (1) articulations of an emergent black critical aesthetic in the 1920s, (2) assertions of black nationalism and black feminisms as critical imperatives in the 1970s and beyond, (3) considerations of the value of structuralism to black narratives in the 1980s, and (4) investments in queer theory, Afro-pessimism, and the turn to affect in our current moment. We will engage such questions as: What is the role of the critic and of criticism and theory? How do we account for multiple interpretations of texts? Texts will be paired with criticism from various moments, which will allow us to interrogate the questions of language, signification, politics, embodiment, and nationalism that maintain this robust field of inquiry.

Class Format: seminar

Requirements/Evaluation: three short papers, one research paper totaling at least 10 pages, and one class facilitation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 25

Distributions: (D1)

Attributes: ENGL Criticism Courses
ENGL 336 (S)  Escape, Escapism, Escapology, and the Contemporary American Novel

One prestigious set of contemporary American novels seems to confuse escape (evasion of real danger, such as Nazism or slavery), escapology (evasion of invented dangers, e.g. Houdini's art), and escapism (failure to confront real dangers). Some of these books have hyperbolic titles (The Amazing Adventures of Kavalier and Clay, The Brief Wondrous Life of Oscar Wao, A Heartbreaking Work of Staggering Genius), as if to suggest escapist or escapolical fantasies about political or existential dangers that require real escaping. What's going on? We'll discuss the conceptual difficulties of escaping in a globalized world; and in particular, we'll discuss the resistance of contemporary American novelists to contemporary forms of messianism (or a place of return) and utopianism (or a place of departure). Besides the hyperbolically named texts, we will probably read Emma Donoghue's Room and Colson Whitehead's The Underground Railroad. Film paradigms will probably include The Sound of Music and Life is Beautiful.

Class Format: seminar
Requirements/Evaluation: three formal papers and contribution to class discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors, then sophomores considering the major
Expected Class Size: 25
Distributions: (D1)
Attributes: ENGL Literary Histories C

Spring 2019
SEM Section: 01    TR 11:20 am - 12:35 pm     John K. Limon

ENGL 337 (S)  The Social Life of Renaissance Poetry

What is the relationship between interior life and the public sphere? Many of the accomplishments of Renaissance poetry are inward-facing: psychological intensity, religious devotion, eroticism, the discovery of nature as a space of retreat. This writing was not produced by solitary geniusues, however, but rather by men and women whose texts were embedded in social networks. We will consider social spaces of poetic production, including court, country house, city, and coterie, as well as transnational spaces created by literary influence, cultural exchange, and travel. Authorship, style, commerce, patronage, privacy, sexuality, marriage, censorship, and the history of the book will be our conceptual preoccupations. Poets will include Petrarch, Wyatt, Elizabeth I, Sidney, Spenser, Donne, Shakespeare, Jonson, Marvell, and Milton.

Class Format: seminar
Requirements/Evaluation: one 7-page paper, one 12-page paper, in-class presentation, thoughtful participation in discussions
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Expected Class Size: 25
Distributions: (D1)
Attributes: ENGL Literary Histories A

Not offered current academic year

ENGL 338 (F)  The American Renaissance

Crosslistings: ENGL338 / AMST338
Primary Crosslisting

"The American Renaissance" is the name given to US literature from 1830-1860. The explosive cultural energy of this period resulted from a multitude of ideas, practices and formations: the unprecedented spread of empire under the banner of "manifest destiny"; the formation of the white middle
class; the consolidation of pro- and anti-slavery political factions; religious and spiritual experimentation; new, contested definitions of self, work, race, class and gender; and the looming Civil War. In short, a historical moment not unlike our own. If you want to understand contemporary American culture, the mid-19th century provides an uncanny key. We will read works by Emerson, Thoreau, Douglass, Jacobs, Whitman, Poe, Hawthorne, Dickinson, Melville, and a host of lesser known writers. We will also make constant reference to contemporary American literature, music, and art.

**Class Format:** seminar

**Requirements/Evaluation:** 3 papers totaling about 15 pages, class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST

**Attributes:** ENGL Literary Histories B

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ENGL 339 (S) Black Counterpublic Sphere in Early America (DPE)

This course examines the emergence of black writing and chronicles the major movements of African American print culture from the early American republic to the antebellum era. We will investigate what Joanna Brooks identifies as a distinct tradition of black publication, or a black print “counterpublic” sphere, and determine how this counterpublic emerges around questions of agency, humanity, and the law. We also will consider its role in setting and sustaining communal and intellectual agendas for black people through our engagement with such questions as: how did print culture become central to liberation efforts in early America? And how did black people participate through print in the making of the early republic and the transatlantic exchange of ideas? We will discuss such authors as Briton Hammon, Phillis Wheatley, and Olaudah Equiano. Collaborating with Williams College Special Collections, we will analyze a broad range of literary forms and documents (e.g. pamphlets, orations, epistles, and sermons) and study the institutions that made early black print publication possible.

**Class Format:** seminar

**Requirements/Evaluation:** three critical response papers of two pages each and a culminating research project with Special Collections

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: This course centers black writing and print culture during the nascence of the American empire, illuminating the ways in which black people wrote themselves into the early American public sphere. Through reading and discussion, analytical essays, and archival investigation, this course introduces students to discourses that shaped the early American republic and teaches students how to examine and articulate ideas about race, rights, nation, citizenship, self-mastery, agency, authorship, aesthetics, and freedom.

**Attributes:** ENGL Criticism Courses; ENGL Literary Histories A

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ENGL 340 (S) Elizabeth Bishop in the Americas (DPE)

Crosslistings: COMP342 / WGSS340 / ENGL340 / AMST340
Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE: This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL Literary Histories C

Spring 2019

SEM Section: 01  Cancelled
ENGL 342 (S) Race and Feeling in Twentieth Century Literature

Crosslistings: AFR345 / ENGL342

Primary Crosslisting

Although we now take for granted that race is socially constructed, the terrain of racial feeling is less certain. In this course, we recognize that states of feeling are also socially constructed; they are marked and shaped by race and other categories. Questions concerning the circulation of feeling between individuals and their generative possibilities have preoccupied sociologists, psychologists, and literary theorists since the mid-1990s, and we will take up where they left off. In this course, we will study the ways in which literary representations of shame in African American literature offer insight into the interior lives of individuals who have been stigmatized by histories of disempowerment, trauma, and the real or imagined racialized gaze. We will analyze the influence of shame in works by such authors as James Weldon Johnson, Nella Larsen, Alice Walker, James Baldwin, Sherley Anne Williams, Phyllis J. Perry, Toni Morrison, and E. Lynn Harris, and we will engage the ways in which shame, and its correlative feelings --- guilt, pride, humiliation, and love --- emerge in texts through various formal and aesthetic choices. We will also engage such theorists as Eve Kosofsky Sedgwick, Sara Ahmed, Sianne Ngai, Heather Love, Darieck Scott, Erving Goffman, and Melissa Harris-Perry to assist us in our inquiry into the intersections of race, feeling, and literature.

Class Format: seminar

Requirements/Evaluation: active class participation, two short essays of scholarly commentary on critical theory, midterm exam, 8- to 10-page paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 25

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR

Attributes: ENGL Criticism Courses

Not offered current academic year

ENGL 343 (S) Whitman and Dickinson in Context (WI)

In this tutorial, we will read closely the works of two of the most influential and fascinating poets in the U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings—in Whitman's case, his essays, in Dickinson's, her letters—we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most "private." We will interrogate this assumption, exploring how each poet represents publicity and privacy in their work, as well as their efforts to "perform" and/or reform the American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition/slavery, women's suffrage, temperance, and territorial expansion. Finally, we will explore Whitman and Dickinson's relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson's works, constructing critical arguments in dialogue with other critics, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.

Class Format: tutorial

Requirements/Evaluation: five 5- to 7-page papers, final paper, oral presentation and critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 10

**Enrollment Preferences:** English majors

**Expected Class Size:** 10

**Distributions:** (D1) (WI)

**Attributes:** AMST Arts in Context Electives; ENGL 1700-1900 Courses;

Spring 2019

TUT Section: T1    TBA     Kathryn R. Kent

**ENGL 344 (S) Aestheticism & Decadence**

Crosslistings: COMP364 / ENGL344

**Primary Crosslisting**

"Fin de Siècle": Despair over a seemingly perilous decline in moral standards, scandalous forms of art and writing, anxieties brought on by Britain's uneasy relation to its colonies, and the emergence of new dissident sexual and social identities, led some to fear (and others to celebrate) that the ways of Victorian Britain were not long for this world at end of the 19th century. This course will consider two loosely affiliated artistic movements, aestheticism and decadence, as responses both scandalized and scandalizing to this exhilarating period. The terms themselves are elusive; so, much of our work will entail tracing out the multiple and often contradictory uses of them. Do they designate a distinct cultural and historical moment, a loose set of writers and artists, a set of thematic preoccupations? Or, might we better understand aestheticism and decadence as a style of writing, or even of the self--one we are as likely to find in 21st-century New York as 19th-century London? We'll read writers such as Oscar Wilde, who reveled in amoral manifestos like "art for art's sake" by elevating artifice and shallowness to first principles of life; as well as Sherlock Holmes, who pursued something like "detection for detection's sake". Our reading will range across novels, plays, poetry, essays, and works that seem to exceed or fall short of those genres, all in the period that gave us both science fiction and the detective story. We'll be especially interested in attempts to rethink traditional social bonds in works that value solitude over sociality, the transient encounter over the enduring relationship, new forms of affective communities, and to think about how literary form might relate to those efforts. Along with fiction, essays, and drama, we'll explore their interrelation with the broad and compelling range of visual art produced in this period. Likely authors include: Huysmans, Wilde, H.G. Wells, Conan Doyle, RL Stevenson, Kipling, Edith Wharton.

**Class Format:** seminar

**Requirements/Evaluation:** 2 papers (one shorter, one longer), a series of shorter response papers, regular and substantial contributions to class discussions

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 25

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories B

Not offered current academic year

**ENGL 345 (S) Shakespeare's Women** (WI)

Crosslistings: ENGL345 / WGSS345

**Primary Crosslisting**

Shakespeare's plays portray a remarkably wide range of female characters from serving women to queens, from innocent, subservient young women to powerful authoritative adults. His plays explore female friendships, parents and children, love affairs and marriages, male actors playing female roles and female characters playing male roles. Looking closely at five plays--*Twelfth Night,* *Much Ado Nothing,* *Hamlet,* *Macbeth,* Antony and Cleopatra--we will examine the ways in which attitudes toward female stereotypes, sexuality, gender, subjectivity, social norms and performance evolve as Shakespeare's poetic style and dramatic technique mature, and the genre shifts from comedy to tragedy.

**Class Format:** tutorial
ENGL 346 (S) Negative Affects in African American Literature

Primary Crosslisting

"My pessimism was stronger than my longing," wrote Saidiya Hartman in her genre-breaking Lose Your Mother in her search for the afterlife of kinship in the remains of a Ghanaian slave fort. In this course we will discuss a mixture of contradictory "bad" feelings burdening the individual and the collective; for example, how hope and desire compete in Hartman's statement with habituated disappointment and exhaustion. How do black subjects creatively overcome the racial foreclosure to write and recite violence, rage, refusal, anxiety, depression, idleness, grief, silence, etc.? And, further, how do we make sense of the sorts of affects that become negative when practiced by black subjects, such as love, empathy, and desire? Together, we will explore interventions by critical theorists of blackness, gender, and sexuality including Saidiya Hartman, Darieck Scott, Abdul JanMohamed, Christina Sharpe, Frantz Fanon, Ann Cvetkovich, Heather Love, and Lauren Berlant to assist us in confronting the sometimes perilous terrain of negative expression for black subjects. Primary texts will include work by Toni Morrison, James Baldwin, Kara Walker, Jamaica Kincaid, and Richard Wright. This course will be driven by student discussion and collaboration.

Class Format: seminar

ENGL 347 (F) Big Game: Adventure, Empire, Ecology

Primary Crosslisting

"Big Game: Adventure, Empire, Ecology" asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin, and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey and the Elphinstone Family Book. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British Empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese, and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Class Format: seminar
ENGL 348 (S)  Women, Men and Other Animals  (DPE)
Crosslistings: SCST348 / WGSS348 / ARTH348 / ENGL348
Secondary Crosslisting
In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Class Format: seminar
Requirements/Evaluation: individual research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors
Expected Class Size: 15
Distributions: (D1) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under WGSS or SCST; meets Division 1 requirement if registration is under ARTH or ENGL

Spring 2019
SEM Section: 01   M 7:00 pm - 9:40 pm  Mel Y. Chen

ENGL 349 (S)  Contemporary Theatre and Performance
Crosslistings: COMP355 / ENGL349 / THEA345
Secondary Crosslisting
As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in the world of theatre and performance today? What are the hot topics in our current artistic landscape? Who are the writers, performers, and directors of the past two decades? This seminar will consider both experimental and mainstream drama and performance from the twenty-first century, focusing on topics such as: post-dramatic theatre, devised performance, social practice, participatory and immersive theatre, hyper-naturalism, post-identity performance, and weird theatre. Artists and collectives to be considered may include: Suzan-Lori Parks, Will Eno, Richard Maxwell and the NYC Players, Young Jean Lee, Annie
Baker, Lucas Hnath, Branden Jacobs-Jenkins, Quiara Alegría Hudes, Anne Washburn, Taylor Mac, Lynn Nottage, Stephen Adly Guirgus, Miguel Gutierrez, Elevator Repair Service, The Wooster Group, and Nature Theatre of Oklahoma. As a final project, students will work individually or in small groups to create a script or short performance that addresses the question: "What is the most important story to be telling through performance right now?" Students may be required to attend theatre, dance, and other performances at the '62 Center and beyond.

**Class Format:** seminar

**Requirements/Evaluation:** written and dramaturgical-based assignments, an oral presentation, a mid-term paper, in-class discussions, and a final paper or performance

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Theatre majors; Comparative Literature or English majors

**Expected Class Size:** 8-10

**Distributions:** (D1)

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**ENGL 350 (F) Modern Poetry**

A study of British and American poetry between 1890 and 1945, centering on the radical aesthetic, formal and political shifts which took place during the Modernist era. We will consider the changing authorial and public perceptions of the place and function of poetry during the period, the cross-pollinations and strains between the British and American literary traditions, and the writers' individual relationships with the culture of their times. Readings will focus primarily on the poetry of W.B. Yeats, Robert Frost, T.S. Eliot, William Carlos Williams, Ezra Pound, Marianne Moore, Wallace Stevens and W.H. Auden.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** two 6+ page papers, several shorter writing assignments, and class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English and Comparative Literature majors

**Expected Class Size:** 25

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C

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**ENGL 351 (S) After Nature: Writing About Science and The Environment** (WI)

Crosslistings: ENGL351 / ENVI352

**Secondary Crosslisting**

Over the last few decades, the nature of nature has changed and so, by necessity, has nature writing. In this course we will read some of the classic works of nature writing as well as essays and articles by contemporary authors. The emphasis will be on producing our own work. The class will include workshop sessions and group discussions. There will be frequent short exercises and a long final project.

**Class Format:** seminar

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ENVI 101 or 102 suggested

**Enrollment Limit:** 15

**Enrollment Preferences:** Environmental Studies majors
Expected Class Size: 15
Distributions: (D1) (WI)
Not offered current academic year

ENGL 352 (F) Anticolonial Avant Garde: Literature, Film, Theory
Crosslistings: COMP353 / ENGL352

Primary Crosslisting
Chic, sophisticated, experimental, bohemian, radical: the words we think of when we think of the "avant garde" call to mind the great cities of Europe and America in the early decades of the twentieth century. The usual suspects hail from Paris, London, Moscow, Rome, and New York, but many of them claimed to be mining the "naïve arts" and primitive energies of the "uncivilized societies" in Africa, Asia, and beyond. Can we recover these Others, these understudied but essential artists, as more than unconscious transmitters of unfamiliar cultures, and locate in their work a distinct set of aesthetic and political practices? Can we trace the global vectors of a representational strategy that is not Euro-American but is nevertheless politically and formally radical? Writers, artists, and filmmakers like Jean Toomer, G.V. Desani, Amos Tutuola, Émile Habiby, Jean Genet, Aimé Césaire, Haroun Farocki, Patrick Chamoiseau, Claire Denis, and Antjie Krog will help us locate and consider the explosive diversity of a broader avant garde’s experiments with image, sound, and language, as well as how these texts have contributed to and put pressure on more traditionally Western modernisms. In posing a question about the geographical and cultural purview of the Avant Garde around the time of the world wars, this class encourages students to interrogate the transmissibility of aesthetic practice in an age of global upheaval. We will look to writers and artists working in a variety of traditions and, equally importantly, against those traditions, in order to examine how power and resistance inflected the avant grade strains of modernist expression.

Class Format: seminar
Requirements/Evaluation: class participation; one short 2- to 3-page provocation paper to be revised into a formal 5- to 6-page essay; presentation; final 10- to 12-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors
Expected Class Size: 25
Distributions: (D1)

ENGL 353 (F) The Brontës
Crosslistings: ENGL353 / WGSS353

Primary Crosslisting
Around 1845, three sisters in a remote town in Yorkshire effectively converted their father's humble parsonage into a family writers' colony. In 1846, each published her first novel—two of which would go on to become major classics. Within 8 years, all three sisters were dead, but by then they had produced seven of the most formally innovative, socially challenging, original and powerful works in English fiction. We will read them all, from Charlotte's best-selling love story, Jane Eyre, to the underrated Anne's brilliant and disturbing anatomy of an abusive marriage, The Tenant of Wildfell Hall, to Emily's singular masterpiece Wuthering Heights, as well as their poetry and selections from the voluminous fantasy fiction they created together as children. We will also read Elizabeth Gaskell's acclaimed 1857 Life of Charlotte Bronte, "the first full-length biography of a woman novelist by a woman novelist", which began the process of making the Brontës the cult figures they remain today. Reading these works together in the bicentennial year of Charlotte's birth, we will consider how their shared efforts helped all three sisters to push through boundaries few other women writers had dared to challenge. In a similar spirit of collaboration, we will mix critical and creative writing in our responses to these works.

Class Format: seminar
Requirements/Evaluation: discussion, two critical essays and two short creative pieces
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: none
Enrollment Preferences: English majors, WGSS majors, seniors
ENGL 354 (F) Asian American Literature: Fiction and Creative Nonfiction (WI)

Crosslistings: AMST354 / ENGL354

Primary Crosslisting

This tutorial is for students who want an opportunity to explore some of the wonderful fiction and creative nonfiction written by Asian American writers over the past hundred years. This course will be perfect both for students who are already familiar with Asian American studies and literature and want to dive deeper into one strand of the rich Asian American literary tradition (its prose: novels, memoirs, and short stories), as well as for students who are new to Asian American literary studies and want an introduction to this exciting and important (but too-little taught) side of American literature. The tutorial format will make it easy to pair students based on their level of familiarity with Asian American history and literature. Likely readings include: Carlos Bulosan's *America is in the Heart* (1946); John Okada’s *No-No Boy* (1957); Maxine Hong Kingston's *Woman Warrior* (1976); Chang-rae Lee's *Native Speaker* (1995); lê thi diem thúy, *The Gangster We are All Looking For* (2003); Rajesh Parameswaran, *I Am An Executioner: Love Stories* (2012); Celeste Ng, *Everything I Never Told You* (2014); Viet Thanh Nguyen, *The Sympathizer* (2015); and Williams College's own Karen Shepard (an historical novel about the experience of Chinese laborers in 1870's North Adams). As we read, we will attend to the various ways in which the often difficult, and sometimes traumatic, historical experiences of Asian Americans have informed their acts of literary invention. And in order to better understand the broader, ever shifting, social contexts in and against which these literary works were created, we will supplement our primary readings with texts that discuss the experiences of Asian Americans from a historical and sociological perspective. Students who take this course should be prepared to read one book and two or three supplementary historical/theoretical essays each week.

Class Format: tutorial

Requirements/Evaluation: quality of tutorial papers and participation during tutorial discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to first-year students

Enrollment Limit: 10

Enrollment Preferences: none; if the course is over-enrolled, I may ask students to send me an email explaining why they would like to take this course

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST

Attributes: ENGL Post-1900 Courses; ENGL Literary Histories C;

Not offered current academic year

ENGL 355 (F) Shakespeare's Political Thought: Sovereignty and History

Shakespeare is, among many other things, an exceptionally keen analyst of the political institutions of his time. Going beyond simply displaying instances of good and bad kingship, for instance, he thinks deeply about the foundations of monarchy as a political form: the nature of hereditary right, the relation between the ruler and the law, the tension between symbolic authority and practical power. He is also an acute observer of the way in which the high politics of sovereignty depends upon the activities of women, children, servants, and others who find themselves at once empowered and endangered by their proximity to the throne. This course considers from three distinct angles what it might mean to read Shakespeare as a theorist of politics. We'll discuss his insights into political systems with an eye to how these illuminate perennial and enduring questions about responsible government and legitimate authority. But we'll also examine how the historical conditions of Shakespeare's theater---including official censorship and dependence on royal patronage---complicate any attempt to find usable meanings in the plays. Finally, we'll look at some ways critics have sought to reconcile these two perspectives, reflecting on the uses as well as the limitations of historical evidence as a guide to interpretation. Shakespeare's cycles of plays on English political history will be at the center of our inquiry, but we'll also read in a variety of genres, possibly including Measure for Measure, Macbeth, Coriolanus, and The Winter's Tale, along with classical and Renaissance thinkers such as Tacitus, Seneca,
Erasmus, Machiavelli, and Montaigne.

Class Format: seminar

Requirements/Evaluation: 2 shorter essays (5-6 pp); 1 longer paper involving independent research; class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 25

Distributions: (D1)

Fall 2018

SEM Section: 01  M 7:00 pm - 9:40 pm  Andrew Sisson

ENGL 356 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Crosslistings: AFR323 / ARTH223 / ENGL356 / AMST323 / COMP322

Secondary Crosslisting

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love’s *Bayou* and Ho Che Anderson’s *King: A Comic Biography*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.

Class Format: seminar

Requirements/Evaluation: evaluation will be based upon class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life)

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Department Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under ARTH, COMP or ENGL

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

Not offered current academic year

ENGL 357 (S) Spirits of Rebellion: The L.A. Rebellion Filmmakers

Crosslistings: ENGL357 / AMST359 / AFR351

Secondary Crosslisting

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash’s *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Allie Sharon Larkin, Billy Woodberry, among many, many others, and
how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, woman of color feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned Lemonade and Barry Jenkins’ *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

**Class Format:** seminar

**Requirements/Evaluation:** attendance and participation; weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** previous courses in American Studies, critical studies in race and ethnicity or cultural studies, or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 19

**Distributions:** (D1)

**Distribution Notes:** meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under ENGL

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives;

Spring 2019

**SEM Section:** 01    MR 2:35 pm - 3:50 pm     Anthony Y. Kim

**ENGL 358 (S)  The Myth of Venice and its Modern Aftermath**

Crosslistings: GBST356 / ENGL358 / COMP356

**Secondary Crosslisting**

The Republic of Venice existed for over a millennium, during which time its historical image came to be enmeshed with mythical representations, such as the image of the city rising out of the waters of the lagoon, or the personification of the city itself as a Queen of the Adriatic. This course begins in the year 1797, at the end of the Republic, and the emergence of an extensive body of literature centered on Venice and its mythical facets. Readings will include Romantic views of Venice and the 20th century reshaping of the literary myth surrounding the city. A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than the focus on a nostalgic evocation of the death of the Republic, became a premise of exploration for literary modernity. Toward the end of the course we will leave the lagoon to explore the postmodern recreations of Venice around the world (from Los Angeles and Las Vegas, to Macao, Yongin, and beyond) Readings will include excerpts from Byron's *Childe Harold's Pilgrimage*, John Ruskin's *Stones of Venice*, as well as full readings of Thomas Mann's *Death in Venice*, Marinetti's Futurist manifestos, Italo Calvino's *Invisible Cities*, and more. We will also examine movies, such as Luchino Visconti's *Senso* and *Death in Venice* and Nicholas Roeg's *Don't Look Now*. This course is offered in English; all texts are provided in translation.

**Class Format:** seminar

**Requirements/Evaluation:** mini-papers, one individual presentation, mini-presentations, midterm, participation, final project

**Prerequisites:** familiarity with modern aesthetics such as romanticism, modernism and postmodernism is desirable

**Enrollment Limit:** 20

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 10

**Department Notes:** Core course

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under GBST

Not offered current academic year

**ENGL 359 (S) Hitchcock**

This course surveys the work of arguably the most studied, admired, parodied, and debated filmmaker of the twentieth century, Alfred Hitchcock.
Perhaps no figure has been more central to how we think about cinema as an aesthetic, philosophical, and commercial medium. Intellectually unassuming in interviews and publicity, insistent on his image as a popular entertainer, Hitchcock has nonetheless served as a key inspiration, test case, or object of critique for nearly every major movement in film studies of the past half century and more. Widely regarded as among the most significant documents of midcentury America's sexual, political, and existential anxieties, his films remain inexhaustibly rich in their exploration of guilt, innocence, and complicity; of the subjective nature of perception and the fragility of what we accept as "normal"; and of the voyeuristic and sadistic dimension underlying much of modern life. We will view works spanning the range of Hitchcock's British and American career, including The Lodger, Shadow of a Doubt, Rear Window, Vertigo, and Psycho. We'll also sample the critical tradition to consider how Hitchcock has been seen through such various lenses as auteur theory, psychoanalysis, feminism, semiotics, and historical and reception studies.

Class Format: seminar

Requirements/Evaluation: two shorter essays (4-5 pp.); final paper (~10 pp.); class participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: graduating seniors

Expected Class Size: 25

Distributions: (D1)

Spring 2019

ENGL 360 (S) James Joyce’s “Ulysses”

This course will explore in depth the demanding and exhilarating work widely regarded as the most important novel of the twentieth century, James Joyce's Ulysses, which both dismantled the traditional novel and revitalized the genre by opening up new possibilities for fiction. We will discuss the ways in which compelling issues of character and theme (e.g., questions of heroism and betrayal, sexuality and the politics of gender, civic engagement and artistic isolation, British imperialism and Irish nationalism) are placed in counterpoint with patterns drawn from myth, theology, philosophy, and other literature, and will consider the convergence of such themes in an unorthodox form of comedy. In assessing Ulysses as the outstanding paradigm of modernist fiction, we will be equally attentive to its radical and often funny innovations of structure, style, and narrative perspective. In addition to Joyce's novel, readings will include its epic precursor, Homer’s Odyssey, as well as critical essays. Students unfamiliar with Joyce's short novel A Portrait of the Artist as a Young Man, which introduces characters later followed in Ulysses, are urged to read it in advance of the course.

Class Format: seminar

Requirements/Evaluation: active participation in class discussions, several group reports, a midterm exam, a 5-page paper, and an 8- to 10-page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 20

Distributions: (D1)

Attributes: ENGL Literary Histories C

Spring 2019

ENGL 361 (F) Nabokov and Pynchon

After a brief comparative study of their short stories, the course will focus on selected novels by each author. Texts include: Pnin, Lolita, and Pale Fire by Nabokov; and, by Pynchon, The Crying of Lot 49, and Gravity's Rainbow (to which a substantial portion of the latter part of the course will be devoted).

Class Format: seminar
ENGL 362 (S) Approaches to W. B. Yeats (WI)

We will read the poetry and selected prose and plays of William Butler Yeats. Widely regarded as one of the most influential English-language poets of the twentieth century, Yeats was also a novelist, playwright, critic, autobiographer, and a founder of the Irish national theater. We will consider how his writings were shaped by, and responded to, the literary and political contexts of his time; how he conceived of authorial selfhood, its construction in language, and the functions of literature; and his transactions with his contemporaries (from Wilde to Pound to Auden). Applying a range of critical and theoretical approaches to his writings, and giving particular attention to textual materialism, we will study closely Yeats's compositional process and his habits of repeated revision of published works, as well as his formal techniques.

Class Format: tutorial
Requirements/Evaluation: 5-7 page papers every other week, assessment of partner's essays, tutorial performance, and one substantial revision
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 10
Enrollment Preferences: preference given to English majors
Expected Class Size: 10
Distributions: (D1) (WI)
Attributes: ENGL Criticism Courses; ENGL Literary Histories C;
Not offered current academic year

ENGL 363 (S) Literature and Psychoanalysis (WI)
Crosslistings: COMP340 / ENGL363

Secondary Crosslisting
The British psychoanalyst D. W. Winnicott once wrote: "It is a joy to be hidden, and a disaster not to be found." This course will explore the many ways in which writing enacts this paradox, examining in the process several main strands of psychoanalytic thought in relation to literature that precedes, accompanies, and follows it in history. Approximately the first three-fourths of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. All readings in English.

Class Format: lecture/discussion
Requirements/Evaluation: active engagement with the material and with each other, plus two 5-7-page papers, one 8-10-page paper, and a symposium presentation
Prerequisites: one previous course in either COMP or ENGL, or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses;
ENGL 364 (F) Boucicault to McDonagh: Irish Theatre, 1870 to the present
Crosslistings: COMP360 / ENGL364 / THEA336

Secondary Crosslisting
A survey of Irish drama since 1870, to include plays by Dion Boucicault, Oscar Wilde, W.B. Yeats, J.M. Synge, Lady Gregory, George Bernard Shaw, Douglas Hyde, Sean O’Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Conor McPherson, and Martin McDonagh.

Class Format: seminar
Requirements/Evaluation: 18-plus pages of writing, class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: Theatre majors, English and Comparative Literature majors
Expected Class Size: 18
Distributions: (D1)

Fall 2018
SEM Section: 01 MR 1:10 pm - 2:25 pm James L. Pethica

ENGL 365 (F) Beckett, Pinter and Stoppard
Crosslistings: ENGL365 / COMP365 / THEA365

Secondary Crosslisting
Samuel Beckett, Harold Pinter and Tom Stoppard have been amongst the most influential playwrights of the anglophone theatre over much of the last six decades. This course will explore their mutual concern with the capacities and dysfunctions of language, their questioning of Art’s value and the scope for originality in the post-nuclear and postmodern era, and, above all, their collective focus on the extent to which selfhood may be realized in and through performance. Besides reading major plays, we will also give some consideration to the dramatic work crafted by these writers for radio, television and film, and to the political and social commitments animating and counterpointing their literary careers. Readings may include: Endgame, The Caretaker, Rosenkantz and Gueldenstern are Dead, Krapp’s Last Tape, The Homecoming, No Man’s Land, Betrayal, Waiting for Godot, Dogg’s Hamlet, The Invention of Love, Arcadia, Rock ‘n’ Roll, Not I, Rockaby, A Kind of Alaska, Catastrophe, The Real Thing, Indian Ink, Artist Descending a Staircase and One for the Road. Throughout, we will give consideration to these works as both literary and theatrical texts.

Class Format: seminar
Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Limit: 18
Enrollment Preferences: Theatre and English majors
Expected Class Size: 18
Distributions: (D1)
Attributes: ENGL Literary Histories C
Not offered current academic year

ENGL 366 (F) Modern British Fiction
This course focuses on British novels from the early decades of the twentieth century. We will study the emergence of innovative stylistic and narrative
forms characteristic of modernism, and consider the ways in which such innovations shape the works' exploration of questions of psychology and sexuality, moral integrity and betrayal, epistemology and aesthetics, race and empire. Readings will include such works as Ford's *The Good Soldier*, James's *The Ambassadors*, Conrad's *Heart of Darkness*, Forster's *A Passage to India*, and Woolf's *To the Lighthouse*.

**Class Format:** seminar

**Requirements/Evaluation:** regular class participation, two 8- to 10-page papers

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** a 100-level English course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 20

**Enrollment Preferences:** English majors

**Expected Class Size:** 18

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C

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**ENGL 367 (S) Documentary Fictions**

Crosslistings: ENGL367 / ARTH367

**Primary Crosslisting**

Documentary Fictions investigates the history of reality-based film and video. Using readings drawn from cultural studies, film history and literary theory, we will consider films ranging from *Nanook of the North* through *Grizzly Man* and *Citizenfour*. How do contemporary technologies of representation (medical imaging, FaceTime, video surveillance) inflect our sense of the world, and of ourselves?

**Class Format:** seminar

**Requirements/Evaluation:** several written exercises; two or three media exercises; two multimedia essays

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** English majors; Art History majors; prospective English majors

**Expected Class Size:** 20

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C; FMST Core Courses

*Not offered current academic year*

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**ENGL 368 (S) Ireland in Film**

In 1909, James Joyce was briefly the manager of one of Dublin's first cinemas. The medium of film has long attracted Irish writers: as a means to explore and represent the country's political and cultural history, to interrogate the very notion of "Irishness", and to promote their work to a wider audience. In turn, Ireland has long provided a rich subject for Hollywood fantasy, often being portrayed by non-Irish directors as either a mythic space for emerald-green romanticism, or, more darkly, as a place of political terror and enduring ideological rivalries. In this course we will view and discuss major films from the canon of Irish cinema, to assess the country's newly ascendant film movement. We will consider the impact of commercial considerations, and the powerful influence of British and American films (and especially those offering competing representations of Ireland), on Irish filmmakers. We will also read the literary texts on which some films were based, so as to weigh the strengths and limitations of the medium as a resource for writers who initially worked only in print. This course will introduce participants to the technical vocabulary of film art, as well as to major developments in modern Irish history and culture. Films to be viewed will likely include: *Man of Aran*, *The Informer*, *The Quiet Man*, *Eat the Peach*, *In the Name of the Father*, *Butcher Boy*, *Intermission*, *Into the West*, *The Field*, *The Crying Game*, *December Bride*, *The Commitments*, *Michael Collins*, *Ondine*, *Six Shooter*, *In Bruges and The Guard*; and we will also assess one or more short independent films such as *Budawanny* and *Adam and Paul*. 
Special attention will be given to the work of Neil Jordan, Jim Sheridan, Terry George, and Martin McDonagh.

Class Format: seminar

Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to first-year students

Enrollment Limit: 19

Enrollment Preferences: English majors

Expected Class Size: 19

Distributions: (D1)

Attributes: ENGL Post-1900 Courses; FMST Related Courses

Not offered current academic year

ENGL 369 (S) American Poetry

This course is devoted to studying the work of key figures in American poetry, from Whitman and Dickinson to writers of our own moment, attentive to the social, historical, and aesthetic pressures that shape their work. We will read widely in the major poetic traditions, from Modernism, Objectivism, and the Harlem Renaissance through the mid-century work of the New York School, Beats, Black Arts, Confessional, and Language poets. We'll also keep a close eye on the contemporary scene, in part through interactions with visiting poets. We'll read a few writers deeply, tracing both their inheritances and also the ways they "make it new," in Pound's phrase, and asking what these innovations disclose about the formal, political, and experiential possibilities of poetry as a cultural form in the long "American century."

Class Format: seminar

Requirements/Evaluation: engaged participation; one 5- to 7-page paper and one final 12- to 15-page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or consent of the instructor

Enrollment Limit: 25

Enrollment Preferences: English Majors using the course to fulfill a requirement

Expected Class Size: 25

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 370 (F) Literary and Critical Theory in the Twentieth Century

Crosslistings: COMP380 / ENGL370

Secondary Crosslisting

From the rise of modern literary criticism around 1900 to the explosion of high theory in the 1980s and 1990s, the twentieth century witnessed an international flowering of new ideas about how to interpret art and literature: Russian Formalism, American New Criticism, French Structuralism and Deconstruction, new varieties of hermeneutic criticism, and a welter of post-prefixed concepts that claim to transcend national boundaries: the poststructural, the postmodern, the postcolonial, the posthuman. What are the ideas associated with these different movements, and how are they connected? Does each represent a radical break with previous ways of reading, or do they actually build on one another and evolve in a systematic way? The course will focus on a very careful reading of essays representing major 20th-century critical schools (and a couple of their earlier precursors), by critics like Plato, Schiller, Shklovsky, Richards, Barthes, Derrida, de Man, Beauvoir, Butler, and Said. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose or poetry from any time and place; film, visual art, or architecture; music, new media, or digital media, etc.

Class Format: seminar

Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

Extra Info: may not be taken on a pass/fail basis
**Prerequisites:** at least one previous literature or theory course

**Enrollment Limit:** 15

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 12

**Distributions:** (D1)

**Attributes:** AMST Critical and Cultural Theory Electives; ENGL Criticism Courses

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**ENGL 371 (S) The Brothers Karamazov (WI)**

Crosslistings: COMP331 / ENGL371 / RUSS331

**Secondary Crosslisting**

Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of *The Brothers Karamazov*.

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** at least one 200-level literature class

**Enrollment Limit:** 10

**Enrollment Preferences:** students majoring or considering a major in Russian, Comparative Literature, or English

**Expected Class Size:** 10

**Distributions:** (D1) (WI)

**Attributes:** JLST Interdepartmental Electives;

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**ENGL 372 (F) Taste in the Renaissance**

How can we account for taste, and what does taste account for? In the Christian tradition, our knowledge of good and evil comes (as John Milton put it) "from out of the rind of one apple tasted." What other forms of knowledge does our talk about taste lay claim to, and what (and whom) does taste exclude? In this course, we will sample plays, poetry, and prose texts primarily from early modern England that are caught up in the aesthetic and social dramas of taste. Our primary assumption will be that metaphors of taste and consumption naturalize a set of discriminations pertaining to categories like class, gender, and race; and that by unpacking the cultural dynamics of taste and disgust, we can understand literary style's vital connections to its social contexts. We will consider Renaissance authors' appeals to the language of taste to define themselves through and against the authority of classical antiquity, the competition of the cosmopolitan early modern city, the otherness of the New World, and the transcendence of the divine. Our readings will include authors such as Seneca, Petronius, Martial, Montaigne, Jonson, Shakespeare, Nashe, Donne, Herbert, Marvell, Cavendish, and Milton.

**Class Format:** seminar

**Requirements/Evaluation:** one 7-page paper; one 12-page paper; short, informal writing assignments; participation in class discussions; one in-class presentation

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**Fall 2018**

**SEM Section:** 01 M 7:00 pm - 9:40 pm Christopher A. Bolton

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**Spring 2019**

**TUT Section:** T1 TBA Julie A. Cassiday
ENGL 373 (S) Troubled Spirits

"Trouble" and "spirit" are both words with various and contrasting meanings and surprising overlaps. To be troubled is one thing, to be in trouble can mean several quite different things. Spirit began as breath, yet it transcended breathing. Hoping to soothe and grasp the troubled spirits of their own moment, writers and shamans often seek to conjure up spirits from the past. Some wish to exorcise those spirits, others to be haunted by them. This course will examine the manifestations of troubled spirits in works by American writers, especially African and Native Americans and white Southerners. The authors will include Edgar Allan Poe, William Faulkner, Toni Morrison, Leslie Marmon Silko, N. Scott Momaday, H. P. Lovecraft, Joy Harjo, Alice Walker, Toni Cade Bambara, and Randall Kenan.

Class Format: seminar
Requirements/Evaluation: two or three short papers and a longer final paper of about fifteen pages
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Expected Class Size: 20
Distributions: (D1)
Attributes: ENGL Literary Histories A

ENGL 377 (S) Advanced Memoir Workshop

An advanced workshop designed to further explore the problems and possibilities that arise in the composition of memoir. Workshop sessions will be devoted to both published and student work. Individual conferences will supplement the workshop sessions, and considerable emphasis will be placed on the process of revision. Students will receive written critiques from other students as well as the instructor.

Class Format: seminar
Requirements/Evaluation: class participation, exercises, and final portfolio
Prerequisites: an introductory creative writing class and/or permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: selection is based on writing sample, interested students should pre-register for the class and will be emailed with instructions for a writing sample if the class is over-enrolled
Expected Class Size: 12
Distributions: (D1)
Attributes: ENGL Creative Writing Courses

ENGL 378 (F) Nature/Writing

Crosslistings: ENGL378 / ENVI378

Primary Crosslisting
What do we mean by "nature"? How do we understand the relationships between "nature" and "culture"? In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

Class Format: discussion/seminar

Requirements/Evaluation: two 10-page papers, regular class attendance, and participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors and Environmental Studies concentrators

Expected Class Size: 20

Distributions: (D1)

Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENGL 379 (F)  Mobility and Confinement in Black Women's Personal Narratives

Black women have used personal narratives to negotiate mobility and confinement in different ways from Harriet Jacobs's "escape" into her grandmother's garret in *Incidents in the Life of a Slave Girl* to Maya Angelou's refusal to speak in *I Know Why the Caged Bird Sings*. This course will introduce students to personal narratives by black women in the form of slave narratives, autobiographies, and prison narratives. Prison narratives are an understudied genre of literature by authors such as the activist and former Black Panther Assata Shakur. Focusing on mobility and confinement, we will discover how black women challenge notions of freedom, power, and empowerment through their interrogations of space, voice, and social position. We will examine not only the similarities among the concerns of these writers as women, activists, and artists, but also the differences that separate them due to time, culture, and geography. To assist us in our inquiry, we will engage key works of the anti-slavery, black feminist, and prison abolition movements.

Class Format: seminar

Requirements/Evaluation: active participation in class discussions, weekly journal entries, a midterm exam, a 5-page paper, and an 8- to 10-page paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 25

Distributions: (D1)

Not offered current academic year

ENGL 380 (S)  Motherhood and Horror: The Movie

Horror might be the most durable of film genres as well as the genre that's done the most work in terms of transforming the medium as a whole, and its transgressive nature has insured it attention, giving its most famous texts enormous cultural reach when it comes to ongoing conversations as to what defines evil, what constitutes normality, or what comprises the taboo. A look at the particular anxieties the genre has--especially recently--mobilized through its portraits of mothers and motherhood. The course will also touch on other genres that suggest an unspeakable invisible beneath the maternal quotidian. Films to be studied will include Alfred Hitchcock's *Psycho*, Roman Polanski's *Rosemary's Baby*, Jee-Woo Kim's *A Tale of Two Sisters*, Juan Antonio Bayona's *The Orphanage*, Jennifer Kent's *The Babadook*, James Cameron's *Aliens*, Michael Curtiz's *Mildred Pierce*, Mike Nichols' *Who's Afraid of Virginia Woolf?*, Juan Carlos Fresnadillo's *28 Weeks Later*, and Veronika Franz's and Severin Fiala's *Goodnight Mommy*.

Class Format: tutorial

Requirements/Evaluation: bi-weekly papers and responses for each student in the tutorial pairings

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: English 203 or 204 or permission of the instructor

Enrollment Limit: 10
ENGL 381 (F) Freedom Dreams, Afro-Futures & Visionary Fictions
Crosslistings: AFR380 / ENGL381 / AMST380 / WGSS380 / SCST380

Secondary Crosslisting

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. “Freedom” is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Class Format: seminar

Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, SCST or AMST; meets Division 1 requirement if registration is under ENGL

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01   TR 11:20 am - 12:35 pm    Kai M. Green

ENGL 382 (S) Advanced Workshop in Poetry

This workshop will include weekly readings and in modern and contemporary poetry, weekly writing assignments, frequent improvisations and collaborations, and the attendance of several arts events.

Class Format: seminar/ workshop

Requirements/Evaluation: engaged participation; successful completion of assignments; demonstrated commitment and substantial improvement, as evidenced by a final portfolio of revised poems

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENGL 281 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: preregistered students; if course is over-enrolled, selection is based on writing samples

Expected Class Size: 12

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Spring 2019

SEM Section: 01   W 1:10 pm - 3:50 pm    Jessica M. Fisher
Moments of political turmoil expose the highly charged ways in which a culture structures itself around a narrative past. In this course, we will read literary and cinematic works that invoke such moments of upheaval—the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, the AIDS crisis, among others—in order to explore those fraught narratives of the past. We will consider such issues as the rise of the historical novel, the aesthetics of fascism and of democracy under pressure, fantasies of decolonization, representational clashes of culture, forms of affective and sexual disorientation, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Gay, Edgeworth, Scott, Shelley, Balzac, Eliot, Conrad, Kafka, Babel, Mann, Borges, Stoppard, Kushner, Morrison, Pamuk, Bolano, and Philip, and theoretical essays by Kant, Burke, Carlyle, Marx, Benjamin, Adorno, Foucault, de Certeau, Jameson, Lefort and Ahmed. Films will include such works as Eisenstein’s *October*, Reifenstahl’s *The Blue Light*, Wellman’s *Nothing Sacred* and Pontecorvo’s *The Battle of Algiers*.

**Class Format:** seminar

**Requirements/Evaluation:** one 8- to 10-page essay and one 10- to 12-page essay

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 18

**Distributions:** (D1)

**Attributes:** ENGL Criticism Courses; ENGL Literary Histories B

Not offered current academic year

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**ENGL 384 (S) Advanced Fiction Workshop**

A further consideration of the complexities and possibilities involved in the writing of short fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories and individual conferences with the instructor.

**Class Format:** seminar

**Requirements/Evaluation:** 30 pages of fiction and 6 exercises

**Prerequisites:** ENGL 283 or 385 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** selection will be made on the basis of writing samples

**Expected Class Size:** 12

**Distributions:** (D1)

**Attributes:** ENGL Creative Writing Courses

Not offered current academic year

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**ENGL 385 (S) Advanced Fiction Workshop: Form and Technique**

A course for students with experience writing fiction and an understanding of the basics of plot, character, setting, and scene. Through close study of stories in both traditional and unusual forms, we’ll examine how a story’s significant elements are chosen, ordered, and arranged; how the story is shaped; how, by whom, and to what purpose it’s told. Students will write new stories, employing the forms and techniques studied, and discuss them in workshop.

**Class Format:** seminar

**Requirements/Evaluation:** regular attendance, active participation in workshop, weekly 1- to 2-page brief imitations, two 8- to 18-page story drafts for workshop, and a final portfolio of at least two stories

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ENGL 283 or 384, or permission of instructor

**Enrollment Limit:** 12
Enrollment Preferences: preregistered students; selection is based on writing samples, if course is overenrolled

Expected Class Size: 12

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Spring 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Andrea Barrett

ENGL 386 (S) Fiction of Beckett and Sebald

Crosslistings: COMP386 / ENGL386

Primary Crosslisting

This seminar explores the work of two of the most original and influential fiction-writers of the last half of the 20th century, Samuel Beckett and W. G. Sebald. The work of both writers was profoundly influenced by World War II and the Holocaust, and their fiction centers on issues of loss and memory, of decay (of bodies, things, cultures, traditions), of reason and imagination as fragile means of enduring privation. Yet material so sobering and often bleak has rarely been rendered so absorbingly, or with such unorthodox forms of beauty. Their methods for reinventing fiction differ. Beckett increasingly strips his fiction of details of time, place, and even event, and ultimately struggles to free his speaking voice from the burdens of narration itself, the better to focus attention on the simple but logically rigorous, brilliant, often comic effects of his spare language. Sebald, who sometimes called his novels "documentary fiction," fashions a blend of recollection, fiction, geo-cultural history, and dream-like meditation, focused on the decline of European civilizations; his more chromatic prose, marked by obliquity, melancholy, and dry wit, is filled with curious facts and haunting anecdotes. We will read some of Beckett's short fiction and his great trilogy, Molloy, Malone Dies, and The Unnamable; Sebald's major works of fiction, Vertigo, The Emigrants, The Rings of Saturn, and Austerlitz; and a few short stories and novellas by precursors or successors such as Kafka, Borges, and Thomas Bernhard.

Class Format: seminar

Requirements/Evaluation: regular class participation, two 8- to 10-page papers

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors, Comparative Literature majors

Expected Class Size: 15

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 387 (F) Catastrophe/Apocalypse: The Movie

The film industry has always appreciated the visual and dramatic possibilities of catastrophe, and over the last few decades the apocalyptic and post-apocalyptic sensibility appears everywhere in our mass culture, such that being plugged into the zeitgeist might necessarily entail a familiarity with the emerging tropes and assumptions of this subgenre. This course will consider the ways in which such films model for us those moments when our expectations and/or actions collide with the devastating and unforeseeable realities of our physical world and political situation. How do we measure loss when loss occurs at the upper end of the human scale? How do we consider collectively, in either secular or metaphysical terms, the issue of our own complicity in--if not responsibility for--disaster? Films to be studied will likely include W.S. Van Dyke's San Francisco, Steven Spielberg's Schindler's List, Roman Polanski's The Pianist, George Romero's Night of the Living Dead, Ridley Scott's Blade Runner, Edgar Wright's Shaun of the Dead, Michael Heneke's Time of the Wolf, Danny Boyle's 28 Days Later, Alfonso Cuaron's Children of Men, Bruce McDonald's Pontypool, Yoshiro Nakamura's Fish Story, Jordan Peele's Get Out, and Joshua Oppenheimer's The Act of Killing.

Class Format: seminar

Requirements/Evaluation: four short papers and in-class presentations

Prerequisites: ENGL 203, or 204, or permission of the instructor

Enrollment Limit: 20
Enrollment Preferences: senior majors in English or Comparative Literature; then junior majors in either; then newly declared majors in either

Expected Class Size: 20

Distributions: (D1)

Attributes: ENGL Literary Histories C

Fall 2018

SEM Section: 01    MR 2:35 pm - 3:50 pm    James R. Shepard

ENGL 388 (S)  Asian American Writing and the Visual Arts

Crosslistings: AMST304 / COMP307 / ENGL388

Secondary Crosslisting

This course examines the intersection of Asian American writing and the visual arts in a range of works: graphic novels, art criticism, collaborative projects between poets and visual artists, works that combine textual and visual elements, ekphrastic poetry, poetry "inspired by" paintings, video work, digital poetry, among others. Writers and artists to be discussed include Mei-mei Berssenbrugge, Theresa Cha, Patty Chang, Mel Chin, Bhanu Kapil, Janice Lee, Tan Lin, Yoko Ono, Adrian Tomine, and John Yau.

Class Format: seminar

Requirements/Evaluation: two papers, short assignments, presentation, participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses

Not offered current academic year

ENGL 389 (F)  Fiction of Virginia Woolf

Crosslistings: ENGL389 / WGSS389

Primary Crosslisting

"Let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small" ("Modern Fiction"). Virginia Woolf's fiction represents a self-conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction, in an effort to re-center the novel on lived experience. This course will explore the evolution of the innovative fictional forms by which she tried to bridge the gap between the experience of consciousness and its representation in language. We will also consider the links between Woolf's concern with in the fluidity of consciousness and her interest in gender fluidity and androgyny. We will read most of the major novels, probably including The Voyage Out, Jacob's Room, Mrs. Dalloway, To the Lighthouse, Orlando, The Waves, and Between the Acts, together with selected short fiction and critical essays.

Class Format: seminar

Requirements/Evaluation: discussion, weekly journal, three 4- to 6-page essays

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: none

Enrollment Preferences: English majors, WGSS majors, seniors

Expected Class Size: 25

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

Attributes: ENGL Literary Histories C
ENGL 392 (F)  Wonder
Crosslistings: COMP392 / ENGL392

Primary Crosslisting
We tend to imagine "wonder" as a naïve, wide-eyed response, something quite distinct from the cold and sophisticated act of critical analysis. In this discussion class, we will consider wonder as an eminently analyzable concept, but one that raises provocative questions about the nature and limits of our own, distinctly modern forms of critical engagement. The course examines three historical incarnations of "wonder," each involving complex relations among the aesthetic, philosophical, and social domains: the Renaissance tradition on wonder and the marvelous; the eighteenth-century analysis of the sublime; and twentieth-century accounts of the culture of spectacle. We will consider writers such as Shakespeare, Sir Thomas Browne, Wordsworth, Borges, and W.G. Sebald (all wonderful); painters such as Leonardo and Vermeer, the photography of Andreas Gursky and Thomas Struth; films including Lang's *Metropolis* and Scott's *Blade Runner*; and critical or philosophical writers, including Aristotle, Descartes, Kant, and Walter Benjamin.

Class Format: seminar
Requirements/Evaluation: three papers totaling 20 pages
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English and Comparative Literature majors
Expected Class Size: 15
Distributions: (D1)
Attributes: ENGL Criticism Courses; ENGL Literary Histories A

Not offered current academic year

ENGL 395 (F)  Signs of History
Crosslistings: COMP395 / HIST395 / ENGL395

Primary Crosslisting
What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. May include works by Kant, Burke, Hegel, Charlotte Smith, Marx & Engels, Woolf, Kafka, Arendt, Benjamin, Mahmood Darwish, Thomas Demand, and Eyal Sivan.

Class Format: seminar
Requirements/Evaluation: evaluation based on two papers, one 6 and one 10-12 pages in length, and general participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English, Comparative Literature, History and German majors
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under HIST
Attributes: ENGL Criticism Courses; ENGL Literary Histories B

Not offered current academic year
ENGL 397 (F) Independent Study: English

English independent study. Kathryn Kent, as chair, is the official "Instructor," but an independent study can be advised and graded by any willing member of the department.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis
Prerequisites: unusually qualified and committed students who are working on a major writing or research project should first find an advisor for the project
Distributions: (D1)

Fall 2018
IND Section: 01 TBA Kathryn R. Kent

ENGL 398 (S) Independent Study: English

English independent study. Kathryn Kent, as chair, is the official "Instructor," but an independent study can be advised and graded by any willing member of the department.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis
Prerequisites: unusually qualified and committed students who are working on a major writing or research project should first find an advisor for the project
Distributions: (D1)

Spring 2019
IND Section: 01 TBA Kathryn R. Kent

ENGL 402 (S) The Historical Novel

Crosslistings: ENGL402 / COMP406

Primary Crosslisting
Setting a novel in a prior time period risks estranging a reader, yet the genre has roused deep-rooted interest, intense critical debate, and aesthetic daring. In this course, we will explore the complex and layered uses of a historical past in literary works of the seventeenth through twenty-first centuries, by way of novels by Madame de Lafayette, Scott, M. Shelley, Dickens, Eliot, Ford, Woolf, Morrison, Sebald, and Roy. Exploring the uses of gothic and sensational effects, dystopian and utopian possibilities, and fractured time, we will consider the aesthetic and political experiments historical novels have spawned. We will do so in context of the sustained critical engagement with the genre by such thinkers as Lukacs, Benjamin, Adorno, Jameson, McKeon and Moretti.

Class Format: seminar
Requirements/Evaluation: class discussion and a 20-page final paper
Prerequisites: a 100-level English course and a 300-level English course or permission of the instructor
Enrollment Limit: 15
Enrollment Preferences: English majors
Expected Class Size: 15
Distributions: (D1)
Attributes: ENGL Criticism Courses; ENGL Literary Histories B; ENGL Literary Histories C

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Anita R. Sokolsky
ENGL 407 (S) Literature, Justice and Community

Crosslistings: ENGL407 / COMP407

Primary Crosslisting

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like—what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodóvar, Farhadi), photography (Silva, Badlands) and worldly examples of competing claims to justice. The course pursues the aims of the EDI initiative by engaging works in which cultural differences reveal the limits of universalizing accounts of law and justice, works such as Euripides' Bacchae, Nuruddin Farah's Maps, Louise Erdrich's poetry, and Farhadi's A Separation. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency and difference mark justice even in its most familiar instances-intimately and close to home, as it were.

Class Format: seminar

Requirements/Evaluation: one 5-page paper, and a final 15-page paper

Prerequisites: a 300-level ENGL course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: English Majors; Comparative Literature Majors

Expected Class Size: 10

Distributions: (D1)

Attributes: ENGL Criticism Courses; JLST Interdepartmental Electives

Not offered current academic year

ENGL 410 (F) Black Literary and Cultural Theories

Crosslistings: COMP410 / AMST410 / ENGL410 / AFR410

Secondary Crosslisting

This course will examine the writings of black twentieth- and twenty-first-century Anglophone and Francophone literary and cultural theorists in the African diaspora. We will begin with Sojourner Truth and W.E.B. Du Bois and end with current debates between the "Afro-Pessimists" and "Afro-Optimists." We will be reading writers from the United States, Britain, Africa, the Caribbean, and Europe, moving through the writings of the Harlem Renaissance, Négritude, Pan-Africanism, the Black Arts movement and Black Panthers, the Black Atlantic, and black feminism and queer studies. We will come to see that there is no easy separation between questions of politics (e.g., anti-colonialist, anti-racist, anti-capitalist) and those of aesthetics and poetics.

Class Format: seminar

Requirements/Evaluation: midterm, participation (attendance, discussions, GLOW posts), short paper (4-5 pp.), two response papers (2-3 pp. papers), final project (10-12 pp.: analytical paper)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: AMST majors

Expected Class Size: 10

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL

Attributes: AMST Critical and Cultural Theory Electives;

Not offered current academic year
ENGL 412 (F) An Infinity of Traces: Haunting, Historical Violence, and Alternative Futures
Crosslistings: COMP412 / ENGL412 / AMST412

Secondary Crosslisting

In *Prison Notebooks*, Antonio Gramsci writes that history has "deposited in you an infinity of traces, without leaving an inventory." In this senior seminar, we will adopt a comparative, interdisciplinary, and mixed media approach to inventory some of these uncanny traces as they manifest in the form of social hauntings through narratives of repressed or suspended historical violence. Animated by a whole host of names like "ghost," "spirit," "specter," "zombie," "things that go bump in the night," "the unborn," or "the undead," we will ask what other stories/other knowledges these halting and haunted figures might seek to tell us. How do they dis-order our experience of a modern world whose space/time is shaped by ongoing processes of chattel slavery, settler colonialism, capitalism, mass incarceration, immigration, imperialism, militarism, and war? How do they unsettle, arrest, disrupt, and even seek vengeance for a "common sense" that is structured in human dispossession, exploitation, repression, and death? Finally, how do they leave us with a radical urgency to unlearn and reorient our ways of knowing, being, living, and imagining toward alternative futures where such systems of power and domination can be dismantled for good? Texts to be considered may include: *All They Will Call You* by Tim Z. Hernandez, *The Lone Ranger and Tonto Fistfight in Heaven* and short stories by Sherman Alexie, *Lose Your Mother* by Saidiya Hartman, *Burning Vision* by Marie Clements, *The Gangster We Are All Looking For* by lê thi diem thúy, *Daughters of the Dust* by Julie Dash, and *The Watermelon Woman* by Cheryl Dunye.

Class Format: seminar

Requirements/Evaluation: attendance and class participation; weekly journal entries (1-2 pages); in-class group presentation; midterm paper (5-6 pages); final creative project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: previous courses in American Studies, critical studies in race and ethnicity and cultural studies, or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST 400-level Senior Seminars; Not offered current academic year

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ENGL 415 (S) Theorizing Aesthetic Outrage

Outrage has become an increasingly charged and prominent feature of public life in our current political climate. Yet it is surprisingly difficult to analyze and understand, particularly when we confront public forms of outrage, in which collective behavior may shape, complicate, and change its nature. Why are accounts of the reasons for one's outrage so often inadequate to its vehemence? How are we to understand the strange, unconscious mimicry into which the antagonists in public outrage are so often drawn? What are the sources of the pleasure that shadows outrage? In this seminar we will attempt to theorize public outrage, drawing on a range of theoretical models from several disciplines: aesthetics, cultural and political theory, psychoanalysis, gender and sexuality studies, anthropology and sociology. We will be particularly concerned with aesthetic outrage--riots, censorship, and trials in response to literary and cinematic works, particularly where such outrage has been well documented--and will explore the possibility that such outrage is discernibly different from more straightforward instances of political outrage, such as bread riots or Black Lives Matter activism. We will also analyze the basic nature of outrage in the context of affect studies. Theoretical work by such writers as Sedgwick, Berlant, Foucault, Freud, Weber, Lévi-Strauss, Girard, Arendt, Bakhtin, Butler, Douglas, and Zizek; literary and cinematic works by such authors as Sade, Synge, O'Casey, Jarry, and Eisenstein.

Class Format: seminar; tutorial format once or twice during the semester to discuss writing

Requirements/Evaluation: active, regular class participation, a final paper of about 20 pages, written in stages (some discussed in tutorial format)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 300-level ENGL course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: English majors

Expected Class Size: 12

Distributions: (D1)
ENGL 416 (S)  Postcolonial Theory and the World Literature Debates (DPE)

Crosslistings: COMP416 / ENGL416

Primary Crosslisting

When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance--African literature, say, or Sumerian art--or perhaps by their historical moment--Ottoman architecture, or postcolonial Indonesian poetry--but more and more, the catch-all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non-Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose? What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of economic, political, and military dominance? In this advanced seminar, we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including Aimé Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, Partha Chatterjee, and Homi Bhabha, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of World and Global Literature.

Class Format: seminar

Requirements/Evaluation: two to three papers

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: students who have done relevant coursework in Division I or II

Expected Class Size: 10

Department Notes: Theory Course

Distributions: (D1) (DPE)

Distribution Notes: DPE: This advanced course in literature and theory will consider literary canonicity and postcolonial theory's challenges thereto through a deep examination of genre, criticism, institutional power, material conditions of publication, and postcolonial culture's relationship to the legacies of colonialism. We will interrogate power and the writing of history, material and cultural resource extraction, and narrative theory against developmental discourse. Students will additionally consider through their writing the role of academic and cultural institutions in perpetuating race and class hierarchy.

ENGL 420 (S)  Senior Seminar: The Drag of Black Masculinity (DPE)

Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

Secondary Crosslisting

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of
Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

Class Format: seminar

Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

Expected Class Size: 14

Distributions: (D1) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

Spring 2019

SEM Section: 01      Cancelled

ENGL 421 (F) Fanaticism

Crosslistings: COMP421 / ENGL421

Primary Crosslisting

Eighteenth and nineteenth-century writers of literature and political philosophy repudiate fanaticism, whether as a religious, political or amorous posture. But what is fanaticism, and why should it be considered such a threat, particularly during a period that embraced an enlightened secular rationalism? In this course, we will examine these questions by considering literary texts that dramatize fanaticism in light of accounts by philosophers and historians. Readings will include novels by M. Shelley, Hogg, Dickens, Eliot, Conrad, and political philosophy and historical writings by Voltaire, Kant, Diderot, Burke, Hume, Carlyle, Adorno, and a range of recent critics. We will also watch films by Riefenstahl, Hitchcock and Pontecorvo, and look at paintings, drawings and sculpture by Fragonard, Goya, and Shibonare. Since fanaticism has recently had considerable political currency, we will also examine contemporary accounts that reanimate the debates and concerns of the course.

Class Format: seminar

Requirements/Evaluation: two 10- to 12-page essays or one long final essay

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 15

Enrollment Preferences: English majors

Expected Class Size: 15

Distributions: (D1)

Attributes: ENGL Criticism Courses; ENGL Literary Histories B

Not offered current academic year

ENGL 440 (S) Wittgenstein and Literary Studies  (WI)

Crosslistings: COMP440 / ENGL440

Primary Crosslisting

Wittgenstein is widely regarded as one of the most important figures in twentieth-century philosophy, yet his groundbreaking writings remain perplexingly under-appreciated in the world of literary studies. In this course we will address this shortcoming in two ways. First, we will familiarize ourselves with some of Wittgenstein's key works (and the works of thinkers deeply influenced by him, like Stanley Cavell and Cora Diamond) and try to see what is so radical about them. Second, we'll explore the still untapped potential of Wittgenstein's writings for those of us whose primary home is in
the field of literary studies. Topics and concepts we may cover include: meaning, intention, and interpretation (Derrida, de Man); ethical alterity and the concept of the Other (Levinas); sex, gender, and the body (Butler, Foucault, Moi); emotion, affect, and expression (Deleuze, Terada, Adorno); authenticity, voice, and style (Fried, Taylor); modernism and modernity (Pippin); experimental writing (Perloff, Bruns); and the relationship between humans and animals (Wolfe). Some prior experience with philosophy and/or literary theory will obviously be helpful but is not necessary. This course will have much to offer students who are majoring in English, Comparative Literature, or Philosophy. If you have questions about this course and its suitability for you and your intellectual interests, feel free to contact me at brhie@williams.edu.

Class Format: seminar

Requirements/Evaluation: quality of class participation, a final 20- to 25-page research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: English majors, by seniority; then Comparative Literature and Philosophy majors

Expected Class Size: 15

Distributions: (D1) (WI)

Attributes: ENGL Criticism Courses; PHIL Related Courses;

Not offered current academic year

ENGL 445 (F) World's End: Literary Ecologies of the Limit

Crosslistings: ENGL445 / ENVI445

Primary Crosslisting

Consciousness of the world's finitude in a time of environmental degradation and headlong global capitalism prompts restraint, a harboring of resources. But beyond the economic logic of conservation and expenditure, might imagining the world from the vantage point of its limit provoke a more profound rethinking of ourselves and the things of the world? Does it change what it means to possess, or even what an experience of the world is? Does it change human relationship? This course explores these questions in part by reaching back to the early modern period, when the boundedness of nations and worlds first comes to view in a meaningful way. But the course will have a long arc, from Shakespeare to Sinha's Animal's People. Primary works will include: Shakespeare, As You Like It; Marvell, "Upon Appleton House"; Ovid, Metamorphosis; Browne, Urn Burial; Titian, Wordsworth, McCarthy, The Road; Alice Oswald; photography (Struth, Hutte), video installations (Pipilotti Rist). Theoretical texts include: Nixon, Slow Violence; Agamben, The Time that Remains; Heidegger, "Question Concerning Technology"; Latour, "An Inquiry into Modes of Existence"; Nancy, After Fukushima; Derrida, The animal that therefore I am and Beast and the Sovereign.

Class Format: seminar; combination discussion seminar and tutorial conferences

Requirements/Evaluation: one 5-page paper and one final 15-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: English majors using the course to fulfill a requirement; Environmental Studies majors; Comparative Studies majors

Expected Class Size: 12

Distributions: (D1)

Attributes: ENGL Criticism Courses; ENGL Literary Histories A; PHIL Related Courses

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm    Christopher L. Pye

ENGL 450 (S) Melville, Mark Twain, & Ellison

As an epigraph to his novel, Invisible Man, Ralph Ellison selects a quotation from Herman Melville's story, "Benito Cereno." In the prologue to Invisible Man, Ellison invokes a sermon that appears briefly in the opening chapter of Moby-Dick. In his essays on comedy and American culture, Ellison comments trenchantly on Adventures of Huckleberry Finn. Melville and Mark Twain were, in many obvious ways, as different as two writers can be. Nonetheless, they also have many surprising similarities, and it is not difficult to understand why both are so important to Ellison. This course will
examine the novels, stories, and essays of these three writers, with particular attention to the themes that they have in common and to the traits that make each of them distinctive. Race, slavery, epistemology, and the nature of American democracy are among those themes.

**Class Format:** seminar

**Requirements/Evaluation:** journal, a final 15-page paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 20

**Enrollment Preferences:** English majors

**Expected Class Size:** 15

**Distributions:** (D1)

**Attributes:** AMST Arts in Context Electives;

Spring 2019

**SEM Section:** 01 Cancelled

**ENGL 456 (F) Topics in Critical Theory: Hegel and the Dialectic**

**Crosslistings:** COMP456 / ENGL456

**Primary Crosslisting**

This course is for students of any major who wish to continue studying critical, cultural, or literary theory. Students will give close attention to a single theorist or philosophical school or perhaps to a single question as taken up by several theorists. Prior coursework in critical theory or continental philosophy, no matter the department, is strongly recommended. The subject of this semester's seminar is the dialectic. "Dialectical" is one of those collegiate words, the kind of word that some people use a lot without knowing for sure what it means. That said, there are a couple of different ways of making sense of dialectics. The word's nearest synonym is "dialogue." Broadly, then, "dialectics" is a name for any philosophy that incorporates into itself the back-and-forth of conversation. Modern dialectics, meanwhile, sets out from two ideas: first, that it is impossible to think about anything in isolation, that we understand all things via relation and contradistinction, that we couldn't call any person "female" if we weren't also compelled to call some people "male"; and second, that all such conceptual pairs (male/female, black/white, east/west) are less settled than they look. You can't not divide the world into oppositions, and all such oppositions will collapse. This is an idea that, systematically pursued, can change the way we think about language, ethics, politics, literature, and art. We will read key texts from major dialectical thinkers: Hegel, Marx, Adorno, but mostly Hegel.

**Class Format:** seminar

**Requirements/Evaluation:** seminar paper of 25 pages; informal weekly writing; class participation

**Prerequisites:** prior coursework in critical theory or continental philosophy is recommended but not necessary, no prior coursework in English is required

**Enrollment Limit:** 15

**Enrollment Preferences:** seniors with background in critical theory

**Expected Class Size:** 15

**Distributions:** (D1)

**Attributes:** ENGL Criticism Courses; PHIL Related Courses

Fall 2018

**SEM Section:** 01 TF 2:35 pm - 3:50 pm Christian Thorne

**ENGL 493 (F) Honors Colloquium: English**

A colloquium for students pursuing critical theses and critical specializations. Students will present and critique their work in progress, and discuss issues particular to researching and structuring a long analytical thesis. We will also discuss the work of a variety of recent critics representing a range of methods of literary study. Satisfactory completion of the course will be required for students to continue on in the honors program.

**Class Format:** independent study

**Requirements/Evaluation:** evaluation will be based on participation and on individual progress on the thesis projects, which will be determined in
consultation with each student's honors advisor

Prerequisites: admission to the department Honors program

Enrollment Limit: none

Distributions: (D1)

Fall 2018
HON Section: 01   W 1:10 pm - 3:50 pm   Bernard J. Rhie

ENGL 494 (S) Honors Thesis: English
English honors thesis. Required of all senior English majors pursuing critical theses and critical specialization.
Class Format: independent study
Distributions: (D1)

Spring 2019
HON Section: 01   TBA   Bernard J. Rhie

ENGL 497 (F) Honors Independent Study: English
English honors thesis. Required of all senior English majors pursuing departmental honors in creative writing.
Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributions: (D1)

Fall 2018
HON Section: 01   TBA   Kathryn R. Kent
ENVIRONMENTAL STUDIES
Chair: Professor Henry Art
Associate Director: Lecturer Sarah Gardner


On Leave Fall/Spring: Professor R. Bradburd


Mystic Executive Director: T. Van Winkle.

MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES
Alex Apotsos, Visiting Lecturer in Geosciences
Henry W. Art, Professor of Biology and Environmental Studies
Sonya Auer, Visiting Assistant Professor of Biology
Lois M. Banta, Professor of Biology
Ron D. Bassar, Assistant Professor of Biology
Ben Benedict, Lecturer in Art
Mary K. Bercaw-Edwards, Associate Professor for Literature of The Sea, Williams-Mystic Maritime Studies Program
Julie C. Blackwood, Assistant Professor of Mathematics
Roger E. Bolton, Professor of Economics, Emeritus
Cory E. Campbell, instructional Technology Specialist
Phoebe A. Cohen, Associate Professor of Geosciences
Anthony J. Carrasquillo, Assistant Professor of Chemistry
David Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies
Jose E.A. Constantine, Assistant Professor of Geosciences
Mea S. Cook, Associate Professor of Geosciences
David P. Dether, Professor of Geosciences*
Joan Edwards, Professor of Biology
Laura Ephraim, Associate Professor of Political Science
Michael Evans, Assistant Director of The Zilkha Center for Environmental initiatives
Jessica M. Fisher, Assistant Professor of English
Antonia Foias, Professor of Anthropology and Sociology
Jennifer L. French, Professor of Spanish
Sarah S. Gardner, Lecturer in Environmental Studies
Matthew Gibson, Assistant Professor of Economics
Lisa Gilbert, Associate Professor of Geosciences and Marine Sciences
ENVIRONMENTAL STUDIES

Environmental issues call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise. The three curricular options in Environmental Studies—the major in Environmental Studies and the concentrations in Environmental and Maritime Studies—are designed to help majors and concentrators to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, the social sciences, and the arts and humanities;
- Understand ecological principles and the nature of living systems;
Apply scientific methods to collect environmental data and evaluate environmental quality;

Understand the political and economic factors that inform, enable, and constrain environmental policy;

Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;

Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental challenges;

Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, funding for student-organizations, and student initiated activities, and generous support for summer research and internships. The Class of 1966 Center, a Living Building and the Program's home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. The CES manages the Hopkins Memorial Forest, a 2600-acre natural area northwest of campus, in which there are field-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. CES also operates the Environmental Analysis Laboratory in Morley Science Center. The Maritime Studies concentration builds on the course offerings of the Williams-Mystic Maritime Studies Program at Mystic Seaport.

The requirements for the environmental studies major and concentration have been revised. The requirements for students from the class of 2020 and subsequent classes are immediately below, followed by the requirements for the students from the class of 2019.

Overview of the Major and Concentrations for Classes of 2020 and Subsequent Classes

The Environmental Studies major is an eleven course concentration. The major has a “core” of seven courses, with varying amounts of choice for the various “core” course requirements. All majors are required to take four of the seven courses: ENVI 101, ENVI 102, ENVI 411, and the ENVI senior seminar, ENVI 412. ENVI 101, Nature and Society: An Introduction to Environmental Studies, is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 102, Introduction to Environmental Science, introduces students to the interdisciplinary study of the Earth’s systems through the synthesis of physical, chemical, geological, and biological perspectives. All majors are also required to take, in the senior year (or junior year under special circumstances), ENVI 411, Environmental Planning Workshop: Community-Based Environmental Problem Solving (offered every fall), and ENVI 412, Environmental Studies Senior Seminar (offered every spring). The remaining component of the “core” is comprised of three foundational 200-level courses, one from each of three lists of courses (see below), with each list representing the three main branches of the environmental curriculum (environmental humanities, environmental social science/policy, and environmental science). Students choose, in consultation with their major advisor, the course they will take from each of the three lists.

Building on this seven course foundation, each ENVI major devises an individualized four-course cluster of electives that together comprise a disciplinary or thematic specialization sequence—for example, climate change policy, environmental justice, environmental chemistry, sustainable food and agriculture, sustainable cities, environmental ethics, etc. Students are responsible for designing their own specialization cluster in consultation with a faculty advisor and the CES Advisory Board in the spring semester of their sophomore year. One of these four electives in the cluster must be among those listed by the Program as a research methods course, although students may petition to count another course toward this requirement under special circumstances.

The study of living systems is an integral component of environmental studies, and therefore all students majoring in environmental studies will need to complete at least one course designated by the Program as a “living systems” course (this may be within their specialization cluster or as one of their 200-level foundational courses).

The Environmental Studies concentration is a seven course concentration in which students gain broad exposure to environmental studies while pursuing another major. In addition to the core of ENVI 101, ENVI 102, ENVI 411 and ENVI 412. Students pursuing the concentration will take one elective each from each of three lists of courses, each list (see below) representing a broad category of inquiry: the natural world; humanities, arts, and social sciences; and environmental policy.

The Maritime Studies concentration is a seven course concentration that builds on course work completed during the Williams-Mystic Maritime Studies Program. In addition to four intermediate-level core courses completed at Williams-Mystic, students pursuing the Maritime Studies concentration will also take the interdisciplinary introductory course GEOS 104 (Oceanography), an elective, and ENVI 412, Environmental Studies Senior Seminar. Students may attend the Williams-Mystic Program in their sophomore, junior or senior year. Students who have completed other study-away programs that emphasize marine studies should consult with the program chair about the possibility of completing the Maritime Studies concentration.
Submitting your Proposed “Course Cluster” and “Plan of Study” to the Major

Students intending to major in environmental studies must meet with a prospective advisor chosen in consultation with the Environmental Studies Chair to develop their proposed four-course cluster and plan of study through the major. We encourage all students interested in the major to meet with a faculty member in Environmental Studies at least one week prior to spring Pre-registration to discuss their proposed cluster and plan of study. The proposals must be submitted to the program Chair on or before the final day of pre-registration in the spring of the sophomore year. Application materials and instructions are available from Environmental Studies faculty and on the CES website (cies.williams.edu). The proposals will be reviewed by the CES Advisory Board.

Credit for AP, IB, A-levels and other pre-Williams courses

At this time, students are not allowed to place out of ENVI 101 or ENVI 102.

Planning for prerequisites on your path through the Environmental Studies major

While ENVI 101 or ENVI 102 are recommended starting points for the major, and are prerequisites for many other ENVI course offerings, please note that some of the course options for the major may have other courses as prerequisites that may not count toward the programs. For example, ENVI/ECON 213 (Intro to Environmental and Natural Resource Economics) has a prerequisite of ECON 110 (Principles of Microeconomics). We strongly suggest that you do advance planning to avoid being blocked from taking a relevant course. For example, should you want to design a cluster that emphasizes environmental economics, ENVI/ECON 387 (Economics of Climate Change) has a prerequisite of ECON 251 (Price and Allocation Theory), which in turn has a prerequisite of ECON 110. Similarly, should you design a cluster that emphasizes resource conservation, you should be aware that ENVI 312 (Communities and Ecosystems) has a prerequisite of ENVI/BIOL 203 (Ecology) or ENVI/BIOL 220 (Field Botany and Plant Natural History). Students interested in the program are encouraged to consult with members of the Environmental Studies Program and to contact the Environmental Studies Director or Associate Director.

Study Away

Many study away options are available to students in Environmental Studies, including the Williams-Mystic Maritime Studies Program. Furthermore, the Williams-Mystic Program is the foundation of the Maritime Studies concentration. Students considering either a semester or year away who intend to major or concentrate in Environmental Studies should consult the Chair or Associate Director of Environmental Studies and the Dean in charge of study abroad as early as possible to discuss their options. Students may take up to two courses outside of Williams toward their major or concentration, but must have advance approval in writing from the Chair of Environmental Studies.

Advising

Majors and concentrators (or first years and sophomores interested in the major or concentrations offered by CES) are encouraged to talk at any time with the Chair or Associate Director of Environmental Studies, or any other members of CES or Maritime Studies for advice. All incoming majors and concentrators will choose a faculty advisor in the spring of their sophomore year.

Advisors for 2018-19: Ralph Bradburd, Henry Art, Sarah Gardner, Nicolas Howe, Pia Kohler, Laura Martin, Mea Cook, Luana Maroja, James Manigault-Bryant.

Overview of the Major and Concentrations for the Classes of 2019

The Environmental Studies major is an eleven course major. The major has a “core” of six courses, with varying amounts of choice for the various “core” course requirements. All majors are required to take two of the courses, ENVI 101 and ENVI 102. ENVI 101, Nature and Society: An Introduction to Environmental Studies, is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 102, Environmental Science, introduces students to the interdisciplinary study of the Earth’s systems through the synthesis of physical, chemical, geological, and biological perspectives. All majors are also required to take, in the senior year (or junior year under special circumstances), one 400-level Environmental Studies capstone research practicum that involves either collaborative research on a specific environmental problem or client-driven team project on issues of environmental significance in the Berkshire region. Two such courses will be offered in the 2018-19 academic year: ENVI 411, Environmental Planning Workshop: Community-Based Environmental Problem Solving, and ENVI 412, Environmental Studies Senior Seminar. The remaining component of the “core” is comprised of three 200-level courses, one from each of three lists of courses, with each list representing the three main branches of the environmental curriculum (environmental humanities, environmental social science/policy, and environmental science). Students choose, in consultation with their major advisor, the course they will take from each of the three lists.

Building on this six-course foundation, each ENVI major devises an individualized five-course cluster of electives that together comprise a disciplinary or thematic specialization sequence—for example, climate change policy, environmental justice, environmental chemistry, sustainable food and agriculture, sustainable cities, environmental ethics, etc. Students are responsible for designing their own specialization cluster in consultation with a faculty advisor and the CES Advisory Board in the spring semester of their sophomore year. One of these five electives in the cluster must be among those listed by the Program as a research methods course.

The study of living systems is an integral component of environmental studies, and therefore all students majoring in environmental studies will
need to complete at least one course designated by the Program as a “living systems” course (this may be within their specialization cluster or as one of their 200-level foundational courses).

The Environmental Studies concentration is a six course concentration in which students gain broad exposure to environmental studies while pursuing another major. In addition to the core of ENVI 101, ENVI 102, and one of the 400-level ENVI capstone practicum courses, students pursuing the concentration will take one elective each from each of three lists of courses, each list representing a broad category of inquiry: the natural world; humanities, arts, and social sciences; and environmental policy.

The Maritime Studies concentration is a seven course concentration that builds on course work completed during the Williams-Mystic Maritime Studies Program. In addition to four intermediate-level core courses completed at Williams-Mystic, students pursuing the Maritime Studies concentration will also take the interdisciplinary introductory course GEOS 104 (Oceanography), an elective, and one of the 400-level ENVI capstone practicum courses. Students may attend the Williams-Mystic Program in their sophomore, junior or senior year. Students who have completed other study-away programs that emphasize marine studies should consult with the program chair about the possibility of completing the Maritime Studies concentration.


HONORS IN ENVIRONMENTAL STUDIES (MAJOR OR CONCENTRATION)

Candidates for honors in Environmental Studies will complete a thesis in their senior year. A student earns honors by successfully completing a rigorous independent project under the supervision of a member of the CES faculty. The thesis may either be a one-semester plus winter study project, or a full-year project (two semesters plus winter study). Students who are majoring in environmental studies, and who opt to complete a year-long thesis project, have the option of substituting the second semester of their thesis work for the spring semester senior seminar. Honors will be awarded on the basis of the academic merit and originality demonstrated by the student in the completed thesis. Because many theses will require sustained field, laboratory or archival work that is difficult to combine with conventional coursework, students are strongly encouraged to spend the summer before senior year and/or their senior year Winter Study doing advance research.

Funds to support student research are available from endowment funds of the CES, and an open competition is held each spring to allocate summer funding resources. Some other departments also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the expectation of such research in mind.

Juniors who wish to apply to pursue honors should submit a 5-page proposal to their intended advisor and the Chair of Environmental Studies by the end of the week following spring break. If a student wishes to pursue thesis research advised by a faculty member not affiliated with CES, the student must also identify a co-advisor from within the program. Environmental Studies concentrators may undertake an honors thesis and submit it to both their major department and Environmental Studies; petitions for a joint honors project should be approved by the department chair and the Chair of Environmental Studies by the end of the junior year. Students will be notified by the end of the spring semester whether or not their proposal has been approved.

Students doing a full-year thesis should plan on a presentation in early November to their thesis advisor, second reader, and, if applicable, co-advisor, at which the thesis writer will offer a discussion of the work completed on the thesis to date, and provide an outline of the full thesis and a timetable for completion of the remaining parts of the thesis.

HONORS IN MARITIME STUDIES

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and write-up of results. The thesis may either be a one-semester plus winter study project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be a continuation and expansion of the student’s Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

WINTER STUDY AND INDEPENDENT STUDY

In addition to courses fulfilling the environmental studies major and concentration requirements, the following courses are offered:

- ENVI 397, 398 Independent Study of Environmental Problems
- MAST 397, 398 Independent Study: Maritime Studies
- ENVI 493-W31-494 Honors Thesis and Senior Research
- MAST 493-494 Senior Thesis: Maritime Studies

Winter study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when reviewing each year’s Winter Study offerings.
THE MAJOR IN ENVIRONMENTAL STUDIES

The Environmental Studies major is an eleven course major, distributed according to the requirements detailed below. Because the ENVI curriculum was restructured, students in the class of 2019 have different requirements than those for the class of 2020 and subsequent classes. The requirements for the class of 2020 follow immediately below. Those for the class of 2019 are provided below those for the class of 2020.

For students in the class of 2020 and subsequent classes:

Introductory required courses (2 courses):

- ENVI 101 Nature and Society: An Introduction to Environmental Studies
- ENVI 102 Introduction to Environmental Science

200-level foundational courses required for all ENVI majors (3 courses, 1 from each category):

Culture/Humanities

- ENVI 217 Landscape, Place, and Power (formerly Environmental Humanities: Theory and Practice)
- ENVI 244 Environmental Ethics
- ENVI 250 Environmental Justice
- ENVI 259 New England Environmental History

Social Science/Policy

- ENVI/ECON 213 Introduction to Environmental and Natural Resource Economics (ECON 110 prerequisite)
- ENVI 270 Environmental Problems: Social Causes, Consequences and Policy Solutions
- ENVI/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
- ENVI 307/PSCI 317 Environmental Law

Environmental Science (with lab)

- ENVI 203 Ecology
- ENVI 205 Geomorphology
- ENVI 215 Climate Changes

Specialization (4-course) Cluster (including a “methods course” and in some cases one “living systems” course)

In the spring of the sophomore year, at the same time that the major declaration is due, each student planning to major in Environmental Studies is required to submit a detailed proposal for a specialization cluster comprised of four elective courses built around a disciplinary or thematic focus. The proposed specialization must include one course identified as a “methods” course, that is, a course providing substantial training in a relevant method of inquiry (see list below for indicative list of courses that might fulfill that designation).

To help students get a better idea of what the “cluster” entails, we have provided examples of specialization clusters on the CES website, including on the following themes (not intended to be an exhaustive list): climate change policy, environmental economics, environmental justice, environmental literature, environmental chemistry, environmental biology, environmental geosciences, environmental planning and design, urban environmental studies, water and energy, sustainable food and agriculture, environmental justice.

The student’s specialization sequence will be developed under guidance of an adviser from the CES faculty, and formally approved by the CES Advisory Board, and will be examined in the broader context of the student’s proposed route through the major (including their choice of 200-level foundational courses). One of the courses in the student’s proposed route through the major must be from a designated list of “living systems” courses (below).

Courses taken abroad may be included in the specialization with the approval of the Chair or Associate Director. Additional courses from the 200-level group requirements (culture/humanities; social science/policy; and environmental science) or from among the research practicum courses may also be included in the specialization.

One “methods course” requirement:

- ENVI 214/GEOS 214 Geographic Information Systems
- STAT 201 Statistics and Data Analysis
- STAT 202 Introduction to Statistical Modeling
This is not intended to be an exhaustive list. Students are expected to make the case for how their designated methods course complements their proposed specialization.

**One “living systems course” requirement:**

- BIOL 203/ENVI 203 Ecology
- BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
- BIOL 220/ENVI 220 Field Botany and Plant Natural History
- BIOL 231/MAST 311 Marine Ecology
- GEOS 210/MAST 211 Oceanic Processes
- BIOL 302/ENVI 312 Communities and Ecosystems

The Environmental Studies program will consider requests from students to substitute another course that focuses on living systems for one of the courses listed above. These requests should be submitted to the Chair or to Sarah Gardner, Associate Director.

**Senior Seminar Requirement:**

In the senior year—or, under special circumstances during the junior year—students will take two 400-level seminars, ENVI 411 and ENVI 412, that together serve as a capstone experience for the major and concentrations. These courses are interdisciplinary, issue-based and project-driven. Offered every fall semester, the practicum Environmental Planning Workshop engages students in team-based work on community projects in the Berkshires involving urban and rural land use planning and sustainable design. Offered in the spring semester, the Senior Research Seminar engages students in research on a policy-related environmental problem.

**Required Courses (2 courses)**

- ENVI 411 Practicum: Environmental Planning Workshop: Community Based Environmental Problem Solving
- ENVI 412 Practicum: Senior Research Seminar

**CONCENTRATION IN ENVIRONMENTAL STUDIES**

The Environmental Studies concentration provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The concentration is designed so that students will understand the complexity of issues and perspectives that inhere in environmental problems and will appreciate that most environmental issues lack distinct disciplinary boundaries. The goal of the concentration is to educate students to be well-informed, environmentally literate citizens who have the capacity to become active participants in the local and global community. To this end, the concentration is designed to develop the capability to think in interdisciplinary ways and to use synthetic approaches to solve problems while incorporating the knowledge and experiences gained from majoring in other departments at the College. The concentration in Environmental Studies consists of seven courses: four core courses and one elective course from each of the three categories below: The Natural World; Humanities, Arts and Social Sciences; and Environmental Policy.

**Required Courses (4 courses)**

- ENVI 101 Nature and Society: An Introduction to Environmental Studies
- ENVI 102 Introduction to Environmental Science
- ENVI 411 Practicum: Environmental Planning Workshop: Community Based Environmental Problem Solving
- ENVI 412 Practicum: Senior Research Seminar

**Distribution Courses (3 courses, 1 from each group)**
In order to earn the concentration a student must take one course from each of the following three groups. Courses may be counted both toward the concentration in Environmental Studies and toward a disciplinary major. (It is not possible to major in Environmental Studies while also concentrating in Environmental Studies).

Students may check with the Chair or Associate Director of Environmental Studies to see if other courses not listed here might count as electives, such arrangements must be approved in writing.

The Natural World

BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
BIOL 203/ENVI 203 Ecology
BIOL 220/ENVI 220 Field Botany and Plant Natural History
BIOL 302/ENVI 312 Communities and Ecosystems
BIOL 422/ENVI 422 Ecology of Sustainable Agriculture
BIOL 424/ENVI 424 Conservation Biology
CHEM 341/ENVI 341 Toxicology and Cancer
CHEM 364/ENVI 364 Instrumental Methods of Analysis
ENVI 240T Conservation and Climate Change
GEOS 101/ENVI 105 The Co-Evolution of Earth and Life
GEOS 102 An Unfinished Planet
GEOS 103/ENVI 103 Global Warming and the Reshaping of Landscapes
GEOS 104/ENVI 104/MAST 104 Oceanography
GEOS 201/ENVI 205 Geomorphology
GEOS 205/ENVI 207 Earth Resources
GEOS 206/ENVI 206 Renewable Energy and the Sustainable Campus
GEOS 214/ENVI 214 Remote Sensing and Geographic Information Systems
GEOS 215/ENVI 215 Climate Changes
GEOS 226/ENVI 226/MAST 226 The Oceans and Climate
GEOS 254/ENVI 254 Gulf of California Tectonics and Coastal Ecosystems
GEOS 314/MAST 314/ENVI 314 Sediment Records of Climate Change
GEOS 324/ENVI 324 Corals and Sea Level
GEOS 405/ENVI 405 Geochemistry: Understanding Earth’s Environment
MAST 211/GEOS 210 Oceanographic Processes
MAST 311/BIOL 231 Marine Ecology
MATH 410/BIOL 214 Mathematical Ecology
PHYS 108/ENVI 108 Energy Science and Technology

Humanities, Arts, and Social Sciences

AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment
ANTH 214/ENVI 224 The Rise and Fall of Civilizations
ANTH 272/WGSS 272 Sex and the Reproduction of Society
ANTH 332/ENVI 332/JLST 332/GBST 332 Environmental Justice
ARTS 329 Architectural Design II
ENGL 331 Romantic Culture
ENGL 378/ENVI 378 Nature/Writing
ENVI 110 The Anthropocene
ENVI 217 Landscape, Place, and Power (formerly Environmental Humanities: Theory and Practice)
ENVI 239/COMP 238 Introduction to Ecocriticism: North South Dialogues on Nature and Culture
ENVI 250 Environmental Justice
ENVI 252 Biodiversity and Climate Change
ENVI 259/HIST 259 New England Environmental History
ENVI 260 The Whale
ENVI 261 Animal Biocapital and the Politics of meat
ENVI 243/ANTH 243 Reimagining Rivers
ENVI 244T/PHIL 244T Environmental Ethics
ENVI 285/ENGL 286 Writing about Science and Nature
ENVI 291/REL 291/SOC 291 Religion and the American Environmental Imagination
ENVI 303/SOC 303 Cultures of Climate Change
ENVI 322 Trash
HIST 478/ENVI 478/AMST 478 Cold War Landscapes
HIST 491/ENVI 491/AMST 490 The Suburbs
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City
LATS 312/AMST 312/ENVI 313 Chicago
LATS 318/AMST 318/REL 318/COMP 328/ENVI 318 California: Myths, Peoples, Places
LATS 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
MAST 231/ENGL 231 Literature of the Sea
MAST 352/HIST 352 America and the Sea, 1600 Present
PHIL 216/ENVI 216 Philosophy of Animals
PSCI 235/ENVI 235 Environmental Political Theory
PSCI 347 Law of the Sea
PSYC 346/ENVI 346 Environmental Psychology
REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Americas
REL 287/ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment
RLSP 223/ENVI 223/COMP 263 Colonial Landscapes: Latin America's Contemporary Environmental Literature
SOC 315 Culture, Consumption and Modernity
SOC 368 Technology and Modern Society

Environmental Policy
ANTH 210/ENVI 210/JLST 210 Governing Nature
ANTH 332/ENVI 332/JLST 332/GBST 332 Environmental Justice
ECON 213/ENVI 213 Introduction to Environmental and Natural Resources Economics
ECON 228/ENVI 228 Water as a Scarce Resource
CONCENTRATION IN MARITIME STUDIES

The Maritime Studies concentration provides students with an opportunity to explore how humans interact with the environment, including the maritime environment. Understanding the oceans and our interactions with them is of increasing importance in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from the perspectives of the humanities, social sciences, and physical sciences. Maritime Studies is an interdisciplinary, cross-divisional program that includes the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (GEOS 104 Oceanography), four intermediate core courses (at Williams-Mystic), an elective, and the senior seminar.

Students who have completed other study-away programs that emphasize maritime studies should consult with the CES chair about the possibility of completing the Maritime Studies concentration.

Required Courses (7 courses)

Introductory Course

MAST/ENVI/GEOS 104 Oceanography

Note: Students who take MAST 211/GEOS 210 (Oceanographic Processes) at Williams-Mystic can substitute an extra elective in lieu of GEOS 104

Capstone Course

One Practicum course:

ENVI/MAST 412 Practicum: Environmental Science and Policy

Core Courses (taken as part of Williams-Mystic program at Mystic Seaport):

MAST/ENGL 231 Literature of the Sea

MAST 311/BIOL 231 Marine Ecology OR MAST 211/GEOS 210 Oceanographic Processes
Elective Courses

Elective courses are listed based on either a clear maritime statement in the course description or broad practical/theoretical applicability to maritime studies. Concentrators will take a minimum of one course from the list below. If concentrators find other courses in the catalog that they believe meet the requirements for a MAST elective, they may bring them to the attention of the Chair or Associate Director.

Maritime History

HIST 127 The Expansion of Europe
HIST/AFR 248 The Caribbean: From Slavery to Independence
HIST/JAPN/ASST 321 History of U.S.-Japan Relations
HIST/ASST/INST 391 When India was the World: Trade, Travel and History in the Indian Ocean

Maritime Literature

CLAS 101/COMP 107 The Trojan War

Marine Policy

ECON/ENVI 213 Introduction to Environmental and Natural Resources Economics
ECON/ENVI 386/ ECON 518 Environmental and Natural Resource Policy
ENVI 307/PSCI 317 Environmental Law
PSCI 223 International Law
PSCI 229 Global Political Economy
PSCI 347 Law of the Sea
ENVI/PSCI 328 Global Environmental Politics

Marine Science

BIOL 414 Life at Extremes: Molecular Mechanisms
GEOS 212 / BIOL 211 Paleobiology
GEOS/ENVI 215 Climate Changes
GEOS/ENVI/MAST 226 The Oceans and Climate
GEOS 302 Sedimentology
GEOS/ENVI/MAST 314 Sediment Records of Climate Change

ENVI 12 (W) Geology of the National Parks

Crosslistings: ENVI12 / GEOS12

Secondary Crosslisting

A vicarious trip through a variety of national parks of the U.S. and Canada to appreciate the geological basis of their spectacular scenery. Areas will be selected to portray a wide range of geological processes (volcanism, desert and coastal erosion, mountain building, glaciation, etc.). We will meet most mornings during the first two weeks for highly illustrated classes supplemented by the interpretation of topographic and geologic maps and by out-of-class study of rock samples. Reading will be from a paperbound text (PARKS AND PLATES) and from short publications by the U.S. Geological Survey and by natural history associations linked to the parks. The second part of the month will involve independent meetings with the instructor to prepare an oral report about the geology of a park of the student's choice. These reports during the last week will be comprehensive and well-illustrated, using PowerPoint and pertinent maps and samples. A detailed outline and bibliography will be distributed by the presenter at the time
ENVI 15 (W) From Basalt to Balsam to Beavers: The Natural History of New England

In this course we will explore, far and wide, the New England Landscape and try to make some sense of the amazing physiographic and biological diversity that it offers in a relatively small area. From the spruce clad Berkshires to the broad Connecticut River Valley to the glacially forged coastal plain, we will delve into various landscapes and decipher the primary forces and features that make them distinct--their bedrock and climate, glacial history, flora and fauna. We'll learn the predominant trees and shrubs and search for patterns to their occupation of the landscape. We will observe the behavior and evidence of winter-hardy wildlife--including chickadees, waterfowl, rabbits, weasels, beavers and coyotes. How do they manage to cope in their often rigorous and fickle environments and how might they be affected by climate change and other human influences? Through field trips, museum visits, individual investigations, readings, discussions and guest presentations, you'll become a little more aware and appreciative of the natural heritage of the region that you have made your recent home. Students should be prepared to spend significant time outdoors, sometimes hiking several miles, in winter conditions; some trips will require students to be away from campus beyond normal class hours.  

Adjunct Instructor Bio: Drew Jones is Manager of Hopkins Memorial Forest where he oversees the management of the facilities, coordinates research and teaching activities and outreach programs for the public and local schools. He also operates an owl banding station in the fall and intermittently engages in other field research. In the past, he has worked as a wildlife biologist and educator from the Southern Appalachians to the North Woods.

ENVI 18 (W) Games!

We will explore interactive games and how they can be used for scholarly research, teaching or training, negotiation, and, oh, yes, having fun. In math and economics, games are the fundamental way we model situations in which people (or firms or governments) interact with each other, and we use these games to predict responses to new policies, to teach policymakers how policies might work in practice, and to test theories of behavior. In negotiation and policy making, games can be used to demonstrate key concepts about stakeholders, their positions, and their strategies, as well as pitfalls and paths to "win-win" outcomes to resolve public disputes. A number of popular board games and video games also can have similar applications. In our class, we will learn about different types of games and how they can be used. Short readings will be complemented with in-class game play and discussions of the games, and we will watch some relevant movies. Students will keep a journal of reflections on their experiences with
the games. The semester will culminate in students designing games of their own—negotiation games, economic games, mathematical games, or board games—and presenting them and playing them with the group.

Class Format: Tuesday, Wednesday & Thursday 1-4pm
Requirements/Evaluation: final project; game journal
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: expressed interest
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01   TWR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm   Sarah A. Jacobson, Pia M. Kohler

ENVI 19 (W)  Methods in Environmental Chemistry
Crosslistings: CHEM19 / ENVI19
Secondary Crosslisting
This course introduces students to the advanced techniques used to study the fate of contaminants in the environment. Students will collect samples, learn a variety of extraction protocols, and become comfortable using chemical instrumentation (GC-MS, LC-MS, AA, etc.) to identify and quantify target inorganic and organic contaminants from various environmental media (soil, air, water, and biota). Studies may include: determination of heavy metals from water and sediment sources, measurement of chemical partition coefficients (octanol-water, soil-water, air-water, etc.), rates of contaminant degradation, microscopic and chemical analysis of airborne particular matter, etc. This course will meet for approximately 10-12 hours each week for lectures, discussion of reading assignments, laboratory work, and field sampling.
Requirements/Evaluation: evaluation will be based on overall performance in the laboratory, three 2- to 3-page assignments
Prerequisites: CHEM 151 or CHEM 153 or CHEM 155 or ENVI 102
Enrollment Limit: 10
Enrollment Preferences: preference will be given to CHEM and/or ENVI majors/concentrators
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01   TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Anthony J. Carrasquillo

ENVI 20 (W) Winter Naturalist's Journal
Crosslistings: ENVI20 / ENGL20
Primary Crosslisting
This course will engage with the natural world through writing, drawing, and personal observation. Students will spend time out of doors exploring the ecosystem of the Williamstown area, and indoors practicing reflective writing (both poetry and prose), and observational drawing. Everyone will be required to keep a nature journal, to be shared and displayed as part of the final project. This course is designed for students who are interested in environmental studies, creative writing, and drawing. Instructor will meet with students for 6 hours of in-class time, and will provide assignments totaling at least 15 hours a week, including daily visits to a chosen spot on campus for writing and observation. Students will be provided with a binder of articles and poems, which they will be expected to read and comment on. There will be at least one field trip. The class will conclude with a celebratory reading/showing of student work. Students will be required to keep a daily journal, and also to write in class. They will be asked to perfect and edit several of these pieces in place of a ten page paper, and to read from one or more of them at the final celebration.
Class Format: mornings
Requirements/Evaluation: daily journal and 2- to 3-page papers
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: random selection
Materials/Lab Fee: $80 plus cost of books
Distributions: (D2)
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  MW 10:00 am - 12:30 pm  Christian McEwen

ENVI 24 (W) Touring Black Religion in the 'New' South
Crosslistings: ENVI24 / AFR24 / REL24
Secondary Crosslistings

In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about "Negro culture in the South." Hurston's reply, without hesitation, was the central and gulf coast of Florida because she believed there, "it was possible for [her] to get a cross section of the Negro South in one state." Hurston traveled directly to Eatonville, the town she eventually claimed as her birth home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion. Taking Hurston's lead, this course will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique? To answer these questions, we will travel to Florida's west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the 'New South' including a small mainstream denominational church in Talleveast Florida; a Pentecostal-Holiness church in St. Petersburg, Florida; and a mega-church in Eaton, Florida. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. A 200-page course packet will contextualize the trip.

Class Format: travel
Requirements/Evaluation: based on an electronic field journal, participation in weekly colloquies, and an oral presentation
Prerequisites: none; not open to first-year students
Enrollment Limit: 8
Enrollment Preferences: majors and concentrators in Africana Studies, Religion, and Environmental Studies; students with a background in ethnographic methods; application essays and interviews
Materials/Lab Fee: cost to student: $3362
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01  TBA  Rhon S. Manigault-Bryant, James A. Manigault-Bryant

ENVI 25 (W) Sustainable Agriculture in California
Crosslistings: BIOL25 / ENVI25
Primary Crosslisting

This Winter Study Period course engages students with the diversity of agricultural practices in California on farms ranging from winter fruit and vegetable production, to orchards and vineyards, to livestock and dairy, to eggs along the Central Coast through hands-on experiences on a variety of farms. This is a Winter Study 2019 field course on Sustainable Agriculture in California, a field experience conducted primarily on-site for the month of January. For some participants, the WSP field course will segue from the seminar BIOL/ENVI 422--The Ecology of Sustainable Agriculture to be taught in Fall 2018 by H.W. Art. Preference for the WSP will be given to students who have previously taken BIOL 422. The WSP course will be limited to 8 students. This project is a replication of a WSP course HW Art taught in 2013 and again 2016, a travel WSP experiential course in which 7-8
students gained hands-on knowledge about agricultural systems by working on 8 farms and vineyards on the Central Coast of California. We concluded the month by participating in the Ecological Farming (EcoFarm) Conference. Sarah Gardner will be co-teaching the course with Prof. Art for pedagogical and practical reasons, including her experience in agriculture and her continuing this WSP periodically in the future. The learning-through-working experience is designed to both de-mystify and de-romanticize agriculture by having the students gain a fuller sense of the realities of producing food by working shoulder-to-shoulder with farmers and laborers. Art's previous experience is that the investments of time, labor, thought, and sweat by engaging in actual farming practice creates a depth of understanding not possible in the classroom. In addition to assigned texts, we also will be reading books individually and take turns reporting back to the group in the evenings, a bit like story-telling in the oral tradition. The final product will be a collaborative journal written by the class.

Class Format: travel

Requirements/Evaluation: 10-page paper; synthetic journal of field experiences to be produced by the group

Prerequisites: none, but see preferences for over-enrollment; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: preference to senior Biology and Environmental Studies majors/concentrators who have taken The Ecology of Sustainable Agriculture and/or other food and agriculture courses; then by essay

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Henry W. Art, Sarah Gardner

ENVI 26 (W) Material Culture and Craft of 19th Century Coastal New England

Crosslistings: ENVI26 / MAST25

Secondary Crosslisting

The goal in this course is to provide an opportunity for students to develop an intimate understanding of 19th century Mystic through lived experience. To appreciate a culture or a community so different from what we live and experience today, you must also understand the ways in which its residents shaped their world, specifically, the crafts they plied. There are few opportunities in life when this understanding can be delivered through lived experience. This will be one of them. Taking advantage of the extraordinary resources of Williams-Mystic, the coastal and ocean studies campus of Williams College located at the Mystic Seaport in Mystic, CT, this winter-study course, taught at Williams-Mystic, aims to: 1) provide rich hands-on participatory experiences that authentically mirror 19th century maritime craft and culture; and 2) offers learners a rare opportunity to delve deeply into the mindset of 19th century maritime culture by creating an authentic artifact that reflects understanding of the values and mores of this time period. There will be a number of instructors; including instructors employed by the Mystic Seaport in who specialize in chanteys, shipsmithing, ship Carving, scrimshaw, canvasworks, and boatbuilding.

Class Format: Williams-Mystic

Requirements/Evaluation: performance-based evaluation using exemplars, experts and authentic audience; final paper or project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: by application

Materials/Lab Fee: $1,500

Attributes: EXPE Experiential Education Courses

Winter 2019
TVL Section: 01 Cancelled

ENVI 31 (W) Senior Research and Thesis: Environmental Studies

To be taken by students registered for Environmental Studies 493-494.

Class Format: thesis

Distributions: (D2)
ENVI 99 (W) Independent Study: Environmental Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D2)

ENVI 100 (S) Introduction to Weather and Climate

Crosslistings: GEOS100 / ENVI100

Secondary Crosslisting

How is it that we have such a hard time predicting if it’s going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we’ll look at longer time scales to develop a basic understanding of earth’s climate, global heat and moisture transport, climate change, and the ways that oceans and glaciers interact with the climate. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and learning how to run a climate model on a computer.

Class Format: lecture

Requirements/Evaluation: class participation, labs, one midterm and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-years and sophomores

Expected Class Size: 40

Distributions: (D3)

Attributes: EXPE Experiential Education Courses

ENVI 101 (F) Nature and Society: An Introduction to Environmental Studies

Environment and society interact on scales from the local to the global. This course explores these interactions and introduces students to the interdisciplinary methods of environmental studies. We will investigate the historical development of environmental problems -- including pollution, land grabbing, and species extinction -- and their possible solutions. We will survey policy-making and activism in a variety of contexts and will examine art, literature, film, music, maps, advertisements, and other cultural objects. Throughout the course, we will ask how unequal distributions of power affect people and environments. Case studies, readings, discussions, and field exercises will help students develop their understanding how natural systems influence and are influenced by human activities.
Class Format: lecture/discussion
Requirements/Evaluation: participation, in-class exercises, several shorter writing assignments, and a final exam
Prerequisites: none
Enrollment Limit: 35
Expected Class Size: 35
Department Notes: required course for the Environmental Studies major and concentration
Distributions: (D2)
Attributes: AMST Space and Place Electives; ENVI Core Courses; GBST Urbanizing World Electives; SCST Elective Courses

Fall 2018
LEC Section: A1 T 1:10 pm - 2:25 pm Pia M. Kohler
CON Section: A2 F 1:10 pm - 2:25 pm Pia M. Kohler
CON Section: A3 F 2:35 pm - 3:50 pm Pia M. Kohler
LEC Section: B1 TR 8:30 am - 9:45 am Laura J. Martin

ENVI 102 (S) Introduction to Environmental Science
Environmental Science is the study of how the global earth system functions within the context of its four distinct yet interconnected "spheres," the geosphere, atmosphere, hydrosphere, and biosphere. This course introduces students to scientific methods from physics, chemistry, geology and biology that are applied to understanding both how these spheres interact and how we as scientists can interpret and assess human impacts. Discussions are accompanied by in-depth examinations of real-world case studies at the local and global scale. Topics may include: anthropogenic carbon dioxide, the ozone hole, groundwater contamination, resource sustainability, and loss of biodiversity. In weekly fieldwork and laboratory sessions students collect and analyze environmental samples, and interpret and write about these datasets. In addition to these group projects, students design, complete and present independent projects on a topic of their choice.

Class Format: two 75-minute lecture/discussion sessions, and one 3-hour field/laboratory session each week
Requirements/Evaluation: quizzes/exam, lab reports, independent project and presentation, participation in discussions
Prerequisites: none; no seniors without permission of the instructors
Enrollment Limit: 32
Enrollment Preferences: first-year students
Expected Class Size: 32
Department Notes: required course for Environmental Studies major and concentration
Distributions: (D3)
Attributes: ENVI Core Courses; EXPE Experiential Education Courses

Spring 2019
LEC Section: 01 TR 8:30 am - 9:45 am Mea S. Cook, Anthony J. Carrasquillo
LAB Section: 02 T 1:00 pm - 4:00 pm Mea S. Cook
LAB Section: 03 W 1:00 pm - 4:00 pm Anthony J. Carrasquillo

ENVI 103 (F) Global Warming and Environmental Change
Crosslistings: ENVI103 / GEOS103
Secondary Crosslisting
Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape the Earth’s surface are tied to temperature and precipitation, and as those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where we call home. Our ability to cope with the changes also depends are where we are, with low-income nations the least able to implement costly adaptive strategies. In this course, we will take a tour of the planet, investigating how climate change is altering landscapes and the natural processes that support them. Ultimately, we will develop an
understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as freshwater and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate.

**Class Format:** lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/occasional field trips

**Requirements/Evaluation:** evaluation based on written reports from laboratories, class participation, weekly quizzes, a midterm and final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 48

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EXPE Experiential Education Courses; SCST Related Courses

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**Fall 2018**

**LEC Section:** 01  MWF 11:00 am - 11:50 am  José A. Constantine

**LAB Section:** 02  M 1:00 pm - 3:00 pm  José A. Constantine

**LAB Section:** 03  W 1:00 pm - 3:00 pm  José A. Constantine

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**ENVI 104 (S) Oceanography**

**Crosslistings:** MAST104 / ENVI104 / GEOS104

**Secondary Crosslisting**

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.

**Class Format:** lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip

**Requirements/Evaluation:** evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 48

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EXPE Experiential Education Courses

**Not offered current academic year**

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**ENVI 105 (F) The Co-Evolution of Earth and Life**

**Crosslistings:** GEOS101 / ENVI105

**Secondary Crosslisting**

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence
biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States.

Class Format: lecture; one laboratory per week plus one all-day field trip

Requirements/Evaluation: evaluation will be based on lab work, short quizzes, midterms, an independent project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: underclassmen

Expected Class Size: 30

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Fall 2018

LEC Section: 01 MWF 10:00 am - 10:50 am Phoebe A. Cohen

LAB Section: 02 M 1:00 pm - 3:00 pm Phoebe A. Cohen

LAB Section: 03 T 1:00 pm - 3:00 pm Phoebe A. Cohen

ENVI 108 (F) Energy Science and Technology (QFR)

Crosslistings: ENVI108 / PHYS108

Secondary Crosslisting

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: lecture twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

Requirements/Evaluation: evaluation will be based on weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 20

Expected Class Size: 20

Distributions: (D3) (QFR)

Attributes: ENVI Natural World Electives; SCST Related Courses

Fall 2018

LEC Section: 01 MR 1:10 pm - 2:25 pm Kevin M. Jones

ENVI 110 (S) The Anthropocene: Nature and Culture in the Human Age (WI)

In 2016, a group of scientists appointed by the International Commission on Stratigraphy, the body that keeps the official timetable of earth's history, argued that the planet has entered a new age known as the Anthropocene. Their questions were epochal: Has humanity become a geological force as powerful as those that have shaped the planet's deep past, such as ice sheets and asteroids? Have we truly entered "the human age," and if so, when did it begin and what does it all mean? This course will ask how researchers from different fields have sought to answer these questions. Just as important, it will ask how they became questions in the first place. Where did the idea of the Anthropocene come from? What are its social, political, and ethical implications? How have we arrived at this new understanding of our planet and ourselves? And what can this major intellectual shift—a shift that has already begun to send waves far beyond the academy into the worlds of art, literature, politics, and religion—tell us about the construction of environmental knowledge in the twenty-first century? Readings will come primarily from the environmental social sciences and humanities, including
works by nineteenth and early twentieth-century environmental thinkers, but will be supplemented with material from the natural and environmental sciences. Topics will include climate change, mass extinction, urbanization, and deforestation. Our focus throughout will remain on ways of knowing, imagining, and representing global environmental change in an era of ever-expanding human influence.

**Class Format:** tutorial

**Requirements/Evaluation:** each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives;

Not offered current academic year

### ENVI 134 (S) The Tropics: Biology and Social Issues

**Crosslistings:** BIOL134 / ENVI134

**Secondary Crosslisting**

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses on specifically on the peoples and cultures of tropical regions in Africa, Asia, Latin America, Oceanea, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment.

**Class Format:** lecture/debate, three hours per week

**Requirements/Evaluation:** evaluation will be based on two hour exams, a short paper, panel preparation, and a final exam

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 60

**Enrollment Preferences:** seniors, juniors, sophomores, and first-year students--in that order

**Expected Class Size:** 60

**Department Notes:** does not count for major credit in Biology; does not satisfy the distribution requirement in the Biology major

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EVST Living Systems Courses; GBST African Studies Electives; PHLH Biomedical Determinants of Health; SCST Elective Courses

Not offered current academic year

### ENVI 203 (F) Ecology (QFR)

**Crosslistings:** BIOL203 / ENVI203

**Secondary Crosslisting**

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).
Class Format: lecture/laboratory, six hours per week
Requirements/Evaluation: evaluation will be based on problem sets, lab reports, hour exams, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor
Enrollment Limit: none
Expected Class Size: 35
Department Notes: satisfies the living system course requirement for the major in Environmental Studies; satisfies the distribution requirement in the Biology major
Distributions: (D3) (QFR)
Attributes: ENVI Natural World Electives; EVST Environmental Science; EVST Living Systems Courses;

Fall 2018
LEC Section: 01 MWF 10:00 am - 10:50 am Ron D. Bassar
LAB Section: 02 T 1:00 pm - 4:00 pm Ron D. Bassar
LAB Section: 03 W 1:00 pm - 4:00 pm Ron D. Bassar

ENVI 205 (F) Geomorphology
Crosslistings: GEOS201 / ENVI205
Secondary Crosslisting

Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. We emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on geomorphic processes is strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction - planned or unplanned-- with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and imagery.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains
Requirements/Evaluation: evaluation will be based on two hour exams, a project, lab work and class participation
Prerequisites: any 100-level GEOS course or permission of instructor
Enrollment Limit: 18
Expected Class Size: 15
Distributions: (D3)
Attributes: AMST Space and Place Electives; ENVI Natural World Electives; EVST Environmental Science; EXPE Experiential Education Courses

Fall 2018
LEC Section: 01 TR 11:20 am - 12:35 pm José A. Constantine
LAB Section: 02 R 1:00 pm - 4:00 pm José A. Constantine

ENVI 207 (F) Earth Resources
Crosslistings: ENVI207 / GEOS205
Secondary Crosslisting

The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging--all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding Earth's resources increases. Finding new deposits and managing those we
have requires insight into the geology that underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses.

**Class Format:** lecture

**Requirements/Evaluation:** one hour exam, a final exam, lab exercises, and class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** one 100-level GEOS course or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** sophomores and Geosciences majors

**Expected Class Size:** 18

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives

*Not offered current academic year*

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**ENVI 208 (S) Saharan Imaginations** (DPE) (WI)

*Crosslistings: COMP234 / ARAB209 / ENVI208*

**Secondary Crosslisting**

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

**Class Format:** seminar

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors and certificate students

**Expected Class Size:** 15

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

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**ENVI 211 (F) Race and the Environment**

*Crosslistings: AFR211 / SOC211 / AMST211 / ENVI211*

**Secondary Crosslisting**

In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and
climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions--like literature, film, and music--to understand how people of color respond to environmental injustice and imagine the natural world.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20

**Distributions:** (D2)

**Attributes:** AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; PHLH Nutrition, Food Security + Environmental Health; PHLH Social Determinants of Health

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**ENVI 213 (S) Introduction to Environmental and Natural Resource Economics** (QFR)

**Crosslistings:** ECON213 / ENVI213

**Secondary Crosslisting**

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.

**Class Format:** lecture

**Requirements/Evaluation:** problem sets, short essays, paper(s); exam(s) are possible

**Prerequisites:** ECON 110

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 30

**Department Notes:** this course will count toward both the Environmental Studies major and concentration

**Distributions:** (D2) (QFR)

**Attributes:** ENVI Environmental Policy; POEC Comparative POEC/Public Policy Courses;

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**ENVI 214 (S) Mastering GIS**

**Crosslistings:** GEOS214 / ENVI214

**Secondary Crosslisting**

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field
data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

**Class Format:** lecture, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** based on weekly lab exercises, weekly quizzes, a research project, and a midterm and final exam

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** at least one introductory course in BIOL, ENVI, or GEOS

**Enrollment Limit:** 20

**Enrollment Preferences:** Geosciences and Biology majors and Environmental Studies majors and concentrators

**Expected Class Size:** 20

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EVST Methods Courses; EXPE Experiential Education Courses

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**ENVI 215 (F) Climate Changes**

Crosslistings: GEOS215 / ENVI215

**Secondary Crosslisting**

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change.

**Class Format:** lecture, three hours per week; one three-hour lab per week

**Requirements/Evaluation:** evaluation will be based on lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

**Prerequisites:** 100-level course in GEOS, CHEM, or PHYS or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Geosciences majors

**Expected Class Size:** 14

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EVST Environmental Science; EXPE Experiential Education Courses; MAST Interdepartmental Electives; SCST Related Courses

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**ENVI 216 (S) Philosophy of Animals**

Crosslistings: ENVI216 / PHIL216

**Secondary Crosslisting**
Animals are and always have been part of human life. To name just a few: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, *what are animals such that they can be all these things?* In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will to fuse a rigorous scientific perspective with more humanistic themes and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

**Class Format:** seminar

**Requirements/Evaluation:** four 4- to 5-page papers and one 10- to 12-page final paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students with at least one previous philosophy course; there is no need to email the professor in advance to indicate interest in the course

**Expected Class Size:** 19

**Department Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

**Distributions:** (D2) (WI)

**Attributes:** COGS Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses;

*Not offered current academic year*

**ENVI 217 (F) Landscape, Place and Power**

Crosslistings: AMST216 / ENVI217

**Primary Crosslisting**

How does culture shape the way we imagine, use, and experience the physical environment, and how does the physical environment shape culture in turn? What can landscapes tell us about the values, beliefs, and ideas of the people who make them? What is the relationship between place and social power? This course will explore the various ways in which scholars from a broad range of disciplines have sought to answer these questions by incorporating insights from social theory and cultural criticism. Focusing on studies of place and landscape in the Americas from the time of European colonization to the present, it will examine key works from fields such as cultural geography, environmental history, ecocriticism, environmental philosophy, and anthropology, and it will survey the major methodological and theoretical commitments that unite these fields.

**Class Format:** seminar

**Requirements/Evaluation:** three 5- to 7-page essays; several shorter writing assignments

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Distributions:** (D2)

**Attributes:** AMST Critical and Cultural Theory Electives; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; SCST Related Courses

*Fall 2018*

**SEM Section:** 01    TR 8:30 am - 9:45 am    Nicolas C. Howe

**ENVI 218 (S) "Ecologismo": Literature, Culture and the Environment in Latin America**  (DPE)

Crosslistings: ENVI218 / RLSP214

**Secondary Crosslisting**

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon...
in the early 20th century to contemporary global warming? How do the realities of Latin American societies--including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism--inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

**Class Format:** seminar

**Requirements/Evaluation:** brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** RLSP 105, placement exam results, or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish and Environmental Studies majors

**Expected Class Size:** 12

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"--economic, ecological, and cultural--informs Latin American responses to environmental degradation.

Spring 2019

SEM Section: 01  MWF 12:00 pm - 12:50 pm  Jennifer L. French

**ENVI 219 (S)  Evolution of and on Volcanic Islands  (WI)**

**Crosslistings:** ENVI219 / GEOS220

**Secondary Crosslisting**

Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics.

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation based on five written papers.

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** 100-level GEOS course or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** geosciences majors and students with a demonstrated interest in geosciences

**Expected Class Size:** 10

**Distributions:** (D3) (WI)

**Attributes:** ENVI Natural World Electives;

**Not offered current academic year**

**ENVI 220 (S)  Field Botany and Plant Natural History**

**Crosslistings:** BIOL220 / ENVI220

Not offered current academic year
Secondary Crosslisting

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. The "lectures," that are assigned as "homework" in this "flipped" course, focus on the evolution of the land plants, the most recent developments in plant systematics, characteristics of plant families, and cultural-economic uses of plants, especially native species. The in-class session will be organized as workshops with short quizzes and hands-on explorations of plant materials. The labs cover field identification, natural history, and ecology of local species.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on quizzes, exams, field quizzes, field notebook and a class project.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Extra Info 2: "flipped" lectures and homework

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: seniors, Biology majors, and Environmental Studies majors & concentrators

Expected Class Size: 25

Department Notes: satisfies the distribution requirement in the Biology major

Distributions: (D3)

Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses; PHLH Nutrition, Food Security + Environmental Health

Spring 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Henry W. Art
LAB Section: 02 T 1:00 pm - 4:00 pm Henry W. Art
LAB Section: 03 W 1:00 pm - 4:00 pm Henry W. Art

ENVI 221 (F) Introduction to Urban Studies: Shaping and Living the City

Crosslistings: LATS220 / AMST221 / ENVI221

Secondary Crosslisting

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first and second year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; ASAM Related Courses; ENVI Humanities, Arts + Social Science Electives; EXPE Experiential Education Courses; GBST Urbanizing World Electives; LATS Core Electives

Not offered current academic year
Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process.

Class Format: tutorial
Requirements/Evaluation: weekly papers and a final oral presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: second-year students, Geosciences and Environmental Studies third- and fourth-year students
Expected Class Size: 10
Distributions: (D3) (WI)
Distribution Notes: WI: This course will involve significant writing in terms of weekly assignments.
Attributes: EXPE Experiential Education Courses;

Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.

Class Format: lecture/class discussion
Requirements/Evaluation: midterm, final exam, paper, two quizzes
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 25
ENVI 225 (F) Sustainable Food & Agriculture (WI)

Crosslistings: ENVI225 / BIOL225

Secondary Crosslisting

A tutorial course investigating patterns, processes, and stability in human-dominated, food production systems. The course will examine sustainable food and agriculture from an ecological perspective. Topics will include: changes in diversity, concentration, and scale, flows of energy, circulation (or not) of fertilizer nutrients, carbon balances in soils, and stability of food production, processing, and distribution ecosystems. A day-long field experience will take place on a local farm.

Class Format: tutorial

Requirements/Evaluation: Evaluation will be based on writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 102 or ENVI 102

Enrollment Limit: 10

Enrollment Preferences: open to sophomores, juniors, and seniors, with preference given to sophomores over juniors and seniors.

Expected Class Size: 8

Department Notes: satisfies the distribution requirement in the Biology major, the Natural World distributional requirement of the Environmental Studies program

Distributions: (D2) (WI)

Distribution Notes: WI: Each student will write five papers that deal with questions requiring extensive reading of primary resources. Paper presentations will alternate with serving as a critic of other student papers. Students will be given the opportunity to revise and rewrite two of the five papers in the week following their tutorial presentation thereby being able to respond to the criticism and discussion of the tutorial group.

Attributes: ENVI Natural World Electives;

ENVI 228 (F) Water as a Scarce Resource (WI)

Crosslistings: ECON228 / ENVI228

Secondary Crosslisting

For a variety of reasons including environmental pollution, urbanization, changing agricultural techniques, resource mismanagement, and the consequences of climate change, water is becoming a scarce resource even in places where it was relatively plentiful in the past, and it is likely to become an increasingly scarce resource over the coming decades. In this course we will use basic economic models to consider policy issues relating to water: Is access to water a basic human right, and if so, what market and non-market mechanisms should play a role in water allocation? Does public ownership of water improve the way it is provided and used? Why do societies differ in their approaches to allocating water and are some systems better than others? What does it mean to have a property right to water? Could private property rights to water help address the water pollution problem? How can societies change their water-related property rights, regulations and social institutions when individuals have implicit or explicit rights to the institutional status quo? Who has the right to water that crosses international boundaries? How should societies allocate water across generations?

Class Format: tutorial, meeting with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (5 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers

Requirements/Evaluation: evaluation will be based on the quality of the papers and on the quality of the student's oral presentations and
ENVI 232 (S) The Garden in the Ancient World
Crosslistings: ENVI232 / REL235 / CLAS235 / COMP235

Secondary Crosslisting
Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

Class Format: seminar
Requirements/Evaluation: class participation, short written assignments, and a final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Classics majors
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under CLAS, COMP or ENVI; meets Division 2 requirement if registration is under REL

Spring 2019
SEM Section: 01    MR 1:10 pm - 2:25 pm     Nicole G. Brown

ENVI 234 (F) Economics of Developing Countries  (DPE)
Crosslistings: ENVI234 / ECON204

Secondary Crosslisting
The leaders of poor countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in poor countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: lecture/discussion
Requirements/Evaluation: short essays/assignments; exam; final group project, including a 15-page paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: GBST African Studies Electives; GBST Economic Development Studies Electives; POEC Comparative POEC/Public Policy Courses

Fall 2018

LEC Section: 01    MWF 8:30 am - 9:45 am    Steven E. Nafziger

ENVI 235 (S) Survival and Resistance: Environmental Political Theory (WI)

Crosslistings: ENVI235 / PSCI235

Secondary Crosslisting

Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have “rights”? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet's health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory’s traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Class Format: seminar

Requirements/Evaluation: formal and informal writing assignments and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years and sophomores

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives; ENVI Humanities, Arts + Social Science Electives; PHIL Related Courses; PSCI Political Theory Courses;

Spring 2019

SEM Section: 01    Cancelled

ENVI 236 (S) Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern

Crosslistings: ENVI236 / ARTH236 / CLAS236

Secondary Crosslisting

Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of the environment, and the capacity
of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides and Lucretius. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry;" Nietzsche, Birth of Tragedy, Mallermé, "L'Apres midi d'une faun," Aby Warburg, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

Class Format: seminar
Requirements/Evaluation: attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: first year graduate students, then second year graduate students, then advanced undergraduates
Expected Class Size: 12
Department Notes: pre-1600 undergraduate requirement
Distributions: (D1)
Attributes: ARTH pre-1600 Courses;
Not offered current academic year

ENVI 238 (F) Sustainable Economic Growth

Crosslistings: ENVI238 / ECON238

Secondary Crosslisting

Is it possible to have infinite economic growth on a finite planet? This question has sparked a great deal of inquiry across the social sciences. Some argue that we need to slow or even end economic growth to prevent environmental catastrophe. Others argue that market forces, especially changing prices and improved technology, will ensure that growth can continue unabated without significant negative consequences. Still others argue that government intervention is necessary to limit negative consequences of economic progress, but that effective interventions are still compatible with sustained economic growth. In this class, we will explore the insights that economics has to offer on this important question. We will start by considering the importance of finite inputs used in production, including fossil fuels, minerals, land, water and food, among others. Then, we will consider whether undesirable byproducts of economic growth will prevent sustained growth. This second part of class will place a lot of emphasis on climate change, but we will also discuss other forms of environmental degradation. Throughout the class, we will pay special attention to the role that government intervention can or cannot play in promoting sustainable economic growth. This class will reinforce core economic concepts taught in introductory microeconomics and introductory macroeconomics.

Class Format: lecture
Requirements/Evaluation: midterms exams, final exam, problem sets, short writing assignments, class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 110 and ECON 120
Enrollment Limit: 30
Enrollment Preferences: potential or declared social science majors
Expected Class Size: 20
Distributions: (D2)
Attributes: ENVI Environmental Policy; POEC Comparative POEC/Public Policy Courses

Fall 2018
LEC Section: 01    TR 9:55 am - 11:10 am     Gregory P. Casey
ENVI 240 (F) Conservation and Climate Change  (WI)
What does climate change mean for the future of Earth's 8.7 million-or-so species? This tutorial introduces students to an emerging literature on how climate change alters the distributions, behaviors, and interactions of plant and animal species. In it we will pay close attention to how to read a scientific paper and how to write about science from the discipline of environmental studies. Some of the questions we will consider include: How is scientific knowledge produced? What might the biotic world look like in 10, 100, and 1000 years? How are conservation and restoration practitioners responding to climate change? To what extent can local environmental management alter global trends?

Class Format: tutorial

Requirements/Evaluation: one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI101 or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: WI: Tutorial format

Attributes: ENVI Humanities, Arts + Social Science Electives; ENVI Natural World Electives; SCST Related Courses;

Fall 2018
TUT Section: T1    TBA     Laura J. Martin

ENVI 242 (S) The Country and the City in the Classical World
Crosslistings: ANTH242 / CLAS242 / ENVI242

Secondary Crosslisting
A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals--as well as artistic, literary, and architectural forms--associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside not just as places, but also as states of mind. All readings are in translation.

Class Format: seminar

Requirements/Evaluation: informed participation, two short papers (2-5 pages), final paper (8-10 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none, although prior knowledge of the ancient world will be useful

Enrollment Limit: 25

Enrollment Preferences: declared and intending majors in Classics and Environmental Studies

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under CLAS or ENVI; meets Division 2 requirement if registration is under ANTH

Not offered current academic year

ENVI 243 (F) Reimagining Rivers
Crosslistings: ENVI243 / ANTH243

Primary Crosslisting
Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources
of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including climate change, pollution, unsustainable agriculture, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and cultural identities far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Combining approaches from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, legal texts, and more.

**Class Format:** seminar

**Requirements/Evaluation:** three 5- to 7-page papers and several short response papers

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 19

**Distributions:** (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

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Fall 2018

**SEM Section:** 01  MR 1:10 pm - 2:25 pm  Nicolas C. Howe

ENVI 244 (S)  Environmental Ethics  (WI)

Crosslistings: PHIL244 / ENVI244

**Primary Crosslisting**

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

**Class Format:** tutorial

**Requirements/Evaluation:** one 5- to 7-page essay every other week (6 in all) and carefully prepared oral responses to partners’ essays in alternate weeks; evaluation will be based on essays, oral critiques, and quality of discussion

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ENVI 101 or one course in PHIL

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Department Notes:** meets Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WI)

**Attributes:** ENVI Environmental Policy; EVST Culture/Humanities; PHIL Contemporary Value Theory Courses; SCST Elective Courses;

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Spring 2019

**TUT Section:** T1  TBA  Julie A. Pedroni

ENVI 247 (S)  Race and Religion in the American West

Crosslistings: ENVI247 / LATS247 / REL247 / AMST247
From the "Land of Enchantment" of New Mexico in the far reaches of the desert to the sacred temples on the West Coast that overlook Pacific Ocean, this course examines the peoples and the "sacroscapes" of the American West. Historian Patricia Limerick regards this region as an extraordinary site of convergence and one of "the greatest meeting places on the planet." The region is a site of cultural complexity where Penitentes maintained a sacred order, Pentecostals attracted a global audience, Native Americans forged legal/protected definitions of "religion," and Asian immigrants built the first Buddhist and Sikh temples. Until recently, standard surveys of religious history in North America have devoted minimal attention to the distinctive role of religion in the American West. They have focused on religious history in the flow of events westward from the Plymouth Rock landing and Puritan establishment while generally overlooking the Pueblo Revolt in modern-day New Mexico which occurred in that same century and marked the temporary suspension of Spanish encroachment. How do scholars of religion and history account for these renditions between the past and present? Most mainstream religious histories treat religious experience and identity in the U.S. West as additive rather than complementary to or constitutive of its mainstream narratives. Contemporary historians of religion note the need for new "sights," "cites," and "sites" in order to deconstruct and reconstruct this incomplete meta-narrative, taking into account such factors as migration, gender, region, and the environment.

**Class Format:** seminar/discussion

**Requirements/Evaluation:** student participation, weekly reflection papers (up to half page), midterm primary source paper (up to 5 pages), and a final research paper on Religion and the Environment (8-10 page paper with a media/visual component)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Extra Info 2:** course is part of the 2016-17 Climate Change Initiative

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** none

**Department Notes:** religion: Elective Course

**Distributions:** (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; ENVI Humanities, Arts + Social Science Electives; LATS Comparative Race + Ethnic Studies Electives

**Not offered current academic year**

**ENVI 248 (S) "Our Response Will Define Our Future": Climate Change Policy Analysis (WI)**

In 2014, UN Secretary General Ban Ki-moon declared: climate change is "the defining issue of our age. It is defining our present. Our response will define our future." In this tutorial, we will examine a broad range of proposed, and currently implemented, policy responses to this grand challenge. We will employ policy analysis to evaluate these strategies' effectiveness and viability. This tutorial will consider approaches at varied scales (ranging from university campuses to coordinated global action) and addressing different sectors (including transportation, energy generation, and food production).

**Class Format:** tutorial

**Requirements/Evaluation:** students alternate in preparing 5-7 page papers and 2 page responses (5 papers and 5 responses in total), final paper building on one of the 5-7 page papers

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** 1. first-year students 2. second-year students 3. Environmental studies concentrators and majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** ENVI Environmental Policy;

**Spring 2019**

TUT Section: T1 TBA Pia M. Kohler

**ENVI 250 (S) Environmental Justice (DPE)**
Crosslistings: ENVI250 / SCST250

Primary Crosslisting

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Class Format: seminar

Requirements/Evaluation: several short essays, final essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Laura J. Martin

ENVI 255 (F) Environmental Observation

Crosslistings: GEOS255 / ENVI255

Secondary Crosslisting

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, LIDAR/RADAR, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, biosphere, and erosion processes. Students will carry out a research project using observation techniques covered in class to explore a part of the local environment.

Class Format: lecture

Requirements/Evaluation: Labs, one midterm exam, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one prior course in GEOS or ENVI

Enrollment Limit: 10

Enrollment Preferences: sophomores

Expected Class Size: 10

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Fall 2018
ENVI 259 (S) New England Environmental History (WI)

Crosslistings: AMST259 / ENVI259 / HIST259

Primary Crosslisting

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) develop a research paper based on original archival research.

Class Format: seminar

Requirements/Evaluation: several short essays, final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

Distributions: (D2) (WI)

Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada;

Spring 2019

SEM Section: 01 TR 9:55 am - 11:10 am Laura J. Martin

ENVI 270 (S) Environmental Problems: Social Causes, Consequences, and Policy Solutions

This course will provide an overview of the social causes and consequences of environmental problems, especially within the US context. Special attention will be paid to the variety of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society and the private sector. We will examine different proposed solutions to environmental problems and models of environmental policy-making, including at the local, state and federal level. This course will focus on several case studies, including air and water pollution, agricultural runoff, climate change and endangered species protection.

Class Format: seminar

Requirements/Evaluation: participation, midterm, several smaller assignments, and a final project analyzing an environmental policy

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators, and Political Science majors

Expected Class Size: 15

Distributions: (D2)

Attributes: ENVI Environmental Policy; EVST Social Science/Policy

Not offered current academic year

ENVI 273 (F) Politics without Humans?

Crosslistings: SCST273 / PSCI273 / ENVI273

Secondary Crosslisting
Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.

Class Format: lecture/seminar

Requirements/Evaluation: class participation, three 6- to 8-page papers

Extra Info: please note that this is an introductory-level course with no prerequisites. First year students and those with no background in political theory are welcome, as are more experienced students

Prerequisites: none

Enrollment Limit: 35

Expected Class Size: 15

Distributions: (D2)

Attributes: AMST Critical and Cultural Theory Electives; ENVI Environmental Policy; PHIL Related Courses; PSCI Political Theory Courses

Fall 2018

LEC Section: 01     Cancelled

ENVI 283 (F) Dirty Politics: Regulating Hazardous Chemicals and Wastes

Crosslistings: ENVI283 / PSCI283

Primary Crosslisting

Since consumers were first introduced to the promise of "better living through chemistry," society has had to wrestle with the impacts, often far removed in place and time, resulting from a rapid proliferation of hazardous chemicals and wastes. Policy responses, be they at the local, national or global scale, are often limited to reactionary efforts to counter releases into the environment, are constrained by the prevalent use of the technologies in question, and further bring to the fore key challenges of environmental justice and risk management. How then are we to regulate DDT without adversely affecting our fight against mosquito-borne malaria? How might we preserve the ozone layer while still maintaining the benefits of food preservation through refrigeration? How can we reap the benefits of the electronic age without condoning the steady flow of electronic waste affecting workers' health and environments in developing countries? Emphasis will be placed on understanding the politics that bring about, and allow us to address, these problems. We will be examining in particular novel policy responses, including the US' revised legislation on chemicals passed in 2016 and citizen science initiatives such as those that brought attention to the crisis of lead-contaminated water in Flint, MI.

Class Format: seminar

Requirements/Evaluation: participation, several smaller assignments, and a final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators, and Political Science majors

Expected Class Size: 15

Distributions: (D2)

Attributes: AMST Space and Place Electives; ENVI Environmental Policy; EVST Social Science/Policy; PHIL Nutrition, Food Security + Environmental Health; POEC Comparative POEC/Public Policy Courses; PSCI Research Courses

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm     Pia M. Kohler

ENVI 285 (S) Writing About Science and Nature  (WI)
Crosslistings: ENGL286 / ENVI285

Over the last few decades, the nature of nature has changed and so, necessarily, has nature writing. In this course we will read essays and articles by some of the most innovative science and nature writers working today. Students will also produce their own work. The class will include workshop sessions and group discussions. There will be frequent short exercises and a long final project.

Class Format: seminar

Requirements/Evaluation: short writing exercises and a long final project

Prerequisites: ENVI 101 or 102

Enrollment Limit: 15

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 15

Distributions: (D1) (WI)

Attributes: ENVI Humanities, Arts + Social Science Electives; SCST Related Courses;

Not offered current academic year

ENVI 291 (S) Religion and the American Environmental Imagination  (WI)
Crosslistings: ENVI291 / REL291 / SOC291

Primary Crosslisting

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of ¿eco-spirituality¿ and popular ¿nature religion¿. Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present, taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?

Class Format: seminar

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives;

Not offered current academic year

ENVI 303 (S) Cultures of Climate Change  (WI)
Crosslistings: ENVI303 / SOC303

Primary Crosslisting

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a “problem” in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental
ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

**Class Format:** seminar

**Requirements/Evaluation:** a 15- to 18-page research paper and several shorter writing assignments

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

**Expected Class Size:** 19

**Distributions:** (D2) (WI)

**Attributes:** ENVI Humanities, Arts + Social Science Electives; SCST Related Courses;

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Spring 2019

SEM Section: 01    TR 11:20 am - 12:35 pm     Nicolas C. Howe

**ENVI 307 (F) Environmental Law**

Crosslistings: ENVI307 / PSCI317

**Primary Crosslisting**

We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today. Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship. By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats.

**Class Format:** seminar

**Requirements/Evaluation:** based on several short writing assignments, a term research project, and active participation in class.

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Department Notes:** satisfies the "Environmental Policy" requirement for the Environmental Studies concentration

**Distributions:** (D2)

**Attributes:** AMST Space and Place Electives; ENVI Environmental Policy; EVST Social Science/Policy; MAST Interdepartmental Electives; POEC U.S. Political Economy + Public Policy Course; SCST Elective Courses

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Fall 2018

LEC Section: 01    M 7:00 pm - 9:40 pm     David N. Cassuto

**ENVI 308 (S) Science and Politics in Environmental Decision Making**

This course explores the relationship between science and politics in environmental decision-making. How do legislators know when a species is endangered and warrants protection? What precautions should be applied in allowing genetically modified foods onto our plates? Can we, and should we, weigh the risks of malaria against the impacts of pesticides used to control those mosquitoes that transmit the disease? How has the global community come together to understand the risks from global climate change, and how has this understanding shaped our policy responses? What are some of the limits of science in shaping policy outcomes? In addressing these and other questions, we will pay particular attention to how power relations and existing institutions shape what knowledge, and whose knowledge, is taken on board in decision-making, be it at the local, national or global level. We will delve into how these dynamics shape policy outcomes and we will also examine novel approaches for incorporating the knowledge of traditionally disempowered groups, including indigenous and local communities.
Class Format: seminar
Requirements/Evaluation: participation, several smaller assignments, and a final project
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: environmental studies majors and concentrators, public health concentrators, and political science majors
Expected Class Size: 15
Attributes: ENVI Environmental Policy; PHLH Nutrition, Food Security + Environmental Health
Not offered current academic year

ENVI 312 (F) Communities and Ecosystems (QFR)
Crosslistings: BIOL302 / ENVI312
Secondary Crosslisting
An advanced ecology course that examines how species interact with each other and their environment with a focus on conservation implications. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments but will also include some laboratory microcosm experiments. The laboratory component of the course will culminate with a self-designed independent or group project.
Class Format: lecture / laboratory, six hours a week
Requirements/Evaluation: evaluation will be based on lab reports, a midterm exam, a term project presentation, and a final project paper
Prerequisites: BIOL/ENVI 203 or 220
Enrollment Limit: 28
Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators
Expected Class Size: 24
Department Notes: satisfies the distribution requirement in the Biology major
Distributions: (D3) (QFR)
Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses;
Not offered current academic year

ENVI 313 (S) Chicago
Crosslistings: LATS312 / AMST312 / ENVI313
Secondary Crosslisting
"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind room has been made for diversity--social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi-Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.
Class Format: discussion
Requirements/Evaluation: evaluation will be based on attendance and class participation, group presentations and discussions, 5 critical briefs (2-pages) and a book review essay (15 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221
ENVI 318 (F) California: Myths, Peoples, Places (WI)
Crosslistings: ENVI318 / LATS318 / REL318 / AMST318 / COMP328

Secondary Crosslisting
Crosslisting Between Paradise and Hell, between environmental disaster and agricultural wonderland, between Reagan and Berkeley, between a land of all nations and a land of multiracial enmity, a diversity of myths have been inscribed onto and pursued within the space we call California. How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as “sprawling multicultural dystopia,” and California as “west of the west.”

Class Format: seminar

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 15

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; GBST Urbanizing World Electives; LATS Core Electives;

Not offered current academic year

ENVI 322 (F) Trash
Crosslistings: GBST322 / ANTH322 / ENVI322

Secondary Crosslisting
What is waste? What is filth? Why do titles or categories of sanitation workers--“garbage man,” for instance--bear such charged social and sometimes moral significance in many societies? In this seminar we will critically examine the production of waste and its role in the production of value, meaning, hierarchy, and the environment. Readings will be of three types. First we will consider theoretical inquiries into the relations between filth and culture. Second, we will examine studies of the political and environmental consequences of systems of waste management historically and in the present, with a focus on South Asia and the United States. Third, we will read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Dhaka and Delhi, Chicago and New York. There is also a fieldwork component to this class. In groups, students will conduct ethnographic micro-studies of elements of the systems of waste production and management in Berkshire County (e.g., cafeterias, retail outlets, homes, dorms, recycling facilities, sewage treatment plants). Students will post field notes to a class blog, and each group will present its findings in the form of a short film, multimedia presentation, or paper.

Class Format: lecture/discussion

Requirements/Evaluation: regular posting of critical response papers and an ethnographic final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 15

Distributions: (D2)
Enrollment Preferences: seniors and juniors

Expected Class Size: 20

Distributions: (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 324 (S)  Corals and Sea Level
Crosslistings: GEOS324 / MAST324 / ENVI324

Secondary Crosslisting

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

Class Format: lecture/laboratory

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Spring 2019

LEC Section: 01   TR 11:20 am - 12:35 pm   Mea S. Cook

LAB Section: 02   R 1:00 pm - 4:00 pm   Mea S. Cook

ENVI 328 (F)  Global Environmental Politics  (WI)
Crosslistings: ENVI328 / PSCI328

Primary Crosslisting

This seminar draws on the last five decades of international efforts to regulate the environmental commons. The process of negotiating and implementing international environmental treaties will be a core focus of the course, yet emphasis will also be placed on emerging non-state means of addressing global environmental challenges. A variety of challenges faced in global environmental policymaking (compliance, participation by civil society and industry, incorporation of science, efficiency.) will be examined through the study of several international regimes, including on climate change, endangered species, biodiversity, biosafety and mercury pollution.

Class Format: seminar

Requirements/Evaluation: participation; several shorter writing assignments; and a research paper to be completed in stages over the course of the semester

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19
**ENVI 329 (S) Our Planet’s Plastic Plight**

#stopsucking, #gotopless, #foodinthenude: these rallying calls to rethinkplastic and ban plastic straws, coffee cups, and excessive food packaging are just the latest consumer-driven campaigns to combat the scourge of plastic proliferation. Indeed, over the past century, plastic has become ubiquitous in our societies. Durability, affordability and versatility, the very characteristics that explain this success, have heightened the pollution challenge we face today. Yet, we also rely on plastic for a variety of life-saving devices and implements. In this course, we will examine the chemistry and history of plastic and understand how its uses have impacted diverse systems including our oceans. As we undertake this semester-long lifecycle analysis of plastic in our daily lives, we will explore how additives, often toxic, complicate efforts to recycle plastic goods. We will also study international flows of this material, notably following China’s decision in 2017 to constrain its imports of plastics for recycling. Finally, we will evaluate novel efforts to regulate plastic from the local to the global scale.

**Class Format:** seminar

**Requirements/Evaluation:** participation, several small assignments, multi-part project setting out action plan to address a particular aspect of plastic pollution

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Environmental Studies majors, Public Health concentrators

**Expected Class Size:** 15

**Distribution Notes:** No Divisional Credit

**Attributes:** ENVI Environmental Policy

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**ENVI 339 (F) Conservation Biology (QFR)**

Crosslistings: BIOL329 / ENVI339

**Secondary Crosslisting**

Conservation biology is an interdisciplinary field that develops scientific and technical means for the protection, maintenance, and restoration of diversity at all levels of biological organization. This course provides an overview of the discipline including the causes and consequences of biodiversity loss as well as approaches and strategies used to combat biodiversity threats such climate change, habitat fragmentation, and invasive species. Particular emphasis is placed on the ecological dimension of conservation and the application of biological principles (derived from physiological and behavioral ecology, population genetics, population ecology, community ecology, and systematics) to the conservation of biodiversity. The course combines lectures, readings, in-class discussion, and a laboratory that includes both field and lab projects.

**Class Format:** lecture and discussion three hours per week; lab three hours per week

**Requirements/Evaluation:** lab assignments, two exams, and discussion participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** BIOL 203, or BIOL 202, or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** biology majors, seniors, and juniors

**Expected Class Size:** 24

**Department Notes:** satisfies the distribution requirement for the Biology major
Distributions: (D3) (QFR)

Distribution Notes: QFR: This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures, mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.

Attributes: ENVI Natural World Electives;

Fall 2018
LEC Section: 01    TR 11:20 am - 12:35 pm     Sonya K. Auer
LAB Section: 02    M 1:00 pm - 4:00 pm     Sonya K. Auer
LAB Section: 03    W 1:00 pm - 4:00 pm     Sonya K. Auer

ENVI 341 (S) Toxicology and Cancer
Crosslistings: CHEM341 / ENVI341

Secondary Crosslisting
What is a poison and what makes it poisonous? Paracelcus commented in 1537: “What is not a poison? All things are poisons (and nothing is without poison). The dose alone keeps a thing from being a poison.” Is the picture really this bleak; is modern technology-based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons?

This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair.

Class Format: lecture, three times per week
Requirements/Evaluation: evaluation is based on two hour tests, a class presentation and paper, participation in discussion sessions, a self-exploration of the current toxicological literature, and a final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: CHEM 156; may be taken concurrently with CHEM 251/255; a basic understanding of organic chemistry
Enrollment Limit: 30
Expected Class Size: 24
Department Notes: satisfies the Natural World requirement for the Environmental studies concentration
Distributions: (D3)
Attributes: BIMO Interdepartmental Electives; ENVI Natural World Electives; PHLH Biomedical Determinants of Health

Not offered current academic year

ENVI 346 (F) Environmental Psychology
Crosslistings: ENVI346 / PSYC346

Secondary Crosslisting
This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans’ disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding proenvironmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.

Class Format: seminar
Requirements/Evaluation: a series of papers, two essay exams, written and oral reports of research
Prerequisites: PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.
Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Environmental Studies concentrators

Expected Class Size: 16

Distributions: (D2)

Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; PSYC Area 4 - Social Psychology

Not offered current academic year

ENVI 351 (F) Marine Policy

Crosslistings: ENVI351 / PSCI319 / MAST351

Secondary Crosslisting

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Extra Info: offered only at Mystic Seaport

Department Notes: satisfies the Environmental Policy requirement for the Environmental studies concentration

Distributions: (D2)

Attributes: ENVI Environmental Policy; EXPE Experiential Education Courses; POEC International Political Economy Courses

Fall 2018
LEC Section: 01 TBA Catherine Robinson Hall

Spring 2019
LEC Section: 01 TBA Catherine Robinson Hall

ENVI 352 (S) After Nature: Writing About Science and The Environment (W)

Crosslistings: ENGL351 / ENVI352

Primary Crosslisting

Over the last few decades, the nature of nature has changed and so, by necessity, has nature writing. In this course we will read some of the classic works of nature writing as well as essays and articles by contemporary authors. The emphasis will be on producing our own work. The class will include workshop sessions and group discussions. There will be frequent short exercises and a long final project.

Class Format: seminar

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 101 or 102 suggested

Enrollment Limit: 15

Enrollment Preferences: Environmental Studies majors

Expected Class Size: 15

Distributions: (D1) (W)

Not offered current academic year

ENVI 364 (S) Instrumental Methods of Analysis

Crosslistings: ENVI364 / CHEM364

Secondary Crosslisting

This course provides the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental
chemical phenomena and to the measurement of certain atomic and molecular parameters. Student will gain knowledge and understanding of the
theory and practical use of a variety of instrumental techniques; including, but not limited to, chromatography, mass spectrometry, thermal methods,
electroanalytical techniques, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies,
with examples drawn from the current literature. Analytical chemical and instrumental techniques will be developed in the lecture and extensively
applied within the laboratory. These skills are useful in a wide variety of scientific areas. Through exploration of primary literature and review articles
we will discuss recent developments in instrumental methods and advances in the approaches used to address modern analytical questions.

Class Format: lecture, three hours per week; laboratory, four hours per week

Requirements/Evaluation: evaluation is based on class participation, 2 exams, problem sets, oral presentations and discussions of selected topics,
laboratory work, and an independent project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

Enrollment Limit: 12

Expected Class Size: 12

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives; ENVI Natural World Electives; EVST Methods Courses; MTSC Courses

Spring 2019

LEC Section: 01    TR 8:30 am - 9:45 am    Lee Y. Park
LAB Section: 02    M 1:00 pm - 5:00 pm    Anthony J. Carrasquillo
LAB Section: 03    T 1:00 pm - 5:00 pm    Nathan Cook

ENVI 368 (F) Technology and Modern Society

Crosslistings: ENVI368 / SOC368

Secondary Crosslisting

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in
various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a
defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to
improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity,
technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus
on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on
community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also
examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology
as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Class Format: seminar

Requirements/Evaluation: two short papers, a midterm exam, and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

Distributions: (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives; FMST Related Courses; HSCI Interdepartmental Electives; SCST Elective Courses

Not offered current academic year

ENVI 376 (S) Economics of Environmental Behavior  (QFR)

Crosslistings: ENVI376 / ECON477
Secondary Crosslisting

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

Class Format: seminar

Requirements/Evaluation: short essays and empirical exercises, class participation, oral presentation(s), and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 15

Distributions: (D2) (QFR)

Attributes: MAST Interdepartmental Electives; POEC Comparative POEC/Public Policy Courses;

Spring 2019

SEM Section: 01    MWF 8:30 am - 9:45 am    Sarah A. Jacobson

ENVI 378 (F) Nature/Writing

Crosslistings: ENGL378 / ENVI378

Secondary Crosslisting

What do we mean by "nature"? How do we understand the relationships between "nature" and "culture"? In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

Class Format: discussion/seminar

Requirements/Evaluation: two 10-page papers, regular class attendance, and participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors and Environmental Studies concentrators

Expected Class Size: 20

Distributions: (D1)

Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 386 (S) Environmental and Natural Resource Policy (QFR)

Crosslistings: ENVI386 / ECON518 / ECON386

Secondary Crosslisting

Economic activity often damages the environment significantly, especially in developing countries. Firms may clear-cut valuable forests, while consumers may drive high-pollution vehicles with little thought for the environmental consequences. Economists have proposed a variety of policy remedies, from pollution taxes to tradable permit schemes and restrictions on the quantity of pollution. This course first examines the relative merits of these policies from a theoretical perspective. When pollution damage is uncertain, is it better to use a pollution tax or a quantity restriction? Is it worse to set a pollution tax too high than to set it too low? It then proceeds to the practical issues that attend policy implementation, particularly where state capacity is limited. What is the best policy when inspectors can be threatened or bribed? When resource extraction is hard to monitor? Case studies will likely include policies aimed at deforestation, mineral ownership and extraction, particulate air pollution from industry and transportation, and carbon emissions from electricity generation. In evaluating policies we will think about both efficiency and the distribution of costs and benefits. (What if environmental regulation only benefits the wealthiest people in a country?) We will also examine the environmental consequences of policies aimed at
other problems, like poverty and low education.

Class Format: seminar

Requirements/Evaluation: problem sets, paper, brief presentation, a midterm, and a final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 25

Enrollment Preferences: senior Economic majors and CDE fellows

Expected Class Size: 20

Department Notes: satisfies the Environmental Policy requirement for the Environmental studies concentration

Distributions: (D2) (QFR)

Attributes: ENVI Environmental Policy; MAST Interdepartmental Electives; POEC Comparative POEC/Public Policy Courses;

Not offered current academic year

ENVI 387 (S) Economics of Climate Change (QFR)
Crosslistings: ECON387 / ECON522 / ENVI387

Secondary Crosslisting

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration in both poor and wealthy countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China's pilot cap-and-trade programs, the EU ETS, and the US Clean Power Plan. We will pay particular attention to the political economy of regulation and ways in which policy results have departed from theoretical predictions. Throughout the course we will discuss the limits of the economic approach to climate change, pointing out questions on which economic theory provides little guidance.

Class Format: lecture

Requirements/Evaluation: seven problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 19

Enrollment Preferences: senior Economic majors and CDE fellows

Expected Class Size: 19

Distributions: (D2) (QFR)

Attributes: ENVI Environmental Policy; MAST Interdepartmental Electives; POEC Comparative POEC/Public Policy Courses;

Not offered current academic year

ENVI 397 (F) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Class Format: independent study

Prerequisites: approval by the Chair of Environmental Studies

Fall 2018

IND Section: 01    TBA     Henry W. Art
ENVI 398 (S) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Class Format: independent study

Prerequisites: approval by the Chair of Environmental Studies

Spring 2019

IND Section: 01  TBA  Henry W. Art

ENVI 404 (S) Coastal Processes and Geomorphology (QFR)

Crosslistings: ENVI404 / MAST404 / GEOS404

Secondary Crosslisting

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces—wind, waves, storms, and people—that shape the coastal zone, as well as the geologic formations—sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs—that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, tests, and an independent research project

Prerequisites: GEOS 104 or permission of instructor

Enrollment Limit: none

Expected Class Size: 10

Distributions: (D3) (QFR)

Attributes: ENVI Natural World Electives;

Spring 2019

LEC Section: 01  MWF 8:30 am - 9:45 am  Alex A. Apotsos

ENVI 405 (F) Geochemistry: Understanding Earth's Environment

Crosslistings: ENVI405 / GEOS405

Secondary Crosslisting

Rocks, water, air, life: what comprises these interconnected components of the Earth system? How do they interact today, and how did these
interactions differ in the past? In this course we will study how chemical elements are distributed in the Earth, cycle through the Earth system, and act together to produce a planet that is habitable. As Earth's landscapes and oceans, and the life they harbor, have evolved through time, they have left an imprint in the geological record that we can read using geochemical tools such as molecular fossils, elemental ratios, and stable and radioactive isotopes. Topics include the synthesis of elements in stars, the formation and differentiation of planet Earth; radiometric dating; the major constituents of the atmosphere, rain, rocks, rivers and the ocean; how they're linked by chemical weathering and biological activity; and reconstruction of past environments. Students will explore these topics through lecture; reading and discussing articles from the scientific literature; and collecting, analyzing and interpreting data from environmental samples.

Class Format: seminar/lab
Requirements/Evaluation: evaluation will be based on seminar discussions, papers, labs and final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: two 200-level GEOS courses and at least one of GEOS 302 or 303
Enrollment Limit: 10
Enrollment Preferences: senior Geosciences majors
Expected Class Size: 10
Distributions: (D3)
Attributes: ENVI Natural World Electives
Not offered current academic year

ENVI 411 (F) Environmental planning workshop: community-based environmental problem solving
Crosslistings: ENVI411 / AMST302
Primary Crosslisting
This interdisciplinary, experiential workshop course introduces students to the field of planning through community-based projects. Environmental Planning encompasses many fields pertaining to the natural and built landscape such as city planning, sustainable design, natural resource planning, landscape design, agricultural planning, climate planning, transportation planning, and community development. Students will get out of the classroom and gain direct experience working on the planning process in the greater Berkshire region. The class is organized into two parts. Part 1 focuses on reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework. Part 2 focuses on project work in which students apply the concepts learned to tackle an actual community problem. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including research, interviews, survey research, mapping, and site design. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related workshop sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, hands-on design, and team work. The class culminates in a public presentation of each team's planning study.

Class Format: seminar discussion/group workshop/project lab
Requirements/Evaluation: short written exercises, class discussion, class presentations, final group report
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI 101 or permission of instructor; open to juniors and seniors only
Enrollment Limit: 16
Enrollment Preferences: Environmental Studies majors and concentrators
Expected Class Size: 16
Department Notes: required course for Environmental Studies major and concentration
Distribution Notes: does not meet Division 1, 2, or 3 requirements
Attributes: AMST Space and Place Electives; ENVI Core Courses; EXPE Experiential Education Courses; SCST Related Courses

Fall 2018
SEM Section: 01   TR 11:20 am - 12:35 pm   Sarah Gardner
LAB Section: 02   T 1:00 pm - 4:00 pm   Sarah Gardner
ENVI 412 (S) Senior Seminar: Perspectives on Environmental Studies (WI)

Crosslistings: ENVI412 / MAST402

Primary Crosslisting

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.

Class Format: seminar

Requirements/Evaluation: evaluation is based on active participation, discussion leading, several smaller assignments and capstone project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 302 or MAST 351 Maritime Policy or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: limited to senior Environmental Studies majors and concentrators and Maritime Studies concentrators

Expected Class Size: 20

Department Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: (WI)

Distribution Notes: does not meet Division 1, 2, or 3 requirements Each student in this course will complete a semester-long research project resulting in a final report of 20-25 pages. The project will proceed in phases, with significant pieces of writing due at regular intervals throughout the semester, and with multiple opportunities for revision and peer review. There will also be several short reading response papers during the first half of the semester.

Attributes: EVST Senior Practicum; SCST Elective Courses;

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Nicolas C. Howe

ENVI 419 (F) Going to Ground: Considering Earth in the Arts of Africa (WI)

Crosslistings: ENVI419 / AFR419 / ARTH419

Secondary Crosslisting

Drawing its inspiration from the landmark exhibition Earth Matters: Land as Material and Metaphor in the Arts of Africa (National Museum of African Art, 2013), this seminar explores how earth has been conceptualized and integrated into African artistic thought as material, metaphor, geography, environment, and intervention, and how this interpretive flexibility has allowed it to become a symbol of power and presence in African art-making from prehistory to the present. The seminar will also focus on the ways in which earth has been used in contemporary art towards addressing the growing problems of pollution, unsustainable development, and the widespread depletion of earth-based natural resources in Africa. Over the course of this seminar, students will develop a knowledge base of earth-related issues that have been addressed in African artistic production, and engage with various cross-disciplinary methodologies to critically analyze the conceptual and aesthetic strategies deployed in these works. Students will also have the opportunity to interact with specialists from diverse disciplines and fields towards fleshing out their knowledge base.

Class Format: seminar

Requirements/Evaluation: 2-page reading response papers, 2-page paper proposal, draft and final paper (15 pages) with presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: some coursework in ARTH and/or AFR would be useful

Enrollment Limit: 19

Enrollment Preferences: seniors and majors

Expected Class Size: 19

Distributions: (D1) (WI)
ENVI 420 (S)  Architecture and Sustainability in a Global World (WI)
Crosslistings: ARTH420 / ENVI420 / EXPR420 / GBST420

Secondary Crosslisting
What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as “minimizing the negative impact of built form on the surrounding landscape,” and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: seminar; with travel component
Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, although a course in art/architectural history would be advantageous; registered students will also be required to submit an online application provided by the instructor before enrollment in the course is confirmed
Enrollment Limit: 6
Enrollment Preferences: Art History majors, Environmental Studies majors
Expected Class Size: 6
Materials/Lab Fee: Travel funds will be provided by a Class of 1963 Sustainability Development Grant
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST

Spring 2019
SEM Section: 01    M 1:10 pm - 3:50 pm     Michelle M. Apotsos

ENVI 421 (F)  Latinx Ecologies
Crosslistings: LATS420 / ENVI421

Secondary Crosslisting
An August 2015 Latino Decisions poll found that Latinxs, more than other ethnic groups in the U.S.A., are deeply concerned about climate change and the "environment". How and why might some Latinxs be disproportionately impacted by climate change? How have a few distinct Latinx theorists and activists imagined and constructed ecology? How are struggles for environmental justice related to broader Latinx concerns with and constructions of place? This seminar will examine a few moments in distinct Latinx histories and geographies such as California migrant farmworkers and the struggle over pesticides, urban movements over waste management such as the Young Lords' garbage offensive, food justice movements and urban gardening, as well as literary and theological representations of affective and sacred ecologies such as Helena María Viramontes’ *Their Dogs Came With Them* and Ecuadoran-U.S. ecofeminist Jeanette Rodríguez’s theological texts. Evaluation will be based on class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

Class Format: seminar
Requirements/Evaluation: class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and
a final 20-page research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Latinx Studies concentrators; Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Distributions:** (D2)

**Attributes:** LATS 400-level Seminars

*Not offered current academic year*

**ENVI 422 (F) Ecology of Sustainable Agriculture**

A seminar/field course investigating patterns, processes, and concepts of stability in human-dominated, food production ecosystems. As a capstone course, the course will draw upon the experiences that students have had in biology and environmental studies courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of food production, distribution systems, nutrient pools and processing in human dominated ecosystems. Two extensive field trips will be taken to agricultural operations in the region. Each student will present a seminar on a topic requiring extensive reading of primary resources and is responsible for leading the discussion that ensues. Reading question paper assignments will be due prior to the seminar. Criticism paper assignments will be made at approximately bi-weekly intervals and due two days after the seminar to which they relate.

**Class Format:** seminar; two 75 minute sessions per week

**Requirements/Evaluation:** evaluation will be based on writing assignments, seminar presentation, and course participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** BIOL/ENVI 203 or BIOL 302 or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** senior Biology and Environmental Studies Majors and Environmental Studies Concentrators; then Junior majors/concentrators, then seniors, then juniors

**Expected Class Size:** 12

**Department Notes:** Satisfies the distribution requirement in Biology; the ENVS biology track; the Natural World distributional requirement of the Environmental Studies program

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; PHLH Nutrition, Food Security+Environmental Health

Fall 2018

SEM Section: 01 Cancelled

**ENVI 423 (S) Global Change Ecology** (WI)

Crosslistings: ENVI423 / BIOL413

**Secondary Crosslisting**

Plants and animals are increasingly faced with rapid environmental change driven by human activities across the globe. How do they cope with challenges imposed by climate change, altered nutrient cycling, biological invasions, and increased urbanization? What are the impacts of organismal responses at the population and community level? This course uses an integrative approach to understand the impacts of global change at multiple levels of biological organization in both aquatic and terrestrial environments. We examine how global-scale environmental changes affect the distribution and abundance of species and alter community organization. We also consider the physiological and behavioral mechanisms underlying species responses and the role of acclimation versus adaptation in coping with rapid environmental change. Finally, we learn the analytical tools used to predict future responses to global change. Class discussions will focus on readings drawn from the primary literature.

**Class Format:** seminar

**Requirements/Evaluation:** class participation and several short papers
ENVI 445 (F) World's End: Literary Ecologies of the Limit
Crosslistings: ENGL445 / ENVI445

Secondary Crosslisting

Consciousness of the world's finitude in a time of environmental degradation and headlong global capitalism prompts restraint, a harboring of resources. But beyond the economic logic of conservation and expenditure, might imagining the world from the vantage point of its limit provoke a more profound rethinking of ourselves and the things of the world? Does it change what it means to possess, or even what an experience of the world is? Does it change human relationship? This course explores these questions in part by reaching back to the early modern period, when the boundedness of nations and worlds first comes to view in a meaningful way. But the course will have a long arc, from Shakespeare to Sinha's Animal's People. Primary works will include: Shakespeare, As You Like It; Marvell, "Upon Appleton House"; Ovid, Metamorphosis; Browne, Urn Burial; Titian, Wordsworth, McCarthy, The Road; Alice Oswald; photography (Struth, Hutte), video installations (Pipilotti Rist). Theoretical texts include: Nixon, Slow Violence; Agamben, The Time that Remains; Heidegger, "Question Concerning Technology"; Latour, "An Inquiry into Modes of Existence"; Nancy, After Fukushima; Derrida, The animal that therefore I am and Beast and the Sovereign.

Class Format: seminar; combination discussion seminar and tutorial conferences
Requirements/Evaluation: one 5-page paper and one final 15-page paper

ENVI 478 (F) Cold War Landscapes
Crosslistings: ENVI478 / AMST478 / HIST478

Secondary Crosslisting

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research.
papers on any geographical area of the world.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, weekly critical writing, and a final 20- to 25-page research paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History, Environmental Studies majors if over-enrolled

Expected Class Size: 15

Distributions: (D2)

Attributes: AMST Space and Place Electives; HIST Group C Electives - Europe and Russia; HIST Group F Electives - U.S. + Canada

Not offered current academic year

ENVI 491 (S) The Suburbs (Wi)

Crosslistings: HIst491 / ENVI491 / AMST490

Secondary Crosslisting

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America’s conservative political turn, leading to the election of Ronald Reagan?

Class Format: tutorial

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

Distributions: (D2) (Wi)

Attributes: AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada;

Spring 2019

TUT Section: T1 TBA Karen R. Merrill

ENVI 493 (F) Senior Research and Thesis: Environmental Studies

Environmental Studies senior research and thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Prerequisites: approval by the Chair of Environmental Studies

Fall 2018

HON Section: 01 TBA Henry W. Art
ENVI 494 (S) Senior Research and Thesis: Environmental Studies

Environmental Studies senior research and thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Prerequisites: approval by the Chair of Environmental Studies

Spring 2019
HON Section: 01   TBA   Pia M. Kohler
ENVIRONMENTAL STUDIES
Chair: Professor Henry Art
Associate Director: Lecturer Sarah Gardner


On Leave Fall/Spring: Professor R. Bradburd.


Mystic Executive Director: T. Van Winkle.

MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES

Alex Apotsos, Visiting Lecturer in Geosciences
Henry W. Art, Professor of Biology and Environmental Studies
Sonya Auer, Visiting Assistant Professor of Biology
Lois M. Banta, Professor of Biology
Ron D. Bassar, Assistant Professor of Biology
Ben Benedict, Lecturer in Art
Mary K. Bercaw-Edwards, Associate Professor for Literature of The Sea, Williams-Mystic Maritime Studies Program
Julie C. Blackwood, Assistant Professor of Mathematics
Roger E. Bolton, Professor of Economics, Emeritus
Alice C. Bradley, Assistant Professor of Geosciences
Cory E. Campbell, instructional Technology Specialist
Phoebe A. Cohen, Associate Professor of Geosciences
Anthony J. Carrasquillo, Assistant Professor of Chemistry
David Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies
Jose E.A. Constantine, Assistant Professor of Geosciences
Mea S. Cook, Associate Professor of Geosciences
David P. Dethier, Professor of Geosciences*
Joan Edwards, Professor of Biology
Laura Ephraim, Associate Professor of Political Science
Michael Evans, Assistant Director of The Zilkha Center for Environmental initiatives
Jessica M. Fisher, Assistant Professor of English
Antonia Foias, Professor of Anthropology and Sociology
Jennifer L. French, Professor of Spanish
Sarah S. Gardner, Lecturer in Environmental Studies
Matthew Gibson, Assistant Professor of Economics
Environmental studies call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise. The three curricular options in Environmental Studies—the major in Environmental Studies and the concentrations in Environmental and Maritime Studies—are designed to help majors and concentrators to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, the social sciences, and the arts and humanities;
• Understand ecological principles and the nature of living systems;
• Apply scientific methods to collect environmental data and evaluate environmental quality;
• Understand the political and economic factors that inform, enable, and constrain environmental policy;
• Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;
• Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental challenges;
• Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, funding for student-organizations, and student initiated activities, and generous support for summer research and internships. The Class of 1966 Center, a Living Building and the Program’s home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. The CES manages the Hopkins Memorial Forest, a 2600-acre natural area northwest of campus, in which there are field-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. CES also operates the Environmental Analysis Laboratory in Morley Science Center. The Maritime Studies concentration builds on the course offerings of the Williams-Mystic Maritime Studies Program at Mystic Seaport.

The requirements for the environmental studies major and concentration have been revised. The requirements for students from the class of 2020 and subsequent classes are immediately below, followed by the requirements for the students from the class of 2019.

Overview of the Major and Concentrations for Classes of 2020 and Subsequent Classes

The Environmental Studies major is an eleven course major. The major has a “core” of seven courses, with varying amounts of choice for the various “core” course requirements. All majors are required to take four of the seven courses: ENVI 101, ENVI 102, ENVI 411, and the ENVI senior seminar, ENVI 412. ENVI 101, Nature and Society: An Introduction to Environmental Studies, is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 102, Introduction to Environmental Science, introduces students to the interdisciplinary study of the Earth’s systems through the synthesis of physical, chemical, geological, and biological perspectives. All majors are also required to take, in the senior year (or junior year under special circumstances), ENVI 411, Environmental Planning Workshop: Community-Based Environmental Problem Solving (offered every fall), and ENVI 412, Environmental Studies Senior Seminar (offered every spring). The remaining component of the “core” is comprised of three foundational 200-level courses, one from each of three lists of courses (see below), with each list representing the three main branches of the environmental curriculum (environmental humanities, environmental social science/policy, and environmental science). Students choose, in consultation with their major advisor, the course they will take from each of the three lists.

Building on this seven course foundation, each ENVI major devises an individualized four-course cluster of electives that together comprise a disciplinary or thematic specialization sequence—for example, climate change policy, environmental justice, environmental chemistry, sustainable food and agriculture, sustainable cities, environmental ethics, etc. Students are responsible for designing their own specialization cluster in consultation with a faculty advisor and the CES Advisory Board in the spring semester of their sophomore year. One of these four electives in the cluster must be among those listed by the Program as a research methods course, although students may petition to count another course toward this requirement under special circumstances.

The study of living systems is an integral component of environmental studies, and therefore all students majoring in environmental studies will need to complete at least one course designated by the Program as a “living systems” course (this may be within their specialization cluster or as one of their 200-level foundational courses).

The Environmental Studies concentration is a seven course concentration in which students gain broad exposure to environmental studies while pursuing another major. In addition to the core of ENVI 101, ENVI 102, ENVI 411 and ENVI 412. Students pursuing the concentration will take one elective each from each of three lists of courses, each list (see below) representing a broad category of inquiry: the natural world; humanities, arts, and social sciences; and environmental policy.

The Maritime Studies concentration is a seven course concentration that builds on course work completed during the Williams-Mystic Maritime Studies Program. In addition to four intermediate-level core courses completed at Williams-Mystic, students pursuing the Maritime Studies concentration will also take the interdisciplinary introductory course GEOS 104 (Oceanography), an elective, and ENVI 412, Environmental Studies Senior Seminar. Students may attend the Williams-Mystic Program in their sophomore, junior or senior year. Students who have completed other study-away programs that emphasize marine studies should consult with the program chair about the possibility of completing the Maritime Studies concentration.
Submitting your Proposed “Course Cluster” and “Plan of Study” to the Major

Students intending to major in environmental studies must meet with a prospective advisor chosen in consultation with the Environmental Studies Chair to develop their proposed four-course cluster and plan of study through the major. We encourage all students interested in the major to meet with a faculty member in Environmental Studies at least one week prior to spring Pre-registration to discuss their proposed cluster and plan of study. The proposals must be submitted to the program Chair on or before the final day of pre-registration in the spring of the sophomore year. Application materials and instructions are available from Environmental Studies faculty and on the CES website (ces.williams.edu). The proposals will be reviewed by the CES Advisory Board.

Credit for AP, IB, A-levels and other pre-Williams courses

At this time, students are not allowed to place out of ENVI 101 or ENVI 102.

Planning for prerequisites on your path through the Environmental Studies major

While ENVI 101 or ENVI 102 are recommended starting points for the major, and are prerequisites for many other ENVI course offerings, please note that some of the course options for the major may have other courses as prerequisites that may not count toward the programs. For example, ENVI/ECON 213 (Intro to Environmental and Natural Resource Economics) has a prerequisite of ECON 110 (Principles of Microeconomics). We strongly suggest that you do advance planning to avoid being blocked from taking a relevant course. For example, should you want to design a cluster that emphasizes environmental economics, ENVI/ECON 387 (Economics of Climate Change) has a prerequisite of ECON 251 (Price and Allocation Theory), which in turn has a prerequisite of ECON 110. Similarly, should you design a cluster that emphasizes resource conservation, you should be aware that ENVI 312 (Communities and Ecosystems) has a prerequisite of ENVI/BIOL 203 (Ecology) or ENVI/BIOL 220 (Field Botany and Plant Natural History). Students interested in the program are encouraged to consult with members of the Environmental Studies Program and to contact the Environmental Studies Director or Associate Director.

Study Away

Many study away options are available to students in Environmental Studies, including the Williams-Mystic Maritime Studies Program. Furthermore, the Williams-Mystic Program is the foundation of the Maritime Studies concentration. Students considering either a semester or year away who intend to major or concentrate in Environmental Studies should consult the Chair or Associate Director of Environmental Studies and the Dean in charge of study abroad as early as possible to discuss their options. Students may take up to two courses outside of Williams toward their major or concentration, but must have advance approval in writing from the Chair of Environmental Studies.

Advising

Majors and concentrators (or first years and sophomores interested in the major or concentrations offered by CES) are encouraged to talk at any time with the Chair or Associate Director of Environmental Studies, or any other members of CES or Maritime Studies for advice. All incoming majors and concentrators will choose a faculty advisor in the spring of their sophomore year.

Advisors for 2018-19: Ralph Bradburd, Henry Art, Sarah Gardner, Nicolas Howe, Pia Kohler, Laura Martin, Mea Cook, Luana Maroja, James Manigault-Bryant.

Overview of the Major and Concentrations for the Classes of 2019

The Environmental Studies major is an eleven course major. The major has a “core” of six courses, with varying amounts of choice for the various “core” course requirements. All majors are required to take two of the courses, ENVI 101 and ENVI 102. ENVI 101, Nature and Society: An Introduction to Environmental Studies, is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 102, Environmental Science, introduces students to the interdisciplinary study of the Earth’s systems through the synthesis of physical, chemical, geological, and biological perspectives. All majors are also required to take, in the senior year (or junior year under special circumstances), one 400-level Environmental Studies capstone research practicum that involves either collaborative research on a specific environmental problem or client-driven team project on issues of environmental significance in the Berkshire region. Two such courses will be offered in the 2018-19 academic year: ENVI 411, Environmental Planning Workshop: Community-Based Environmental Problem Solving, and ENVI 412, Environmental Studies Senior Seminar. The remaining component of the “core” is comprised of three 200-level courses, one from each of three lists of courses, with each list representing the three main branches of the environmental curriculum (environmental humanities, environmental social science/policy, and environmental science). Students choose, in consultation with their major advisor, the course they will take from each of the three lists.

Building on this six-course foundation, each ENVI major devises an individualized five-course cluster of electives that together comprise a disciplinary or thematic specialization sequence—for example, climate change policy, environmental justice, environmental chemistry, sustainable food and agriculture, sustainable cities, environmental ethics, etc. Students are responsible for designing their own specialization cluster in consultation with a faculty advisor and the CES Advisory Board in the spring semester of their sophomore year. One of these five electives in the cluster must be among those listed by the Program as a research methods course.
The study of living systems is an integral component of environmental studies, and therefore all students majoring in environmental studies will need to complete at least one course designated by the Program as a "living systems" course (this may be within their specialization cluster or as one of their 200-level foundational courses).

The Environmental Studies concentration is a six course concentration in which students gain broad exposure to environmental studies while pursuing another major. In addition to the core of ENVI 101, ENVI 102, and one of the 400-level ENVI capstone practicum courses, students pursuing the concentration will take one elective each from each of three lists of courses, each list representing a broad category of inquiry: the natural world; humanities, arts, and social sciences; and environmental policy.

The Maritime Studies concentration is a seven course concentration that builds on course work completed during the Williams-Mystic Maritime Studies Program. In addition to four intermediate-level core courses completed at Williams-Mystic, students pursuing the Maritime Studies concentration will also take the interdisciplinary introductory course GEOS 104 (Oceanography), an elective, and one of the 400-level ENVI capstone practicum courses. Students may attend the Williams-Mystic Program in their sophomore, junior or senior year. Students who have completed other study-away programs that emphasize marine studies should consult with the program chair about the possibility of completing the Maritime Studies concentration.


HONORS IN ENVIRONMENTAL STUDIES (MAJOR OR CONCENTRATION)

Candidates for honors in Environmental Studies will complete a thesis in their senior year. A student earns honors by successfully completing a rigorous independent project under the supervision of a member of the CES faculty. The thesis may either be a one-semester plus winter study project, or a full-year project (two semesters plus winter study). Students who are majoring in environmental studies, and who opt to complete a year-long thesis project, have the option of substituting the second semester of their thesis work for the spring semester senior seminar. Honors will be awarded on the basis of the academic merit and originality demonstrated by the student in the completed thesis. Because many theses will require sustained field, laboratory or archival work that is difficult to combine with conventional coursework, students are strongly encouraged to spend the summer before senior year and/or their senior year Winter Study doing advance research.

Funds to support student research are available from endowment funds of the CES, and an open competition is held each spring to allocate summer funding resources. Some other departments also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the expectation of such research in mind.

Juniors who wish to apply to pursue honors should submit a 5-page proposal to their intended advisor and the Chair of Environmental Studies by the end of the week following spring break. If a student wishes to pursue thesis research advised by a faculty member not affiliated with CES, the student must also identify a co-advisor from within the program. Environmental Studies concentrators may undertake an honors thesis and submit it to both their major department and Environmental Studies; petitions for a joint honors project should be approved by the department chair and the Chair of Environmental Studies by the end of the junior year. Students will be notified by the end of the spring semester whether or not their proposal has been approved.

Students doing a full-year thesis should plan on a presentation in early November to their thesis advisor, second reader, and, if applicable, co-advisor, at which the thesis writer will offer a discussion of the work completed on the thesis to date, and provide an outline of the full thesis and a timetable for completion of the remaining parts of the thesis.

HONORS IN MARITIME STUDIES

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and write-up of results. The thesis may either be a one-semester plus winter study project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be a continuation and expansion of the student’s Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

WINTER STUDY AND INDEPENDENT STUDY

In addition to courses fulfilling the environmental studies major and concentration requirements, the following courses are offered:

- ENVI 397, 398 Independent Study of Environmental Problems
- MAST 397, 398 Independent Study: Maritime Studies
- ENVI 493-W31-494 Honors Thesis and Senior Research
- MAST 493-494 Senior Thesis: Maritime Studies

Winter study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when
reviewing each year’s Winter Study offerings.

THE MAJOR IN ENVIRONMENTAL STUDIES

The Environmental Studies major is an eleven course major, distributed according to the requirements detailed below. Because the ENVI curriculum was restructured, students in the class of 2019 have different requirements than those for the class of 2020 and subsequent classes. The requirements for the class of 2020 follow immediately below. Those for the class of 2019 are provided below those for the class of 2020.

For students in the class of 2020 and subsequent classes:

Introductory required courses (2 courses):

- ENVI 101 Nature and Society: An Introduction to Environmental Studies
- ENVI 102 Introduction to Environmental Science

200-level foundational courses required for all ENVI majors (3 courses, 1 from each category):

**Culture/Humanities**

- ENVI 217 Landscape, Place, and Power (formerly Environmental Humanities: Theory and Practice)
- or ENVI 244 Environmental Ethics
- or ENVI 250 Environmental Justice
- or ENVI 259 New England Environmental History

**Social Science/Policy**

- ENVI/ECON 213 Introduction to Environmental and Natural Resource Economics (ECON 110 prerequisite)
- or ENVI 270 Environmental Problems: Social Causes, Consequences and Policy Solutions
- or ENVI/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
- or ENVI 307/PSCI 317 Environmental Law

**Environmental Science (with lab)**

- ENVI 203 Ecology
- or ENVI 205 Geomorphology
- or ENVI 215 Climate Changes

Specialization (4-course) Cluster (including a “methods course” and in some cases one “living systems” course)

In the spring of the sophomore year, at the same time that the major declaration is due, each student planning to major in Environmental Studies is required to submit a detailed proposal for a specialization cluster comprised of four elective courses built around a disciplinary or thematic focus. The proposed specialization must include one course identified as a “methods” course, that is, a course providing substantial training in a relevant method of inquiry (see list below for indicative list of courses that might fulfill that designation).

To help students get a better idea of what the “cluster” entails, we have provided examples of specialization clusters on the CES website, including on the following themes (not intended to be an exhaustive list): climate change policy, environmental economics, environmental justice, environmental literature, environmental chemistry, environmental biology, environmental geosciences, environmental planning and design, urban environmental studies, water and energy, sustainable food and agriculture, environmental justice.

The student’s specialization sequence will be developed under guidance of an adviser from the CES faculty, and formally approved by the CES Advisory Board, and will be examined in the broader context of the student’s proposed route through the major (including their choice of 200-level foundational courses). One of the courses in the student’s proposed route through the major must be from a designated list of “living systems” courses (below).

Courses taken abroad may be included in the specialization with the approval of the Chair or Associate Director. Additional courses from the 200-level group requirements (culture/humanities; social science/policy; and environmental science) or from among the research practicum courses may also be included in the specialization.

One “methods course” requirement:

- ENVI 214/GEOS 214 Geographic Information Systems
- or STAT 201 Statistics and Data Analysis
or STAT 202 Introduction to Statistical Modeling
or ANSO 205 Ways of Knowing
or POEC 253 Empirical Methods in Political Economy
or ECON 255 Econometrics
or STAT 346 Regression and Forecasting
or CHEM 364/ENVI 364 Instrumental Methods of Analysis
or MATH 410/BIOL 214 Mathematical Ecology

This is not intended to be an exhaustive list. Students are expected to make the case for how their designated methods course complements their proposed specialization.

One “living systems course” requirement:

- BIOL 203/ENVI 203 Ecology
- BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
- BIOL 220/ENVI 220 Field Botany and Plant Natural History
- BIOL 231/MAST 311 Marine Ecology
- GEOS 210/MAST 211 Oceanic Processes
- BIOL 302/ENVI 312 Communities and Ecosystems

The Environmental Studies program will consider requests from students to substitute another course that focuses on living systems for one of the courses listed above. These requests should be submitted to the Chair or to Sarah Gardner, Associate Director.

Senior Seminar Requirement:

In the senior year—or, under special circumstances during the junior year—students will take two 400-level seminars, ENVI 411 and ENVI 412, that together serve as a capstone experience for the major and concentrations. These courses are interdisciplinary, issue-based and project-driven. Offered every fall semester, the practicum Environmental Planning Workshop engages students in team-based work on community projects in the Berkshires involving urban and rural land use planning and sustainable design. Offered in the spring semester, the Senior Research Seminar engages students in research on a policy-related environmental problem.

Required Courses (2 courses)

- ENVI 411 Practicum: Environmental Planning Workshop: Community Based Environmental Problem Solving
- ENVI 412 Practicum: Senior Research Seminar

CONCENTRATION IN ENVIRONMENTAL STUDIES

The Environmental Studies concentration provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The concentration is designed so that students will understand the complexity of issues and perspectives that inhere in environmental problems and will appreciate that most environmental issues lack distinct disciplinary boundaries. The goal of the concentration is to educate students to be well-informed, environmentally literate citizens who have the capacity to become active participants in the local and global community. To this end, the concentration is designed to develop the capability to think in interdisciplinary ways and to use synthetic approaches to solve problems while incorporating the knowledge and experiences gained from majoring in other departments at the College. The concentration in Environmental Studies consists of seven courses: four core courses and one elective course from each of the three categories below: The Natural World; Humanities, Arts and Social Sciences; and Environmental Policy.

Required Courses (4 courses)

- ENVI 101 Nature and Society: An Introduction to Environmental Studies
- ENVI 102 Introduction to Environmental Science
- ENVI 411 Practicum: Environmental Planning Workshop: Community Based Environmental Problem Solving
- ENVI 412 Practicum: Senior Research Seminar
Distribution Courses (3 courses, 1 from each group)

In order to earn the concentration a student must take one course from each of the following three groups. Courses may be counted both toward the concentration in Environmental Studies and toward a disciplinary major. (It is not possible to major in Environmental Studies while also concentrating in Environmental Studies).

Students may check with the Chair or Associate Director of Environmental Studies to see if other courses not listed here might count as electives, such arrangements must be approved in writing.

The Natural World

BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
BIOL 203/ENVI 203 Ecology
BIOL 220/ENVI 220 Field Botany and Plant Natural History
BIOL 302/ENVI 312 Communities and Ecosystems
BIOL 422/ENVI 422 Ecology of Sustainable Agriculture
BIOL 424/ENVI 424 Conservation Biology
CHEM 341/ENVI 341 Toxicology and Cancer
CHEM 364/ENVI 364 Instrumental Methods of Analysis
ENVI 240T Conservation and Climate Change
GEOS 101/ENVI 105 The Co-Evolution of Earth and Life
GEOS 102 An Unfinished Planet
GEOS 103/ENVI 103 Global Warming and the Reshaping of Landscapes
GEOS 104/ENVI 104/MAST 104 Oceanography
GEOS 201/ENVI 205 Geomorphology
GEOS 205/ENVI 207 Earth Resources
GEOS 206/ENVI 206 Renewable Energy and the Sustainable Campus
GEOS 214/ENVI 214 Remote Sensing and Geographic Information Systems
GEOS 215/ENVI 215 Climate Changes
GEOS 226/ENVI 226/MAST 226 The Oceans and Climate
GEOS 254/ENVI 254 Gulf of California Tectonics and Coastal Ecosystems
GEOS 314/MAST 314/ENVI 314 Sediment Records of Climate Change
GEOS 324/ENVI 324 Corals and Sea Level
GEOS 405/ENVI 405 Geochemistry: Understanding Earth’s Environment
MAST 211/GEOS 210 Oceanographic Processes
MAST 311/BIOL 231 Marine Ecology
MATH 410/BIOL 214 Mathematical Ecology
PHYS 108/ENVI 108 Energy Science and Technology

Humanities, Arts, and Social Sciences

AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment
ANTH 214/ENVI 224 The Rise and Fall of Civilizations
ANTH 272/WGSS 272 Sex and the Reproduction of Society
ANTH 332/ENVI 332/JLST 332/GBST 332 Environmental Justice
CONCENTRATION IN MARITIME STUDIES

The Maritime Studies concentration provides students with an opportunity to explore how humans interact with the environment, including the maritime environment. Understanding the oceans and our interactions with them is of increasing importance in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from the perspectives of the humanities, social sciences, and physical sciences. Maritime Studies is an interdisciplinary, cross-divisional program that includes the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (GEOS 104 Oceanography), four intermediate core courses (at Williams-Mystic), an elective, and the senior seminar.

Students who have completed other study-away programs that emphasize maritime studies should consult with the CES chair about the possibility of completing the Maritime Studies concentration.

Required Courses (7 courses)

Introductory Course

MAST/ENVI/GEOS 104 Oceanography

Note: Students who take MAST 211/GEOS 210 (Oceanographic Processes) at Williams-Mystic can substitute an extra elective in lieu of GEOS 104

Capstone Course

One Practicum course:

ENVI/MAST 412 Practicum: Environmental Science and Policy

Core Courses (taken as part of Williams-Mystic program at Mystic Seaport):

MAST/ENGL 231 Literature of the Sea
Elective Courses

Elective courses are listed based on either a clear maritime statement in the course description or broad practical/theoretical applicability to maritime studies. Concentrators will take a minimum of one course from the list below. If concentrators find other courses in the catalog that they believe meet the requirements for a MAST elective, they may bring them to the attention of the Chair or Associate Director.

Maritime History

- HIST 127 The Expansion of Europe
- HIST/AFR 248 The Caribbean: From Slavery to Independence
- HIST/JPN/ASST 321 History of U.S.-Japan Relations
- HIST/ASST/INST 391 When India was the World: Trade, Travel and History in the Indian Ocean

Maritime Literature

- CLAS 101/COMP 107 The Trojan War

Marine Policy

- ECON/ENVI 213 Introduction to Environmental and Natural Resources Economics
- ECON/ENVI 386/ ECON 518 Environmental and Natural Resource Policy
- ENVI 307/PSCI 317 Environmental Law
- PSCI 223 International Law
- PSCI 229 Global Political Economy
- PSCI 347 Law of the Sea
- ENVI/PSCI 328 Global Environmental Politics

Marine Science

- BIOL 414 Life at Extremes: Molecular Mechanisms
- GEOS 212 / BIOL 211 Paleobiology
- GEOS/ENVI 215 Climate Changes
- GEOS/ENVI/MAST 226 The Oceans and Climate
- GEOS 302 Sedimentology
- GEOS/ENVI/MAST 314 Sediment Records of Climate Change

ENVI 12 (W) Geology of the National Parks

Crosslistings: ENVI12 / GEOS12

Secondary Crosslisting

A vicarious trip through a variety of national parks of the U.S. and Canada to appreciate the geological basis of their spectacular scenery. Areas will be selected to portray a wide range of geological processes (volcanism, desert and coastal erosion, mountain building, glaciation, etc.). We will meet most mornings during the first two weeks for highly illustrated classes supplemented by the interpretation of topographic and geologic maps and by out-of-class study of rock samples. Reading will be from a paperbound text (PARKS AND PLATES) and from short publications by the U.S. Geological Survey and by natural history associations linked to the parks. The second part of the month will involve independent meetings with the instructor to
prepare an oral report about the geology of a park of the student's choice. These reports during the last week will be comprehensive and well-illustrated, using PowerPoint and pertinent maps and samples. A detailed outline and bibliography will be distributed by the presenter at the time of the report.

Class Format: mornings
Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: preference to first-year students
Materials/Lab Fee: approximately $125 for books

Winter 2019
LEC Section: 01 M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Bud Wobus

ENVI 15 (W) From Basalt to Balsam to Beavers: The Natural History of New England

In this course we will explore, far and wide, the New England Landscape and try to make some sense of the amazing physiographic and biological diversity that it offers in a relatively small area. From the spruce clad Berkshires to the broad Connecticut River Valley to the glacially forged coastal plain, we will delve into various landscapes and decipher the primary forces and features that make them distinct--their bedrock and climate, glacial history, flora and fauna. We'll learn the predominant trees and shrubs and search for patterns to their occupation of the landscape. We will observe the behavior and evidence of winter-hardy wildlife--including chickadees, waterfowl, rabbits, weasels, beavers and coyotes. How do they manage to cope in their often rigorous and fickle environments and how might they be affected by climate change and other human influences? Through field trips, museum visits, individual investigations, readings, discussions and guest presentations, you'll become a little more aware and appreciative of the natural heritage of the region that you have made your recent home. Students should be prepared to spend significant time outdoors, sometimes hiking several miles, in winter conditions; some trips will require students to be away from campus beyond normal class hours. Adjunct Instructor Bio: Drew Jones is Manager of Hopkins Memorial Forest where he oversees the management of the facilities, coordinates research and teaching activities and outreach programs for the public and local schools. He also operates an owl banding station in the fall and intermittently engages in other field research. In the past, he has worked as a wildlife biologist and educator from the Southern Appalachians to the North Woods.

Class Format: mornings; several class sessions off campus will likely last the entire day
Requirements/Evaluation: 2- to 3-page paper; final project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: students who demonstrate a special enthusiasm for this subject will be favored; all else being equal, seniors will receive special consideration
Materials/Lab Fee: $260 plus cost of books
Distributions: (D3)
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 MWF 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Andrew T. Jones

ENVI 18 (W) Games!

Crosslistings: ENV118 / ECON118
Secondary Crosslisting

We will explore interactive games and how they can be used for scholarly research, teaching or training, negotiation, and, oh, yes, having fun. In math and economics, games are the fundamental way we model situations in which people (or firms or governments) interact with each other, and we use these games to predict responses to new policies, to teach policymakers how policies might work in practice, and to test theories of behavior. In negotiation and policy making, games can be used to demonstrate key concepts about stakeholders, their positions, and their strategies, as well as pitfalls and paths to "win-win" outcomes to resolve public disputes. A number of popular board games and video games also can have similar
applications. In our class, we will learn about different types of games and how they can be used. Short readings will be complemented with in-class game play and discussions of the games, and we will watch some relevant movies. Students will keep a journal of reflections on their experiences with the games. The semester will culminate in students designing games of their own--negotiation games, economic games, mathematical games, or board games--and presenting them and playing them with the group.

**Class Format:** Tuesday, Wednesday & Thursday 1-4pm

**Requirements/Evaluation:** final project; game journal

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** expressed interest

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

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**ENVI 19 (W) Methods in Environmental Chemistry**

Crosslistings: CHEM19 / ENVI19

**Secondary Crosslisting**

This course introduces students to the advanced techniques used to study the fate of contaminants in the environment. Students will collect samples, learn a variety of extraction protocols, and become comfortable using chemical instrumentation (GC-MS, LC-MS, AA, etc.) to identify and quantify target inorganic and organic contaminants from various environmental media (soil, air, water, and biota). Studies may include: determination of heavy metals from water and sediment sources, measurement of chemical partition coefficients (octanol-water, soil-water, air-water, etc.), rates of contaminant degradation, microscopic and chemical analysis of airborne particular matter, etc. This course will meet for approximately 10-12 hours each week for lectures, discussion of reading assignments, laboratory work, and field sampling.

**Requirements/Evaluation:** evaluation will be based on overall performance in the laboratory, three 2- to 3-page assignments

**Prerequisites:** CHEM 151 or CHEM 153 or CHEM 155 or ENVI 102

**Enrollment Limit:** 10

**Enrollment Preferences:** preference will be given to CHEM and/or ENVI majors/concentrators

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

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**ENVI 20 (W) Winter Naturalist's Journal**

Crosslistings: ENVI20 / ENGL20

**Primary Crosslisting**

This course will engage with the natural world through writing, drawing, and personal observation. Students will spend time out of doors exploring the ecosystem of the Williamstown area, and indoors practicing reflective writing (both poetry and prose), and observational drawing. Everyone will be required to keep a nature journal, to be shared and displayed as part of the final project. This course is designed for students who are interested in environmental studies, creative writing, and drawing. Instructor will meet with students for 6 hours of in-class time, and will provide assignments totaling at least 15 hours a week, including daily visits to a chosen spot on campus for writing and observation. Students will be provided with a binder of articles and poems, which they will be expected to read and comment on. There will be at least one field trip. The class will conclude with a celebratory reading/showing of student work. Students will be required to keep a daily journal, and also to write in class. They will be asked to perfect and edit several of these pieces in place of a ten page paper, and to read from one or more of them at the final celebration.

**Class Format:** mornings

**Requirements/Evaluation:** daily journal and 2- to 3-page papers
ENVI 24 (W) Touring Black Religion in the 'New' South

Crosslistings: ENVI24 / AFR24 / REL24

Secondary Crosslisting

In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about "Negro culture in the South." Hurston's reply, without hesitation, was the central and gulf coast of Florida because she believed there, "it was possible for [her] to get a cross section of the Negro South in one state." Hurston traveled directly to Eatonville, the town she eventually claimed as her birth home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion. Taking Hurston's lead, this course will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique? To answer these questions, we will travel to Florida's west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the 'New South' including a small mainstream denominational church in Talliveast Florida; a Pentecostal-Holiness church in St. Petersburg, Florida; and a mega-church in Eaton, Florida. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. A 200-page course packet will contextualize the trip.

Class Format: travel

Requirements/Evaluation: based on an electronic field journal, participation in weekly colloquies, and an oral presentation

Prerequisites: none; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: majors and concentrators in Africana Studies, Religion, and Environmental Studies; students with a background in ethnographic methods; application essays and interviews

Materials/Lab Fee: cost to student: $3362

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

LEC Section: 01   MW 10:00 am - 12:30 pm   Christian McEwen

ENVI 25 (W) Sustainable Agriculture in California

Crosslistings: BIOL25 / ENVI25

Primary Crosslisting

This Winter Study Period course engages students with the diversity of agricultural practices in California on farms ranging from winter fruit and vegetable production, to orchards and vineyards, to livestock and dairy, to eggs along the Central Coast through hands-on experiences on a variety of farms. This is a Winter Study 2019 field course on Sustainable Agriculture in California, a field experience conducted primarily on-site for the month of January. For some participants, the WSP field course will segue from the seminar BIOL/ENVI 422--The Ecology of Sustainable Agriculture to be taught in Fall 2018 by H.W. Art. Preference for the WSP will be given to students who have previously taken BIOL 422. The WSP course will be limited
to 8 students. This project is a replication of a WSP course HW Art taught in 2013 and again 2016, a travel WSP experiential course in which 7-8 students gained hands-on knowledge about agricultural systems by working on 8 farms and vineyards on the Central Coast of California. We concluded the month by participating in the Ecological Farming (EcoFarm) Conference. Sarah Gardner will be co-teaching the course with Prof. Art for pedagogical and practical reasons, including her experience in agriculture and her continuing this WSP periodically in the future. The learning-through-working experience is designed to both de-mystify and de-romanticize agriculture by having the students gain a fuller sense of the realities of producing food by working shoulder-to-shoulder with farmers and laborers. Art's previous experience is that the investments of time, labor, thought, and sweat by engaging in actual farming practice creates a depth of understanding not possible in the classroom. In addition to assigned texts, we also will be reading books individually and take turns reporting back to the group in the evenings, a bit like story-telling in the oral tradition. The final product will be a collaborative journal written by the class.

Class Format: travel

Requirements/Evaluation: 10-page paper; synthetic journal of field experiences to be produced by the group

Prerequisites: none, but see preferences for over-enrollment; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: preference to senior Biology and Environmental Studies majors/concentrators who have taken The Ecology of Sustainable Agriculture and/or other food and agriculture courses; then by essay

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Henry W. Art, Sarah Gardner

ENVI 26 (W) Material Culture and Craft of 19th Century Coastal New England

Crosslistings: ENVI26 / MAST25

Secondary Crosslisting

The goal in this course is to provide an opportunity for students to develop an intimate understanding of 19th century Mystic through lived experience. To appreciate a culture or a community so different from what we live and experience today, you must also understand the ways in which its residents shaped their world, specifically, the crafts they plied. There are few opportunities in life when this understanding can be delivered through lived experience. This will be one of them. Taking advantage of the extraordinary resources of Williams-Mystic, the coastal and ocean studies campus of Williams College located at the Mystic Seaport in Mystic, CT, this winter-study course, taught at Williams-Mystic, aims to: 1) provide rich hands-on participatory experiences that authentically mirror 19th century maritime craft and culture; and 2) offers learners a rare opportunity to delve deeply into the mindset of 19th century maritime culture by creating an authentic artifact that reflects understanding of the values and mores of this time period. There will be a number of instructors; including instructors employed by the Mystic Seaport in who specialize in chanteys, shipsmithing, ship Carving, scrimshaw, canvasworks, and boatbuilding.

Class Format: Williams-Mystic

Requirements/Evaluation: performance-based evaluation using exemplars, experts and authentic audience; final paper or project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: by application

Materials/Lab Fee: $1,500

Attributes: EXPE Experiential Education Courses

Winter 2019
TVL Section: 01 Cancelled

ENVI 31 (W) Senior Research and Thesis: Environmental Studies

To be taken by students registered for Environmental Studies 493-494.

Class Format: thesis

Distributions: (D2)
ENVI 99 (W) Independent Study: Environmental Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D2)

Winter 2019
IND Section: 01 TBA Henry W. Art

ENVI 100 (S) Introduction to Weather and Climate
Crosslistings: GEOS100 / ENVI100

Secondary Crosslisting
How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that oceans and glaciers interact with the climate. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and learning how to run a climate model on a computer.

Class Format: lecture
Requirements/Evaluation: class participation, labs, one midterm and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first-years and sophomores
Expected Class Size: 40
Distributions: (D3)
Attributes: EXPE Experiential Education Courses

Spring 2019
LEC Section: 01 MWF 11:00 am - 11:50 am Alice C. Bradley
LAB Section: 02 M 1:00 pm - 3:00 pm Alice C. Bradley
LAB Section: 03 T 1:00 pm - 3:00 pm Alice C. Bradley

ENVI 101 (F) Nature and Society: An Introduction to Environmental Studies
Environment and society interact on scales from the local to the global. This course explores these interactions and introduces students to the interdisciplinary methods of environmental studies. We will investigate the historical development of environmental problems -- including pollution, land grabbing, and species extinction -- and their possible solutions. We will survey policy-making and activism in a variety of contexts and will examine art, literature, film, music, maps, advertisements, and other cultural objects. Throughout the course, we will ask how unequal distributions of power affect people and environments. Case studies, readings, discussions, and field exercises will help students develop their understanding how natural systems influence and are influenced by human activities.
ENVI 102 (S) Introduction to Environmental Science

Environmental Science is the study of how the global earth system functions within the context of its four distinct yet interconnected "spheres," the geosphere, atmosphere, hydrosphere, and biosphere. This course introduces students to scientific methods from physics, chemistry, geology and biology that are applied to understanding both how these spheres interact and how we as scientists can interpret and assess human impacts. Discussions are accompanied by in-depth examinations of real-world case studies at the local and global scale. Topics may include: anthropogenic carbon dioxide, the ozone hole, groundwater contamination, resource sustainability, and loss of biodiversity. In weekly fieldwork and laboratory sessions students collect and analyze environmental samples, and interpret and write about these datasets. In addition to these group projects, students design, complete and present independent projects on a topic of their choice.

Class Format: two 75-minute lecture/discussion sessions, and one 3-hour field/laboratory session each week

Requirements/Evaluation: quizzes/exam, lab reports, independent project and presentation, participation in discussions

Prerequisites: none; no seniors without permission of the instructors

Enrollment Limit: 32

Enrollment Preferences: first-year students

Expected Class Size: 32

Department Notes: required course for Environmental Studies major and concentration

Distributions: (D3)

Attributes: ENVI Core Courses; EXPE Experiential Education Courses

Spring 2019

LEC Section: 01 TR 8:30 am - 9:45 am Mea S. Cook, Anthony J. Carrasquillo
LAB Section: 02 T 1:00 pm - 4:00 pm Mea S. Cook
LAB Section: 03 W 1:00 pm - 4:00 pm Anthony J. Carrasquillo

ENVI 103 (F) Global Warming and Environmental Change

Crosslistings: ENVI103 / GEOS103

Secondary Crosslisting

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape the Earth's surface are tied to temperature and precipitation, and as those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where we call home. Our ability to cope with the changes also depends are where we are, with low-income nations the least able to implement costly adaptive strategies. In this course, we will take a tour of the planet, investigating how climate change is altering landscapes and the natural processes that support them. Ultimately, we will develop an
understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as freshwater and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate.

Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/occasional field trips

Requirements/Evaluation: evaluation based on written reports from laboratories, class participation, weekly quizzes, a midterm and final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses; SCST Related Courses

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ENVI 104 (S) Oceanography
Crosslistings: MAST104 / ENVI104 / GEOS104

Secondary Crosslisting

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.

Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip

Requirements/Evaluation: evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Not offered current academic year

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ENVI 105 (F) The Co-Evolution of Earth and Life
Crosslistings: GEOS101 / ENVI105

Secondary Crosslisting

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence
biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States.

Class Format: lecture; one laboratory per week plus one all-day field trip

Requirements/Evaluation: evaluation will be based on lab work, short quizzes, midterms, an independent project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: underclassmen

Expected Class Size: 30

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Fall 2018

LEC Section: 01 MWF 10:00 am - 10:50 am Phoebe A. Cohen
LAB Section: 02 M 1:00 pm - 3:00 pm Phoebe A. Cohen
LAB Section: 03 T 1:00 pm - 3:00 pm Phoebe A. Cohen

ENVI 108 (F) Energy Science and Technology (QFR)

Crosslistings: ENVI108 / PHYS108

Secondary Crosslisting

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: lecture twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

Requirements/Evaluation: evaluation will be based on weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 20

Expected Class Size: 20

Distributions: (D3) (QFR)

Attributes: ENVI Natural World Electives; SCST Related Courses

Fall 2018

LEC Section: 01 MR 1:10 pm - 2:25 pm Kevin M. Jones

ENVI 110 (S) The Anthropocene: Nature and Culture in the Human Age (WI)

In 2016, a group of scientists appointed by the International Commission on Stratigraphy, the body that keeps the official timetable of earth's history, argued that the planet has entered a new age known as the Anthropocene. Their questions were epochal: Has humanity become a geological force as powerful as those that have shaped the planet's deep past, such as ice sheets and asteroids? Have we truly entered "the human age," and if so, when did it begin and what does it all mean? This course will ask how researchers from different fields have sought to answer these questions. Just as important, it will ask how they became questions in the first place. Where did the idea of the Anthropocene come from? What are its social, political, and ethical implications? How have we arrived at this new understanding of our planet and ourselves? And what can this major intellectual shift—a shift that has already begun to send waves far beyond the academy into the worlds of art, literature, politics, and religion—tell us about the construction of environmental knowledge in the twenty-first century? Readings will come primarily from the environmental social sciences and humanities, including
works by nineteenth and early twentieth-century environmental thinkers, but will be supplemented with material from the natural and environmental sciences. Topics will include climate change, mass extinction, urbanization, and deforestation. Our focus throughout will remain on ways of knowing, imagining, and representing global environmental change in an era of ever-expanding human influence.

Class Format: tutorial
Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first years and sophomores
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives;
Not offered current academic year

ENVI 134 (S) The Tropics: Biology and Social Issues
Crosslistings: BIOL134 / ENVI134
Secondary Crosslisting
Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses on specifically on the peoples and cultures of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment.

Class Format: lecture/debate, three hours per week
Requirements/Evaluation: evaluation will be based on two hour exams, a short paper, panel preparation, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 60
Enrollment Preferences: seniors, juniors, sophomores, and first-year students--in that order
Expected Class Size: 60
Department Notes: does not count for major credit in Biology; does not satisfy the distribution requirement in the Biology major
Distributions: (D3)
Attributes: ENVI Natural World Electives; EVST Living Systems Courses; GBST African Studies Electives; PHLH Biomedical Determinants of Health; SCST Elective Courses
Not offered current academic year

ENVI 203 (F) Ecology (QFR)
Crosslistings: BIOL203 / ENVI203
Secondary Crosslisting
This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).
Class Format: lecture/laboratory, six hours per week
Requirements/Evaluation: evaluation will be based on problem sets, lab reports, hour exams, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor
Enrollment Limit: none
Expected Class Size: 35
Department Notes: satisfies the living system course requirement for the major in Environmental Studies; satisfies the distribution requirement in the Biology major
Distributions: (D3) (QFR)
Attributes: ENVI Natural World Electives; EVST Environmental Science; EVST Living Systems Courses;

Fall 2018
LEC Section: 01    MWF 10:00 am - 10:50 am     Ron D. Bassar
LAB Section: 02    T 1:00 pm - 4:00 pm     Ron D. Bassar
LAB Section: 03    W 1:00 pm - 4:00 pm     Ron D. Bassar

ENVI 205 (F) Geomorphology
Crosslistings: GEOS201 / ENVI205
Secondary Crosslisting
Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. We emphasize the influence of climatic, tectonic, and volcanic forces on geomorphic evolution over relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on geomorphic processes is strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction—planned or unplanned—with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and imagery.
Class Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains
Requirements/Evaluation: evaluation will be based on two hour exams, a project, lab work and class participation
Prerequisites: any 100-level GEOS course or permission of instructor
Enrollment Limit: 18
Expected Class Size: 15
Distributions: (D3)
Attributes: AMST Space and Place Electives; ENVI Natural World Electives; EVST Environmental Science; EXPE Experiential Education Courses

Fall 2018
LEC Section: 01    TR 11:20 am - 12:35 pm     José A. Constantine
LAB Section: 02    R 1:00 pm - 4:00 pm     José A. Constantine

ENVI 207 (F) Earth Resources
Crosslistings: ENVI207 / GEOS205
Secondary Crosslisting
The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging—all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding Earth's resources increases. Finding new deposits and managing those we
have requires insight into the geology that underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses.

Class Format: lecture
Requirements/Evaluation: one hour exam, a final exam, lab exercises, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one 100-level GEOS course or permission of instructor
Enrollment Limit: 18
Enrollment Preferences: sophomores and Geosciences majors
Expected Class Size: 18
Distributions: (D3)
Attributes: ENVI Natural World Electives
Not offered current academic year

ENVI 208 (S) Saharan Imaginations  (DPE)  (WI)
Crosslistings: COMP234 / ARAB209 / ENVI208
Secondary Crosslisting

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar
Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Arabic Studies majors and certificate students
Expected Class Size: 15
Distributions: (D1)  (DPE)  (WI)
Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2019
SEM Section: 01  TR 9:55 am - 11:10 am  Brahim El Guabli

ENVI 211 (F) Race and the Environment
Crosslistings: AFR211 / SOC211 / AMST211 / ENVI211
Secondary Crosslisting

In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and
climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions--like literature, film, and music--to understand how people of color respond to environmental injustice and imagine the natural world.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20

**Distributions:** (D2)

**Attributes:** AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; PHLH Nutrition, Food Security + Environmental Health; PHLH Social Determinants of Health

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**ENVI 213 (S) Introduction to Environmental and Natural Resource Economics** (QFR)

**Crosslistings:** ECON213 / ENVI213

**Secondary Crosslisting**

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.

**Class Format:** lecture

**Requirements/Evaluation:** problem sets, short essays, paper(s); exam(s) are possible

**Prerequisites:** ECON 110

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 30

**Department Notes:** this course will count toward both the Environmental Studies major and concentration

**Distributions:** (D2) (QFR)

**Attributes:** ENVI Environmental Policy; POEC Comparative POEC/Public Policy Courses;

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**Spring 2019**

**LEC Section: 01** MW 11:00 am - 12:15 pm  James A. Manigault-Bryant

**ENVI 214 (S) Mastering GIS**

**Crosslistings:** GEOS214 / ENVI214

**Secondary Crosslisting**

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field
data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: based on weekly lab exercises, weekly quizzes, a research project, and a midterm and final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one introductory course in BIOL, ENVI, or GEOS

Enrollment Limit: 20

Enrollment Preferences: Geosciences and Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 20

Distributions: (D3)

Attributes: ENVI Natural World Electives; EVST Methods Courses; EXPE Experiential Education Courses

Spring 2019

LEC Section: 01 MW 11:00 am - 12:15 pm José A. Constantine
LAB Section: 02 M 1:00 pm - 4:00 pm José A. Constantine
LAB Section: 03 W 1:00 pm - 4:00 pm José A. Constantine

ENVI 215 (F) Climate Changes
Crosslistings: GEOS215 / ENVI215

Secondary Crosslisting

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change.

Class Format: lecture, three hours per week; one three-hour lab per week

Requirements/Evaluation: evaluation will be based on lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Geosciences majors

Expected Class Size: 14

Distributions: (D3)

Attributes: ENVI Natural World Electives; EVST Environmental Science; EXPE Experiential Education Courses; MAST Interdepartmental Electives; SCST Related Courses

Fall 2018

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook
LAB Section: 02 W 1:00 pm - 4:00 pm Mea S. Cook

ENVI 216 (S) Philosophy of Animals (WI)
Crosslistings: ENVI216 / PHIL216

Secondary Crosslisting
Animals are and always have been part of human life. To name just a few: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, what are animals such that they can be all these things? In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will to fuse a rigorous scientific perspective with more humanistic themes and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

Class Format: seminar

Requirements/Evaluation: four 4- to 5-page papers and one 10- to 12-page final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with at least one previous philosophy course; there is no need to email the professor in advance to indicate interest in the course

Expected Class Size: 19

Department Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2) (WI)

Attributes: COGS Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses;

Not offered current academic year

ENVI 217 (F) Landscape, Place and Power
Crosslistings: AMST216 / ENVI217

Primary Crosslisting

How does culture shape the way we imagine, use, and experience the physical environment, and how does the physical environment shape culture in turn? What can landscapes tell us about the values, beliefs, and ideas of the people who make them? What is the relationship between place and social power? This course will explore the various ways in which scholars from a broad range of disciplines have sought to answer these questions by incorporating insights from social theory and cultural criticism. Focusing on studies of place and landscape in the Americas from the time of European colonization to the present, it will examine key works from fields such as cultural geography, environmental history, ecocriticism, environmental philosophy, and anthropology, and it will survey the major methodological and theoretical commitments that unite these fields.

Class Format: seminar

Requirements/Evaluation: three 5- to 7-page essays; several shorter writing assignments

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 15

Distributions: (D2)

Attributes: AMST Critical and Cultural Theory Electives; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; SCST Related Courses

Fall 2018

SEM Section: 01    TR 8:30 am - 9:45 am    Nicolas C. Howe

ENVI 218 (S) "Ecologismo": Literature, Culture and the Environment in Latin America (DPE)
Crosslistings: ENVI218 / RLSP214

Secondary Crosslisting

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon
in the early 20th century to contemporary global warming? How do the realities of Latin American societies—including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism—inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Class Format: seminar

Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

Extra Info: may not be taken on a pass/fail basis

Prerequisites: RLSP 105, placement exam results, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish and Environmental Studies majors

Expected Class Size: 12

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"—economic, ecological, and cultural—forms Latin American responses to environmental degradation.

Spring 2019
SEM Section: 01    MWF 12:00 pm - 12:50 pm     Jennifer L. French

ENVI 219 (S)  Evolution of and on Volcanic Islands  (WI)
Crosslistings: ENVI219 / GEOS220

Secondary Crosslisting

Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics.

Class Format: tutorial

Requirements/Evaluation: evaluation based on five written papers.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: 100-level GEOS course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: geosciences majors and students with a demonstrated interest in geosciences

Expected Class Size: 10

Distributions: (D3) (WI)

Attributes: ENVI Natural World Electives;

Not offered current academic year

ENVI 220 (S)  Field Botany and Plant Natural History
Crosslistings: BIOL220 / ENVI220
Secondary Crosslisting

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. The "lectures," that are assigned as "homework" in this "flipped" course, focus on the evolution of the land plants, the most recent developments in plant systematics, characteristics of plant families, and cultural-economic uses of plants, especially native species. The in-class session will be organized as workshops with short quizzes and hands-on explorations of plant materials. The labs cover field identification, natural history, and ecology of local species.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on quizzes, exams, field quizzes, field notebook and a class project.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Extra Info 2: "flipped" lectures and homework

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: seniors, Biology majors, and Environmental Studies majors & concentrators

Expected Class Size: 25

Department Notes: satisfies the distribution requirement in the Biology major

Distributions: (D3)

Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses; PHLH Nutrition, Food Security + Environmental Health

Spring 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Henry W. Art
LAB Section: 02 T 1:00 pm - 4:00 pm Henry W. Art
LAB Section: 03 W 1:00 pm - 4:00 pm Henry W. Art

ENVI 221 (F) Introduction to Urban Studies: Shaping and Living the City

Crosslistings: LATS220 / AMST221 / ENVI221

Secondary Crosslisting

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first and second year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; ASAM Related Courses; ENVI Humanities, Arts + Social Science Electives; EXPE Experiential Education Courses; GBST Urbanizing World Electives; LATS Core Electives

Not offered current academic year
Explain the relationship between science and politics in the context of climate change legislation.
ENVI 225 (F) Sustainable Food & Agriculture  (WI)
Crosslistings: ENVI225 / BIOL225

Secondary Crosslisting
A tutorial course investigating patterns, processes, and stability in human-dominated, food production systems. The course will examine sustainable food and agriculture from an ecological perspective. Topics will include: changes in diversity, concentration, and scale, flows of energy, circulation (or not) of fertilizer nutrients, carbon balances in soils, and stability of food production, processing, and distribution ecosystems. A day-long field experience will take place on a local farm.

Class Format:
tutorial

Requirements/Evaluation: Evaluation will be based on writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 102 or ENVI 102

Enrollment Limit: 10

Enrollment Preferences: open to sophomores, juniors, and seniors, with preference given to sophomores over juniors and seniors.

Expected Class Size: 8

Department Notes: satisfies the distribution requirement in the Biology major, the Natural World distributional requirement of the Environmental Studies program

Distributions: (D3) (WI)

Distribution Notes: WI: Each student will write five papers that deal with questions requiring extensive reading of primary resources. Paper presentations will alternate with serving as a critic of other student papers. Students will be given the opportunity to revise and rewrite two of the five papers in the week following their tutorial presentation thereby being able to respond to the criticism and discussion of the tutorial group.

Attributes: ENVI Natural World Electives;

ENVI 228 (F) Water as a Scarce Resource  (WI)
Crosslistings: ECON228 / ENVI228

Secondary Crosslisting
For a variety of reasons including environmental pollution, urbanization, changing agricultural techniques, resource mismanagement, and the consequences of climate change, water is becoming a scarce resource even in places where it was relatively plentiful in the past, and it is likely to become an increasingly scarce resource over the coming decades. In this course we will use basic economic models to consider policy issues relating to water: Is access to water a basic human right, and if so, what market and non-market mechanisms should play a role in water allocation? Does public ownership of water improve the way it is provided and used? Why do societies differ in their approaches to allocating water and are some systems better than others? What does it mean to have a property right to water? Could private property rights to water help address the water pollution problem? How can societies change their water-related property rights, regulations and social institutions when individuals have implicit or explicit rights to the institutional status quo? Who has the right to water that crosses international boundaries? How should societies allocate water across generations?

Class Format: tutorial, meeting with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (5 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers

Requirements/Evaluation: evaluation will be based on the quality of the papers and on the quality of the student's oral presentations and
ENVI 232 (S) The Garden in the Ancient World
Crosslistings: ENVI232 / REL235 / CLAS235 / COMP235
Secondary Crosslisting
Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

Class Format: seminar
Requirements/Evaluation: class participation, short written assignments, and a final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Classics majors
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under CLAS, COMP or ENVI; meets Division 2 requirement if registration is under REL

Spring 2019
SEM Section: 01 MR 1:10 pm - 2:25 pm Nicole G. Brown

ENVI 234 (F) Economics of Developing Countries (DPE)
Crosslistings: ENVI234 / ECON204
Secondary Crosslisting
The leaders of poor countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in poor countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: lecture/discussion
Requirements/Evaluation: short essays/assignments; exam; final group project, including a 15-page paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
**Enrollment Limit:** 25  
**Enrollment Preferences:** first-year and sophomore students  
**Expected Class Size:** 25  
**Distributions:** (D2) (DPE)  
**Distribution Notes:** DPE: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

**Attributes:** GBST African Studies Electives; GBST Economic Development Studies Electives; POEC Comparative POEC/Public Policy Courses

**Fall 2018**  
LEC Section: 01    MWF 8:30 am - 9:45 am    Steven E. Natziger

**ENVI 235 (S) Survival and Resistance: Environmental Political Theory** (WI)

**Crosslistings:** ENVI235 / PSCI235

**Secondary Crosslisting**

Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have “rights”? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet's health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory’s traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

**Class Format:** seminar  
**Requirements/Evaluation:** formal and informal writing assignments and class participation  
**Prerequisites:** none  
**Enrollment Limit:** 19  
**Enrollment Preferences:** first years and sophomores  
**Expected Class Size:** 12  
**Distributions:** (D2) (WI)  
**Attributes:** AMST Critical and Cultural Theory Electives; ENVI Humanities, Arts + Social Science Electives; PHIL Related Courses; PSCI Political Theory Courses;

**Spring 2019**  
SEM Section: 01    Cancelled

**ENVI 236 (S) Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern**

**Crosslistings:** ENVI236 / ARTH236 / CLAS236

**Secondary Crosslisting**

Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of the environment, and the capacity
of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides and Lucretius. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallermé, "L'Apres midi d'une faun," Aby Warburg, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

**Class Format:** seminar

**Requirements/Evaluation:** attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** first year graduate students, then second year graduate students, then advanced undergraduates

**Expected Class Size:** 12

**Department Notes:** pre-1600 undergraduate requirement

**Distributions:** (D1)

**Attributes:** ARTH pre-1600 Courses;

Not offered current academic year

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**ENVI 238 (F) Sustainable Economic Growth**

**Crosslistings:** ENVI238 / ECON238

**Secondary Crosslisting**

Is it possible to have infinite economic growth on a finite planet? This question has sparked a great deal of inquiry across the social sciences. Some argue that we need to slow or even end economic growth to prevent environmental catastrophe. Others argue that market forces, especially changing prices and improved technology, will ensure that growth can continue unabated without significant negative consequences. Still others argue that government intervention is necessary to limit negative consequences of economic progress, but that effective interventions are still compatible with sustained economic growth. In this class, we will explore the insights that economics has to offer on this important question. We will start by considering the importance of finite inputs used in production, including fossil fuels, minerals, land, water and food, among others. Then, we will consider whether undesirable byproducts of economic growth will prevent sustained growth. This second part of class will place a lot of emphasis on climate change, but we will also discuss other forms of environmental degradation. Throughout the class, we will pay special attention to the role that government intervention can or cannot play in promoting sustainable economic growth. This class will reinforce core economic concepts taught in introductory microeconomics and introductory macroeconomics.

**Class Format:** lecture

**Requirements/Evaluation:** midterms exams, final exam, problem sets, short writing assignments, class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ECON 110 and ECON 120

**Enrollment Limit:** 30

**Enrollment Preferences:** potential or declared social science majors

**Expected Class Size:** 20

**Distributions:** (D2)

**Attributes:** ENVI Environmental Policy; POEC Comparative POEC/Public Policy Courses

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Fall 2018

LEC Section: 01    TR 9:55 am - 11:10 am     Gregory P. Casey
What does climate change mean for the future of Earth's 8.7 million-or-so species? This tutorial introduces students to an emerging literature on how climate change alters the distributions, behaviors, and interactions of plant and animal species. In it we will pay close attention to how to read a scientific paper and how to write about science from the discipline of environmental studies. Some of the questions we will consider include: How is scientific knowledge produced? What might the biotic world look like in 10, 100, and 1000 years? How are conservation and restoration practitioners responding to climate change? To what extent can local environmental management alter global trends?

Class Format: tutorial

Requirements/Evaluation: one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI101 or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: WI: Tutorial format

Attributes: ENVI Humanities, Arts + Social Science Electives; ENVI Natural World Electives; SCST Related Courses;

Fall 2018

TUT Section: T1 TBA Laura J. Martin

A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals--as well as artistic, literary, and architectural forms--associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside - not just as places, but also as states of mind. All readings are in translation.

Class Format: seminar

Requirements/Evaluation: informed participation, two short papers (2-5 pages), final paper (8-10 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none, although prior knowledge of the ancient world will be useful

Enrollment Limit: 25

Enrollment Preferences: declared and intending majors in Classics and Environmental Studies

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under CLAS or ENVI; meets Division 2 requirement if registration is under ANTH

Not offered current academic year

Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources
of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including climate change, pollution, unsustainable agriculture, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and cultural identities far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Combining approaches from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, legal texts, and more.

Class Format: seminar
Requirements/Evaluation: three 5- to 7-page papers and several short response papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators
Expected Class Size: 19
Distributions: (D2)
Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2018
SEM Section: 01 MR 1:10 pm - 2:25 pm Nicolas C. Howe

ENVI 244 (S) Environmental Ethics (WI)
Crosslistings: PHIL244 / ENVI244

Primary Crosslisting

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Class Format: tutorial
Requirements/Evaluation: one 5- to 7-page essay every other week (6 in all) and carefully prepared oral responses to partners' essays in alternate weeks; evaluation will be based on essays, oral critiques, and quality of discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI 101 or one course in PHIL
Enrollment Limit: 10
Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators
Expected Class Size: 10
Department Notes: meets Value Theory requirement only if registration is under PHIL
Distributions: (D2) (WI)
Attributes: ENVI Environmental Policy; EVST Culture/Humanities; PHIL Contemporary Value Theory Courses; SCST Elective Courses;

Spring 2019
TUT Section: T1 TBA Julie A. Pedroni

ENVI 247 (S) Race and Religion in the American West
Crosslistings: ENVI247 / LATS247 / REL247 / AMST247
From the "Land of Enchantment" of New Mexico in the far reaches of the desert to the sacred temples on the West Coast that overlook Pacific Ocean, this course examines the peoples and the "sacroscapes" of the American West. Historian Patricia Limerick regards this region as an extraordinary site of convergence and one of "the greatest meeting places on the planet." The region is a site of cultural complexity where Penitentes maintained a sacred order, Pentecostals attracted a global audience, Native Americans forged legal/protected definitions of "religion," and Asian immigrants built the first Buddhist and Sikh temples. Until recently, standard surveys of religious history in North America have devoted minimal attention to the distinctive role of religion in the American West. They have focused on religious history in the flow of events westward from the Plymouth Rock landing and Puritan establishment while generally overlooking the Pueblo Revolt in modern-day New Mexico which occurred in that same century and marked the temporary suspension of Spanish encroachment. How do scholars of religion and history account for these renditions between the past and present? Most mainstream religious histories treat religious experience and identity in the U.S. West as additive rather than complementary to or constitutive of its mainstream narratives. Contemporary historians of religion note the need for new "sights," "cites," and "sites" in order to deconstruct and reconstruct this incomplete meta-narrative, taking into account such factors as migration, gender, region, and the environment.

**Class Format:** seminar/discussion

**Requirements/Evaluation:** student participation, weekly reflection papers (up to half page), midterm primary source paper (up to 5 pages), and a final research paper on Religion and the Environment (8-10 page paper with a media/visual component)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Extra Info 2:** course is part of the 2016-17 Climate Change Initiative

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** none

**Department Notes:** religion: Elective Course

**Distributions:** (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; ENVI Humanities, Arts + Social Science Electives; LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

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**ENVI 248 (S) "Our Response Will Define Our Future": Climate Change Policy Analysis**  
(WI)

In 2014, UN Secretary General Ban Ki-moon declared: climate change is "the defining issue of our age. It is defining our present. Our response will define our future." In this tutorial, we will examine a broad range of proposed, and currently implemented, policy responses to this grand challenge. We will employ policy analysis to evaluate these strategies' effectiveness and viability. This tutorial will consider approaches at varied scales (ranging from university campuses to coordinated global action) and addressing different sectors (including transportation, energy generation, and food production).

**Class Format:** tutorial

**Requirements/Evaluation:** students alternate in preparing 5-7 page papers and 2 page responses (5 papers and 5 responses in total), final paper building on one of the 5-7 page papers

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** 1. first-year students 2. second-year students 3. Environmental studies concentrators and majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** ENVI Environmental Policy;

Spring 2019

TUT Section: T1    TBA    Pia M. Kohler

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**ENVI 250 (S) Environmental Justice**  
(DPE)
Primary Crosslisting

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Class Format: seminar
Requirements/Evaluation: several short essays, final essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI101 or permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.
Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses

Spring 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  Laura J. Martin

ENVI 255 (F) Environmental Observation
Crosslistings: GEOS255 / ENVI255
Secondary Crosslisting

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, LIDAR/RADAR, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, biosphere, and erosion processes. Students will carry out a research project using observation techniques covered in class to explore a part of the local environment.

Class Format: lecture
Requirements/Evaluation: Labs, one midterm exam, and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: at least one prior course in GEOS or ENVI
Enrollment Limit: 10
Enrollment Preferences: sophomores
Expected Class Size: 10
Distributions: (D3)
Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Fall 2018
ENVI 259 (S) New England Environmental History (WI)
Crosslistings: AMST259 / ENVI259 / HIST259

Primary Crosslisting
Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Class Format: seminar
Requirements/Evaluation: several short essays, final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ENVI 101 or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 15
Distributions: (D2) (WI)
Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada;

Spring 2019
SEM Section: 01 TR 9:55 am - 11:10 am Laura J. Martin

ENVI 270 (S) Environmental Problems: Social Causes, Consequences, and Policy Solutions
This course will provide an overview of the social causes and consequences of environmental problems, especially within the US context. Special attention will be paid to the variety of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society and the private sector. We will examine different proposed solutions to environmental problems and models of environmental policy-making, including at the local, state and federal level. This course will focus on several case studies, including air and water pollution, agricultural runoff, climate change and endangered species protection.

Class Format: seminar
Requirements/Evaluation: participation, midterm, several smaller assignments, and a final project analyzing an environmental policy
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators, and Political Science majors
Expected Class Size: 15
Distributions: (D2)
Attributes: ENVI Environmental Policy; EVST Social Science/Policy

Not offered current academic year

ENVI 273 (F) Politics without Humans?
Crosslistings: SCST273 / PSCI273 / ENVI273

Secondary Crosslisting
Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants; shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.

Class Format: lecture/seminar
Requirements/Evaluation: class participation, three 6- to 8-page papers
Extra Info: please note that this is an introductory-level course with no prerequisites. First year students and those with no background in political theory are welcome, as are more experienced students
Prerequisites: none
Enrollment Limit: 35
Expected Class Size: 15
Distributions: (D2)
Attributes: AMST Critical and Cultural Theory Electives; ENVI Environmental Policy; PHIL Related Courses; PSCI Political Theory Courses

Fall 2018
LEC Section: 01 Cancelled

ENVI 283 (F) Dirty Politics: Regulating Hazardous Chemicals and Wastes
Crosslistings: ENVI283 / PSCI283
Primary Crosslisting
Since consumers were first introduced to the promise of "better living through chemistry," society has had to wrestle with the impacts, often far removed in place and time, resulting from a rapid proliferation of hazardous chemicals and wastes. Policy responses, be they at the local, national or global scale, are often limited to reactionary efforts to counter releases into the environment, are constrained by the prevalent use of the technologies in question, and further bring to the fore key challenges of environmental justice and risk management. How then are we to regulate DDT without adversely affecting our fight against mosquito-borne malaria? How might we preserve the ozone layer while still maintaining the benefits of food preservation through refrigeration? How can we reap the benefits of the electronic age without condoning the steady flow of electronic waste affecting workers' health and environments in developing countries? Emphasis will be placed on understanding the politics that bring about, and allow us to address, these problems. We will be examining in particular novel policy responses, including the US' revised legislation on chemicals passed in 2016 and citizen science initiatives such as those that brought attention to the crisis of lead-contaminated water in Flint, MI.

Class Format: seminar
Requirements/Evaluation: participation, several smaller assignments, and a final research project
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 19
Expected Class Size: 15
Distributions: (D2)
Attributes: AMST Space and Place Electives; ENVI Environmental Policy; EVST Social Science/Policy; PHIL Nutrition, Food Security+Environmental Health; POEC Comparative POEC/Public Policy Courses; PSCI Research Courses

Fall 2018
SEM Section: 01 MR 1:10 pm - 2:25 pm Pia M. Kohler

ENVI 285 (S) Writing About Science and Nature (WI)
Crosslistings: ENGL286 / ENVI285

Primary Crosslisting

Over the last few decades, the nature of nature has changed and so, necessarily, has nature writing. In this course we will read essays and articles by some of the most innovative science and nature writers working today. Students will also produce their own work. The class will include workshop sessions and group discussions. There will be frequent short exercises and a long final project.

Class Format: seminar

Requirements/Evaluation: short writing exercises and a long final project

Prerequisites: ENVI 101 or 102

Enrollment Limit: 15

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 15

Distributions: (D1) (WI)

Attributes: ENVI Humanities, Arts + Social Science Electives; SCST Related Courses;

Not offered current academic year

ENVI 291 (S) Religion and the American Environmental Imagination (WI)

Crosslistings: ENVI291 / REL291 / SOC291

Primary Crosslisting

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of "eco-spirituality" and popular "nature religion." Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present, taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?

Class Format: seminar

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives;

Not offered current academic year

ENVI 303 (S) Cultures of Climate Change (WI)

Crosslistings: ENVI303 / SOC303

Primary Crosslisting

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a “problem” in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental
ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Class Format: seminar

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

Expected Class Size: 19

Distributions: (D2) (WI)

Attributes: ENVI Humanities, Arts + Social Science Electives; SCST Related Courses;

Spring 2019

SEM Section: 01   TR 11:20 am - 12:35 pm   Nicolas C. Howe

ENVI 307 (F) Environmental Law

Crosslistings: ENVI307 / PSCI317

Primary Crosslisting

We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today. Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship. By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats.

Class Format: seminar

Requirements/Evaluation: based on several short writing assignments, a term research project, and active participation in class.

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 25

Department Notes: satisfies the "Environmental Policy" requirement for the Environmental Studies concentration

Distributions: (D2)

Attributes: AMST Space and Place Electives; ENVI Environmental Policy; EVST Social Science/Policy; MAST Interdepartmental Electives; POEC U.S. Political Economy + Public Policy Course; SCST Elective Courses

Fall 2018

LEC Section: 01   M 7:00 pm - 9:40 pm   David N. Cassuto

ENVI 308 (S) Science and Politics in Environmental Decision Making

This course explores the relationship between science and politics in environmental decision-making. How do legislators know when a species is endangered and warrants protection? What precautions should be applied in allowing genetically modified foods onto our plates? Can we, and should we, weigh the risks of malaria against the impacts of pesticides used to control those mosquitoes that transmit the disease? How has the global community come together to understand the risks from global climate change, and how has this understanding shaped our policy responses? What are some of the limits of science in shaping policy outcomes? In addressing these and other questions, we will pay particular attention to how power relations and existing institutions shape what knowledge, and whose knowledge, is taken on board in decision-making, be it at the local, national or global level. We will delve into how these dynamics shape policy outcomes and we will also examine novel approaches for incorporating the knowledge of traditionally disempowered groups, including indigenous and local communities.
ENVI 312 (F) Communities and Ecosystems (QFR)
Crosslistings: BIOL302 / ENVI312
Secondary Crosslisting
An advanced ecology course that examines how species interact with each other and their environment with a focus on conservation implications. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments but will also include some laboratory microcosm experiments. The laboratory component of the course will culminate with a self-designed independent or group project.
Class Format: lecture/laboratory, six hours a week
Requirements/Evaluation: evaluation will be based on lab reports, a midterm exam, a term project presentation, and a final project paper
Prerequisites: BIOL/ENVI 203 or 220
Enrollment Limit: 28
Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators
Expected Class Size: 24
Department Notes: satisfies the distribution requirement in the Biology major
Distributions: (D3) (QFR)
Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses;
Not offered current academic year

ENVI 313 (S) Chicago
Crosslistings: LATS312 / AMST312 / ENVI313
Secondary Crosslisting
"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind room has been made for diversity--social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi-Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.
Class Format: discussion
Requirements/Evaluation: evaluation will be based on attendance and class participation, group presentations and discussions, 5 critical briefs (2-pages) and a book review essay (15 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221
**ENVI 318 (F) California: Myths, Peoples, Places (WI)**

Crosslistings: ENVI318 / LATS318 / REL318 / AMST318 / COMP328

**Secondary Crosslisting**

Crosslisting Between Paradise and Hell, between environmental disaster and agricultural wonderland, between Reagan and Berkeley, between a land of all nations and a land of multiracial enmity, a diversity of myths have been inscribed onto and pursued within the space we call California. How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as “sprawling multicultural dystopia,” and California as “west of the west.”

**Class Format:** seminar

**Requirements/Evaluation:** this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; LATS Core Electives;

*Not offered current academic year*

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**ENVI 322 (F) Trash**

Crosslistings: GBST322 / ANTH322 / ENVI322

**Secondary Crosslisting**

What is waste? What is filth? Why do titles or categories of sanitation workers--"garbage man," for instance--bear such charged social and sometimes moral significance in many societies? In this seminar we will critically examine the production of waste and its role in the production of value, meaning, hierarchy, and the environment. Readings will be of three types. First we will consider theoretical inquiries into the relations between filth and culture. Second, we will examine studies of the political and environmental consequences of systems of waste management historically and in the present, with a focus on South Asia and the United States. Third, we will read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Dhaka and Delhi, Chicago and New York. There is also a fieldwork component to this class. In groups, students will conduct ethnographic micro-studies of elements of the systems of waste production and management in Berkshire County (e.g., cafeterias, retail outlets, homes, dorms, recycling facilities, sewage treatment plants). Students will post field notes to a class blog, and each group will present its findings in the form of a short film, multimedia presentation, or paper.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** regular posting of critical response papers and an ethnographic final project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20
**Enrollment Preferences:** seniors and juniors

**Expected Class Size:** 20

**Distributions:** (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

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**ENVI 324 (S) Corals and Sea Level**

Crosslistings: GEOS324 / MAST324 / ENVI324

**Secondary Crosslisting**

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

**Class Format:** lecture/laboratory

**Requirements/Evaluation:** short papers, labs, participation in discussion, and a research project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geoscience majors, students who commit to the Spring Break trip

**Expected Class Size:** 10

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EXPE Experiential Education Courses

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**Spring 2019**

**LEC Section:** 01   **TR 11:20 am - 12:35 pm**   Mea S. Cook

**LAB Section:** 02   **R 1:00 pm - 4:00 pm**   Mea S. Cook

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**ENVI 328 (F) Global Environmental Politics** (WI)

Crosslistings: ENVI328 / PSCI328

**Primary Crosslisting**

This seminar draws on the last five decades of international efforts to regulate the environmental commons. The process of negotiating and implementing international environmental treaties will be a core focus of the course, yet emphasis will also be placed on emerging non-state means of addressing global environmental challenges. A variety of challenges faced in global environmental policymaking (compliance, participation by civil society and industry, incorporation of science, efficiency) will be examined through the study of several international regimes, including on climate change, endangered species, biodiversity, biosafety and mercury pollution.

**Class Format:** seminar

**Requirements/Evaluation:** participation; several shorter writing assignments; and a research paper to be completed in stages over the course of the semester

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 19
# Our Planet's Plastic Plight

# stopsucking, #gotopless, #foodinthenude: these rallying calls to rethink plastic and ban plastic straws, coffee cups, and excessive food packaging are just the latest consumer-driven campaigns to combat the scourge of plastic proliferation. Indeed, over the past century, plastic has become ubiquitous in our societies. Durability, affordability and versatility, the very characteristics that explain this success, have heightened the pollution challenge we face today. Yet, we also rely on plastic for a variety of life-saving devices and implements. In this course, we will examine the chemistry and history of plastic and understand how its uses have impacted diverse systems including our oceans. As we undertake this semester-long lifecycle analysis of plastic in our daily lives, we will explore how additives, often toxic, complicate efforts to recycle plastic goods. We will also study international flows of this material, notably following China’s decision in 2017 to constrain its imports of plastics for recycling. Finally, we will evaluate novel efforts to regulate plastic from the local to the global scale.

**Class Format:** seminar

**Requirements/Evaluation:** participation, several small assignments, multi-part project setting out action plan to address a particular aspect of plastic pollution

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Environmental Studies majors, Public Health concentrators

**Expected Class Size:** 15

**Distribution Notes:** No Divisional Credit

**Attributes:** ENVI Environmental Policy

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**ENI 339 (F) Conservation Biology (QFR)**

Crosslistings: BIOL329 / ENVI339

**Secondary Crosslisting**

Conservation biology is an interdisciplinary field that develops scientific and technical means for the protection, maintenance, and restoration of diversity at all levels of biological organization. This course provides an overview of the discipline including the causes and consequences of biodiversity loss as well as approaches and strategies used to combat biodiversity threats such as climate change, habitat fragmentation, and invasive species. Particular emphasis is placed on the ecological dimension of conservation and the application of biological principles (derived from physiological and behavioral ecology, population genetics, population ecology, community ecology, and systematics) to the conservation of biodiversity. The course combines lectures, readings, in-class discussion, and a laboratory that includes both field and lab projects.

**Class Format:** lecture and discussion three hours per week; lab three hours per week

**Requirements/Evaluation:** lab assignments, two exams, and discussion participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** BIOL 203, or BIOL 202, or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** biology majors, seniors, and juniors

**Expected Class Size:** 24

**Department Notes:** satisfies the distribution requirement for the Biology major
ENVI 341 (S)  Toxicology and Cancer
Crosslistings: CHEM341 / ENVI341
Secondary Crosslisting
What is a poison and what makes it poisonous? Paracelsus commented in 1537: “What is not a poison? All things are poisons (and nothing is without poison). The dose alone keeps a thing from being a poison.” Is the picture really this bleak; is modern technology-based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons?
This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair.
Class Format: lecture, three times per week
Requirements/Evaluation: evaluation is based on two hour tests, a class presentation and paper, participation in discussion sessions, a self-exploration of the current toxicological literature, and a final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: CHEM 156; may be taken concurrently with CHEM 251/255; a basic understanding of organic chemistry
Enrollment Limit: 30
Expected Class Size: 24
Department Notes: satisfies the Natural World requirement for the Environmental studies concentration
Distributions: (D3)
Attributes: BIMO Interdepartmental Electives; ENVI Natural World Electives; PHLH Biomedical Determinants of Health
Not offered current academic year

ENVI 346 (F)  Environmental Psychology
Crosslistings: ENVI346 / PSYC346
Secondary Crosslisting
This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans’ disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding proenvironmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.
Class Format: seminar
Requirements/Evaluation: a series of papers, two essay exams, written and oral reports of research
Prerequisites: PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.
Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Environmental Studies concentrators

Expected Class Size: 16

Distributions: (D2)

Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; PSYC Area 4 - Social Psychology

Not offered current academic year

ENVI 351 (F) Marine Policy
Crosslistings: ENVI351 / PSCI319 / MAST351

Secondary Crosslisting
This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Extra Info: offered only at Mystic Seaport

Department Notes: satisfies the Environmental Policy requirement for the Environmental studies concentration

Distributions: (D2)
Attributes: ENVI Environmental Policy; EXPE Experiential Education Courses; POEC International Political Economy Courses

Fall 2018
LEC Section: 01 TBA Catherine Robinson Hall

Spring 2019
LEC Section: 01 TBA Catherine Robinson Hall

ENVI 352 (S) After Nature: Writing About Science and The Environment (WI)
Crosslistings: ENGL351 / ENVI352

Primary Crosslisting
Over the last few decades, the nature of nature has changed and so, by necessity, has nature writing. In this course we will read some of the classic works of nature writing as well as essays and articles by contemporary authors. The emphasis will be on producing our own work. The class will include workshop sessions and group discussions. There will be frequent short exercises and a long final project.

Class Format: seminar

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 101 or 102 suggested

Enrollment Limit: 15

Enrollment Preferences: Environmental Studies majors

Expected Class Size: 15

Distributions: (D1) (WI)

Not offered current academic year

ENVI 364 (S) Instrumental Methods of Analysis
Crosslistings: ENVI364 / CHEM364

Secondary Crosslisting
This course provides the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental
chemical phenomena and to the measurement of certain atomic and molecular parameters. Student will gain knowledge and understanding of the theory and practical use of a variety of instrumental techniques; including, but not limited to, chromatography, mass spectrometry, thermal methods, electroanalytical techniques, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies, with examples drawn from the current literature. Analytical chemical and instrumental techniques will be developed in the lecture and extensively applied within the laboratory. These skills are useful in a wide variety of scientific areas. Through exploration of primary literature and review articles we will discuss recent developments in instrumental methods and advances in the approaches used to address modern analytical questions.

**Class Format:** lecture, three hours per week; laboratory, four hours per week

**Requirements/Evaluation:** evaluation is based on class participation, 2 exams, problem sets, oral presentations and discussions of selected topics, laboratory work, and an independent project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives; ENVI Natural World Electives; EVST Methods Courses; MTSC Courses

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**ENVI 368 (F) Technology and Modern Society**

Crosslistings: ENVI368 / SOC368

**Secondary Crosslisting**

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

**Class Format:** seminar

**Requirements/Evaluation:** two short papers, a midterm exam, and a final exam

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 20

**Distributions:** (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives; FMST Related Courses; HSCI Interdepartmental Electives; SCST Elective Courses

**Not offered current academic year**

**ENVI 376 (S) Economics of Environmental Behavior (QFR)**

Crosslistings: ENVI376 / ECON477
Secondary Crosslisting

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

Class Format: seminar

Requirements/Evaluation: short essays and empirical exercises, class participation, oral presentation(s), and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 15

Distributions: (D2) (QFR)

Attributes: MAST Interdepartmental Electives; POEC Comparative POEC/Public Policy Courses;

Spring 2019

SEM Section: 01    MWF 8:30 am - 9:45 am    Sarah A. Jacobson

ENVI 378 (F) Nature/Writing

Crosslistings: ENGL378 / ENVI378

Secondary Crosslisting

What do we mean by "nature"? How do we understand the relationships between "nature" and "culture"? In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

Class Format: discussion/seminar

Requirements/Evaluation: two 10-page papers, regular class attendance, and participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors and Environmental Studies concentrators

Expected Class Size: 20

Distributions: (D1)

Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 386 (S) Environmental and Natural Resource Policy  (QFR)

Crosslistings: ENVI386 / ECON518 / ECON386

Secondary Crosslisting

Economic activity often damages the environment significantly, especially in developing countries. Firms may clear-cut valuable forests, while consumers may drive high-pollution vehicles with little thought for the environmental consequences. Economists have proposed a variety of policy remedies, from pollution taxes to tradable permit schemes and restrictions on the quantity of pollution. This course first examines the relative merits of these policies from a theoretical perspective. When pollution damage is uncertain, is it better to use a pollution tax or a quantity restriction? Is it worse to set a pollution tax too high than to set it too low? It then proceeds to the practical issues that attend policy implementation, particularly where state capacity is limited. What is the best policy when inspectors can be threatened or bribed? When resource extraction is hard to monitor? Case studies will likely include policies aimed at deforestation, mineral ownership and extraction, particulate air pollution from industry and transportation, and carbon emissions from electricity generation. In evaluating policies we will think about both efficiency and the distribution of costs and benefits. (What if environmental regulation only benefits the wealthiest people in a country?) We will also examine the environmental consequences of policies aimed at
other problems, like poverty and low education.

**Class Format:** seminar

**Requirements/Evaluation:** problem sets, paper, brief presentation, a midterm, and a final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Limit:** 25

**Enrollment Preferences:** senior Economic majors and CDE fellows

**Expected Class Size:** 20

**Department Notes:** satisfies the Environmental Policy requirement for the Environmental studies concentration

**Distributions:** (D2) (QFR)

**Attributes:** ENVI Environmental Policy; MAST Interdepartmental Electives; POEC Comparative POEC/Public Policy Courses;

Not offered current academic year

**ENVI 387 (S) Economics of Climate Change (QFR)**

Crosslistings: ECON387 / ECON522 / ENVI387

**Secondary Crosslisting**

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration in both poor and wealthy countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China's pilot cap-and-trade programs, the EU ETS, and the US Clean Power Plan. We will pay particular attention to the political economy of regulation and ways in which policy results have departed from theoretical predictions. Throughout the course we will discuss the limits of the economic approach to climate change, pointing out questions on which economic theory provides little guidance.

**Class Format:** lecture

**Requirements/Evaluation:** seven problem sets, midterm, group presentation, final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economic majors and CDE fellows

**Expected Class Size:** 19

**Distributions:** (D2) (QFR)

**Attributes:** ENVI Environmental Policy; MAST Interdepartmental Electives; POEC Comparative POEC/Public Policy Courses;

Not offered current academic year

**ENVI 397 (F) Independent Study of Environmental Problems**

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

**Class Format:** independent study

**Prerequisites:** approval by the Chair of Environmental Studies

Fall 2018

IND Section: 01 TBA Henry W. Art
ENVI 398 (S) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Class Format: independent study

Prerequisites: approval by the Chair of Environmental Studies

Spring 2019

IND Section: 01    TBA     Henry W. Art

ENVI 404 (S) Coastal Processes and Geomorphology (QFR)

Crosslistings: ENVI404 / MAST404 / GEOS404

Secondary Crosslisting

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, tests, and an independent research project

Prerequisites: GEOS 104 or permission of instructor

Enrollment Limit: none

Expected Class Size: 10

Distributions: (D3) (QFR)

Attributes: ENVI Natural World Electives;

Spring 2019

LEC Section: 01    MWF 8:30 am - 9:45 am     Alex A. Apotsos

ENVI 405 (F) Geochemistry: Understanding Earth's Environment

Crosslistings: ENVI405 / GEOS405

Secondary Crosslisting

Rocks, water, air, life: what comprises these interconnected components of the Earth system? How do they interact today, and how did these
interactions differ in the past? In this course we will study how chemical elements are distributed in the Earth, cycle through the Earth system, and act together to produce a planet that is habitable. As Earth's landscapes and oceans, and the life they harbor, have evolved through time, they have left an imprint in the geological record that we can read using geochemical tools such as molecular fossils, elemental ratios, and stable and radioactive isotopes. Topics include the synthesis of elements in stars, the formation and differentiation of planet Earth; radiometric dating; the major constituents of the atmosphere, rain, rocks, rivers and the ocean; how they're linked by chemical weathering and biological activity; and reconstruction of past environments. Students will explore these topics through lecture; reading and discussing articles from the scientific literature; and collecting, analyzing and interpreting data from environmental samples.

Class Format: seminar/lab
Requirements/Evaluation: evaluation will be based on seminar discussions, papers, labs and final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: two 200-level GEOS courses and at least one of GEOS 302 or 303
Enrollment Limit: 10
Enrollment Preferences: senior Geosciences majors
Expected Class Size: 10
Distributions: (D3)
Attributes: ENVI Natural World Electives

Not offered current academic year

ENVI 411 (F) Environmental planning workshop: community-based environmental problem solving

Crosslistings: ENVI411 / AMST302

Primary Crosslisting

This interdisciplinary, experiential workshop course introduces students to the field of planning through community-based projects. Environmental Planning encompasses many fields pertaining to the natural and built landscape such as city planning, sustainable design, natural resource planning, landscape design, agricultural planning, climate planning, transportation planning, and community development. Students will get out of the classroom and gain direct experience working on the planning process in the greater Berkshire region. The class is organized into two parts. Part 1 focuses on reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework. Part 2 focuses on project work in which students apply the concepts learned to tackle an actual community problem. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including research, interviews, survey research, mapping, and site design. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related workshop sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, hands-on design, and team work. The class culminates in a public presentation of each team's planning study.

Class Format: seminar discussion/group workshop/project lab
Requirements/Evaluation: short written exercises, class discussion, class presentations, final group report
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI 101 or permission of instructor; open to juniors and seniors only
Enrollment Limit: 16
Enrollment Preferences: Environmental Studies majors and concentrators
Expected Class Size: 16
Department Notes: required course for Environmental Studies major and concentration
Distribution Notes: does not meet Division 1, 2, or 3 requirements
Attributes: AMST Space and Place Electives; ENVI Core Courses; EXPE Experiential Education Courses; SCST Related Courses

Fall 2018

SEM Section: 01    TR 11:20 am - 12:35 pm     Sarah  Gardner
LAB Section: 02    T 1:00 pm - 4:00 pm     Sarah  Gardner
ENVI 412 (S) Senior Seminar: Perspectives on Environmental Studies (WI)

Crosslistings: ENVI412 / MAST402

Primary Crosslisting

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.

Class Format: seminar

Requirements/Evaluation: evaluation is based on active participation, discussion leading, several smaller assignments and capstone project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 302 or MAST 351 Maritime Policy or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: limited to senior Environmental Studies majors and concentrators and Maritime Studies concentrators

Expected Class Size: 20

Department Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: (WI)

Distribution Notes: does not meet Division 1, 2, or 3 requirements

Each student in this course will complete a semester-long research project resulting in a final report of 20-25 pages. The project will proceed in phases, with significant pieces of writing due at regular intervals throughout the semester, and with multiple opportunities for revision and peer review. There will also be several short reading response papers during the first half of the semester.

Attributes: EVST Senior Practicum; SCST Elective Courses;

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Nicolas C. Howe

ENVI 419 (F) Going to Ground: Considering Earth in the Arts of Africa (WI)

Crosslistings: ENVI419 / AFR419 / ARTH419

Secondary Crosslisting

Drawing its inspiration from the landmark exhibition Earth Matters: Land as Material and Metaphor in the Arts of Africa (National Museum of African Art, 2013), this seminar explores how earth has been conceptualized and integrated into African artistic thought as material, metaphor, geography, environment, and intervention, and how this interpretive flexibility has allowed it to become a symbol of power and presence in African art-making from prehistory to the present. The seminar will also focus on the ways in which earth has been used in contemporary art towards addressing the growing problems of pollution, unsustainable development, and the widespread depletion of earth-based natural resources in Africa. Over the course of this seminar, students will develop a knowledge base of earth-related issues that have been addressed in African artistic production, and engage with various cross-disciplinary methodologies to critically analyze the conceptual and aesthetic strategies deployed in these works. Students will also have the opportunity to interact with specialists from diverse disciplines and fields towards fleshing out their knowledge base.

Class Format: seminar

Requirements/Evaluation: 2-page reading response papers, 2-page paper proposal, draft and final paper (15 pages) with presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: some coursework in ARTH and/or AFR would be useful

Enrollment Limit: 19

Enrollment Preferences: seniors and majors

Expected Class Size: 19

Distributions: (D1) (WI)
ENVI 420 (S) Architecture and Sustainability in a Global World (WI)
Crosslistings: ARTH420 / ENVI420 / EXPR420 / GBST420

Secondary Crosslisting
What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: seminar; with travel component
Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, although a course in art/architectural history would be advantageous; registered students will also be required to submit an online application provided by the instructor before enrollment in the course is confirmed
Enrollment Limit: 6
Enrollment Preferences: Art History majors, Environmental Studies majors
Expected Class Size: 6
Materials/Lab Fee: Travel funds will be provided by a Class of 1963 Sustainability Development Grant
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST

Spring 2019
SEM Section: 01  M 1:10 pm - 3:50 pm  Michelle M. Apotsos

ENVI 421 (F) Latinx Ecologies
Crosslistings: LATS420 / ENVI421

Secondary Crosslisting
An August 2015 Latino Decisions poll found that Latinxs, more than other ethnic groups in the U.S.A., are deeply concerned about climate change and the "environment". How and why might some Latinxs be disproportionately impacted by climate change? How have a few distinct Latinx theorists and activists imagined and constructed ecology? How are struggles for environmental justice related to broader Latinx concerns with and constructions of place? This seminar will examine a few moments in distinct Latinx histories and geographies such as California migrant farmworkers and the struggle over pesticides, urban movements over waste management such as the Young Lords' garbage offensive, food justice movements and urban gardening, as well as literary and theological representations of affective and sacred ecologies such as Helena María Viramontes' Their Dogs Came With Them and Ecuadoran-U.S. ecofeminist Jeanette Rodríguez's theological texts. Evaluation will be based on class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

Class Format: seminar
Requirements/Evaluation: class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and
ENVI 422 (F)  Ecology of Sustainable Agriculture
A seminar/field course investigating patterns, processes, and concepts of stability in human-dominated, food production ecosystems. As a capstone course, the course will draw upon the experiences that students have had in biology and environmental studies courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of food production, distribution systems, nutrient pools and processing in human dominated ecosystems. Two extensive field trips will be taken to agricultural operations in the region. Each student will present a seminar on a topic requiring extensive reading of primary resources and is responsible for leading the discussion that ensues. Reading question paper assignments will be due prior to the seminar. Criticism paper assignments will be made at approximately bi-weekly intervals and due two days after the seminar to which they relate.

Class Format: seminar; two 75 minute sessions per week
Requirements/Evaluation: evaluation will be based on writing assignments, seminar presentation, and course participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL/ENVI 203 or BIOL 302 or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: senior Biology and Environmental Studies Majors and Environmental Studies Concentrators; then Junior majors/concentrators, then seniors, then juniors
Expected Class Size: 12
Department Notes: Satisfies the distribution requirement in Biology; the ENVS biology track; the Natural World distributional requirement of the Environmental Studies program
Distributions: (D3)
Attributes: ENVI Natural World Electives; PHLH Nutrition, Food Security+Environmental Health

Fall 2018
SEM Section: 01 Cancelled

ENVI 423 (S)  Global Change Ecology (WI)
Crosslistings: ENVI423 / BIOL413

Secondary Crosslisting

Plants and animals are increasingly faced with rapid environmental change driven by human activities across the globe. How do they cope with challenges imposed by climate change, altered nutrient cycling, biological invasions, and increased urbanization? What are the impacts of organismal responses at the population and community level? This course uses an integrative approach to understand the impacts of global change at multiple levels of biological organization in both aquatic and terrestrial environments. We examine how global-scale environmental changes affect the distribution and abundance of species and alter community organization. We also consider the physiological and behavioral mechanisms underlying species responses and the role of acclimation versus adaptation in coping with rapid environmental change. Finally, we learn the analytical tools used to predict future responses to global change. Class discussions will focus on readings drawn from the primary literature.

Class Format: seminar
Requirements/Evaluation: class participation and several short papers
ENVI 445 (F) World's End: Literary Ecologies of the Limit
Crosslistings: ENGL445 / ENVI445

Secondary Crosslisting

Consciousness of the world's finitude in a time of environmental degradation and headlong global capitalism prompts restraint, a harboring of resources. But beyond the economic logic of conservation and expenditure, might imagining the world from the vantage point of its limit provoke a more profound rethinking of ourselves and the things of the world? Does it change what it means to possess, or even what an experience of the world is? Does it change human relationship? This course explores these questions in part by reaching back to the early modern period, when the boundedness of nations and worlds first comes to view in a meaningful way. But the course will have a long arc, from Shakespeare to Sinha's Animal's People. Primary works will include: Shakespeare, As You Like It; Marvell, "Upon Appleton House"; Ovid, Metamorphosis; Browne, Urn Burial; Titian, Wordsworth, McCarthy, The Road; Alice Oswald; photography (Struth, Hutte), video installations (Pipilotti Rist). Theoretical texts include: Nixon, Slow Violence; Agamben, The Time that Remains; Heidegger, "Question Concerning Technology"; Latour, "An Inquiry into Modes of Existence"; Nancy, After Fukushima; Derrida, The animal that therefore I am and Beast and the Sovereign.

Class Format: seminar; combination discussion seminar and tutorial conferences
Requirements/Evaluation: one 5-page paper and one final 15-page paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: English majors using the course to fulfill a requirement; Environmental Studies majors; Comparative Studies majors
Expected Class Size: 12
Distributions: (D1)
Attributes: ENGL Criticism Courses; ENGL Literary Histories A; PHIL Related Courses

Fall 2018
SEM Section: 01 MR 1:10 pm - 2:25 pm Christopher L. Pye

ENVI 478 (F) Cold War Landscapes
Crosslistings: ENVI478 / AMST478 / HIST478

Secondary Crosslisting

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research
papers on any geographical area of the world.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, weekly critical writing, and a final 20- to 25-page research paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History, Environmental Studies majors if over-enrolled

Expected Class Size: 15

Distributions: (D2)

Attributes: AMST Space and Place Electives; HIST Group C Electives - Europe and Russia; HIST Group F Electives - U.S. + Canada

Not offered current academic year

ENVI 491 (S) The Suburbs (Wi)

Crosslistings: HIST491 / ENVI491 / AMST490

Secondary Crosslisting

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America’s conservative political turn, leading to the election of Ronald Reagan?

Class Format: tutorial

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

Distributions: (D2) (Wi)

Attributes: AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada;

Spring 2019

TUT Section: T1    TBA     Karen R. Merrill

ENVI 493 (F) Senior Research and Thesis: Environmental Studies

Environmental Studies senior research and thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Prerequisites: approval by the Chair of Environmental Studies

Fall 2018

HON Section: 01    TBA     Henry W. Art
Environmental Studies senior research and thesis.

**Class Format:** independent study

**Extra Info:** this is part of a full-year thesis (493-494)

**Prerequisites:** approval by the Chair of Environmental Studies

Spring 2019

HON Section: 01    TBA    Pia M. Kohler
ENVIROMENTAL STUDIES
Chair: Professor Henry Art

Associate Director: Lecturer Sarah Gardner


On Leave Fall/Spring: Professor R. Bradburd. Class of 1946 Environmental Fellow-in-Residence E. Kolbert.


Mystic Executive Director: T. Van Winkle.

MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES

Alex Apotsos, Visiting Lecturer in Geosciences

Henry W. Art, Professor of Biology and Environmental Studies

Sonya Auer, Visiting Assistant Professor of Biology

Lois M. Banta, Professor of Biology

Ron D. Bassar, Assistant Professor of Biology

Ben Benedict, Lecturer in Art

Mary K. Bercaw-Edwards, Associate Professor for Literature of The Sea, Williams-Mystic Maritime Studies Program

Julie C. Blackwood, Assistant Professor of Mathematics

Roger E. Bolton, Professor of Economics, Emeritus

Cory E. Campbell, instructional Technology Specialist

Phoebe A. Cohen, Associate Professor of Geosciences

Anthony J. Carasquillo, Assistant Professor of Chemistry

David Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies

Jose E.A. Constantine, Assistant Professor of Geosciences

Mea S. Cook, Associate Professor of Geosciences

David P. Dethier, Professor of Geosciences*

Joan Edwards, Professor of Biology

Laura Ephraim, Associate Professor of Political Science

Michael Evans, Assistant Director of The Zilkha Center for Environmental initiatives

Jessica M. Fisher, Assistant Professor of English

Antonia Foias, Professor of Anthropology and Sociology

Jennifer L. French, Professor of Spanish

Sarah S. Gardner, Lecturer in Environmental Studies

Matthew Gibson, Assistant Professor of Economics
Lisa Gilbert, Associate Professor of Geosciences and Marine Sciences
Casey Gregory, Assistant Professor of Economics
Catherine Hall, Lecturer, Williams-Mystic Maritime Studies Program
Jacqueline Hidalgo, Associate Professor of Latina/O Studies and Religion
Nicolas Howe, Associate Professor of Environmental Studies
Sarah Jacobson, Associate Professor of Economics
Amy Johns, Director of The Zilkha Center for Environmental initiatives
Andrew Jones, Manager, Hopkins Memorial Forest
Paul Karabinos, Professor of Geosciences
Pia Kohler, Assistant Professor of Environmental Studies
Elizabeth Kolbert, Class of 1946 Visiting Distinguished Professor of Environmental Studies
Joel Lee, Assistant Professor of Anthropology
Scott Lewis, Assistant Professor of Physical Education and Director of Outing Club
Dr. Alicia Maggard, Post-Doc, Williams-Mystic Maritime Studies Program
James Manigault-Bryant, Associate Professor of Africana Studies
Luana Maroja, Associate Professor of Biology
Laura Martin, Assistant Professor of Environmental Studies
Karen R. Merrill, Professor of History
Manuel Morales, Professor of Biology and Director of Research Hopkins Forest
James Nolan, Professor of Sociology
Julie Pedroni, Lecturer in Philosophy
Timothy Pusack, Assistant Professor of Marine Ecology, Williams-Mystic Maritime Studies Program
Jay Racela, , Lecturer, CES and Morley Sciences Laboratories
David P. Richardson, Professor of Chemistry
Merida Rúa, Associate Professor of Latina/O Studies and American Studies
Kenneth Savitsky, Professor of Psychology
David C. Smith, Senior Lecturer in Biology
David L. Smith, Professor of English
John W. Thoman, Jr., Professor of Chemistry
Chad M. Topaz, Professor of Mathematics
Claire Ting, Professor of Biology
Tom Van Winkle, Executive Director of The Williams-Mystic Maritime Studies Program

ENVIRONMENTAL STUDIES

Environmental issues call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise. The three curricular options in Environmental Studies—the major in Environmental Studies and the concentrations in Environmental and Maritime Studies—are designed to help majors and concentrators to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, the social sciences, and the arts and humanities;
• Understand ecological principles and the nature of living systems;
• Apply scientific methods to collect environmental data and evaluate environmental quality;
• Understand the political and economic factors that inform, enable, and constrain environmental policy;
• Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;
• Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental challenges;
• Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, funding for student-organizations, and student initiated activities, and generous support for summer research and internships. The Class of 1966 Center, a Living Building and the Program’s home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. The CES manages the Hopkins Memorial Forest, a 2600-acre natural area northwest of campus, in which there are field-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. CES also operates the Environmental Analysis Laboratory in Morley Science Center. The Maritime Studies concentration builds on the course offerings of the Williams-Mystic Maritime Studies Program at Mystic Seaport.

The requirements for the environmental studies major and concentration have been revised. The requirements for students from the class of 2020 and subsequent classes are immediately below, followed by the requirements for the students from the class of 2019.

Overview of the Major and Concentrations for Classes of 2020 and Subsequent Classes

The Environmental Studies major is an eleven course major. The major has a “core” of seven courses, with varying amounts of choice for the various “core” course requirements. All majors are required to take four of the seven courses: ENVI 101, ENVI 102, ENVI 411, and the ENVI senior seminar, ENVI 412. ENVI 101, Nature and Society: An Introduction to Environmental Studies, is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 102, Introduction to Environmental Science, introduces students to the interdisciplinary study of the Earth’s systems through the synthesis of physical, chemical, geological, and biological perspectives. All majors are also required to take, in the senior year (or junior year under special circumstances), ENVI 411, Environmental Planning Workshop: Community-Based Environmental Problem Solving (offered every fall), and ENVI 412, Environmental Studies Senior Seminar (offered every spring). The remaining component of the “core” is comprised of three foundational 200-level courses, one from each of three lists of courses (see below), with each list representing the three main branches of the environmental curriculum (environmental humanities, environmental social science/policy, and environmental science). Students choose, in consultation with their major advisor, the course they will take from each of the three lists.

Building on this seven course foundation, each ENVI major devises an individualized four-course cluster of electives that together comprise a disciplinary or thematic specialization sequence—for example, climate change policy, environmental justice, environmental chemistry, sustainable food and agriculture, sustainable cities, environmental ethics, etc. Students are responsible for designing their own specialization cluster in consultation with a faculty advisor and the CES Advisory Board in the spring semester of their sophomore year. One of these four electives in the cluster must be among those listed by the Program as a research methods course, although students may petition to count another course toward this requirement under special circumstances.

The study of living systems is an integral component of environmental studies, and therefore all students majoring in environmental studies will need to complete at least one course designated by the Program as a “living systems” course (this may be within their specialization cluster or as one of their 200-level foundational courses).

The Environmental Studies concentration is a seven course concentration in which students gain broad exposure to environmental studies while pursuing another major. In addition to the core of ENVI 101, ENVI 102, ENVI 411 and ENVI 412. Students pursuing the concentration will take one elective each from each of three lists of courses, each list (see below) representing a broad category of inquiry: the natural world; humanities, arts, and social sciences; and environmental policy.

The Maritime Studies concentration is a seven course concentration that builds on course work completed during the Williams-Mystic Maritime Studies Program. In addition to four intermediate-level core courses completed at Williams-Mystic, students pursuing the Maritime Studies concentration will also take the interdisciplinary introductory course GEOS 104 (Oceanography), an elective, and ENVI 412, Environmental Studies Senior Seminar. Students may attend the Williams-Mystic Program in their sophomore, junior or senior year. Students who have completed other study-away programs that emphasize marine studies should consult with the program chair about the possibility of completing the Maritime Studies
Submitting your Proposed “Course Cluster” and “Plan of Study” to the Major

Students intending to major in environmental studies must meet with a prospective advisor chosen in consultation with the Environmental Studies Chair to develop their proposed four-course cluster and plan of study through the major. We encourage all students interested in the major to meet with a faculty member in Environmental Studies at least one week prior to spring Pre-registration to discuss their proposed cluster and plan of study. The proposals must be submitted to the program Chair on or before the final day of pre-registration in the spring of the sophomore year. Application materials and instructions are available from Environmental Studies faculty and on the CES website (ces.williams.edu). The proposals will be reviewed by the CES Advisory Board.

Credit for AP, IB, A-levels and other pre-Williams courses

At this time, students are not allowed to place out of ENVI 101 or ENVI 102. Students who feel that they have a compelling case for placing out of ENVI 101 or 102 must submit a petition to the Chair or Associate Director of Environmental Studies. The petition should include the syllabus, course materials, assignments, etc. for the course(s) that the student wishes to substitute for ENVI 101 or 102.

Substituting laboratory science courses taken at Williams for ENVI 102

Students who have taken two or more laboratory science courses at Williams in BIOL, CHEM, or GEOS may in exceptional circumstances be excused from the requirement to take ENVI 102. Requests should be submitted to the Chair or Associate Director of Environmental Studies prior to the spring of the junior year.

Planning for prerequisites on your path through the Environmental Studies major

While ENVI 101 or ENVI 102 are recommended starting points for the major, and are prerequisites for many other ENVI course offerings, please note that some of the course options for the major may have other courses as prerequisites that may not count toward the programs. For example, ENVI/ECON 213 (Intro to Environmental and Natural Resource Economics) has a prerequisite of ECON 110 (Principles of Microeconomics). We strongly suggest that you do advance planning to avoid being blocked from taking a relevant course. For example, should you want to design a cluster that emphasizes environmental economics, ENVI/ECON 387 (Economics of Climate Change) has a prerequisite of ECON 251 (Price and Allocation Theory), which in turn has a prerequisite of ECON 110. Similarly, should you design a cluster that emphasizes resource conservation, you should be aware that ENVI 312 (Communities and Ecosystems) has a prerequisite of ENVI/BIOL 203 (Ecology) or ENVI/BIOL 220 (Field Botany and Plant Natural History). Students interested in the program are encouraged to consult with members of the Environmental Studies Program and to contact the Environmental Studies Director or Associate Director.

Study Away

Many study away options are available to students in Environmental Studies, including the Williams-Mystic Maritime Studies Program. Furthermore, the Williams-Mystic Program is the foundation of the Maritime Studies concentration. Students considering either a semester or year away who intend to major or concentrate in Environmental Studies should consult the Chair or Associate Director of Environmental Studies and the Dean in charge of study abroad as early as possible to discuss their options. Students may take up to two courses outside of Williams toward their major or concentration, but must have advance approval in writing from the Chair of Environmental Studies.

Advising

 Majors and concentrators (or first years and sophomores interested in the major or concentrations offered by CES) are encouraged to talk at any time with the Chair or Associate Director of Environmental Studies, or any other members of CES or Maritime Studies for advice. All incoming majors and concentrators will choose a faculty advisor in the spring of their sophomore year.

Advisors for 2018-19: Ralph Bradburd, Henry Art, Sarah Gardner, Nicolas Howe, Pia Kohler, Laura Martin, Mea Cook, Luana Maroja, James Manigault-Bryant.

Overview of the Major and Concentrations for the Classes of 2019

The Environmental Studies major is an eleven course major. The major has a “core” of six courses, with varying amounts of choice for the various “core” course requirements. All majors are required to take two of the courses, ENVI 101 and ENVI 102. ENVI 101, Nature and Society: An Introduction to Environmental Studies, is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 102, Environmental Science, introduces students to the interdisciplinary study of the Earth’s systems through the synthesis of physical, chemical, geological, and biological perspectives. All majors are also required to take, in the senior year (or junior year under special circumstances), one 400-level Environmental Studies capstone research practicum that involves either collaborative research on a specific environmental problem or client-driven team project on issues of environmental significance in the Berkshire region. Two such courses will be offered in the 2018-19 academic year: ENVI 411, Environmental Planning Workshop: Community-Based Environmental Problem Solving, and ENVI 412, Environmental Studies Senior Seminar. The remaining component of the “core” is comprised of three 200-level courses, one from each of three lists of courses, with each list representing the three main branches of the environmental curriculum (environmental humanities, environmental social science/policy, and environmental science). Students choose, in consultation with their major advisor, the course they will take from each of the three lists.
Building on this six-course foundation, each ENVI major devises an individualized five-course cluster of electives that together comprise a disciplinary or thematic specialization sequence—for example, climate change policy, environmental justice, environmental chemistry, sustainable food and agriculture, sustainable cities, environmental ethics, etc. Students are responsible for designing their own specialization cluster in consultation with a faculty advisor and the CES Advisory Board in the spring semester of their sophomore year. One of these five electives in the cluster must be among those listed by the Program as a research methods course.

The study of living systems is an integral component of environmental studies, and therefore all students majoring in environmental studies will need to complete at least one course designated by the Program as a "living systems" course (this may be within their specialization cluster or as one of their 200-level foundational courses).

The Environmental Studies concentration is a six course concentration in which students gain broad exposure to environmental studies while pursuing another major. In addition to the core of ENVI 101, ENVI 102, and one of the 400-level ENVI capstone practicum courses, students pursuing the concentration will take one elective each from each of three lists of courses, each list representing a broad category of inquiry: the natural world; humanities, arts, and social sciences; and environmental policy.

The Maritime Studies concentration is a seven course concentration that builds on course work completed during the Williams-Mystic Maritime Studies Program. In addition to four intermediate-level core courses completed at Williams-Mystic, students pursuing the Maritime Studies concentration will also take the interdisciplinary introductory course GEOS 104 (Oceanography), an elective, and one of the 400-level ENVI capstone practicum courses. Students may attend the Williams-Mystic Program in their sophomore, junior or senior year. Students who have completed other study-away programs that emphasize marine studies should consult with the program chair about the possibility of completing the Maritime Studies concentration.


HONORS IN ENVIRONMENTAL STUDIES (MAJOR OR CONCENTRATION)

Candidates for honors in Environmental Studies will complete a thesis in their senior year. A student earns honors by successfully completing a rigorous independent project under the supervision of a member of the CES faculty. The thesis may either be a one-semester plus winter study project, or a full-year project (two semesters plus winter study). Students who are majoring in environmental studies, and who opt to complete a year-long thesis project, have the option of substituting the second semester of their thesis work for the spring semester senior seminar. Honors will be awarded on the basis of the academic merit and originality demonstrated by the student in the completed thesis. Because many theses will require sustained field, laboratory or archival work that is difficult to combine with conventional coursework, students are strongly encouraged to spend the summer before senior year and/or their senior year Winter Study doing advance research.

Funds to support student research are available from endowment funds of the CES, and an open competition is held each spring to allocate summer funding resources. Some other departments also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the expectation of such research in mind.

Juniors who wish to apply to pursue honors should submit a 5-page proposal to their intended advisor and the Chair of Environmental Studies by the end of the week following spring break. If a student wishes to pursue thesis research advised by a faculty member not affiliated with CES, the student must also identify a co-advisor from within the program. Environmental Studies concentrators may undertake an honors thesis and submit it to both their major department and Environmental Studies; petitions for a joint honors project should be approved by the department chair and the Chair of Environmental Studies by the end of the junior year. Students will be notified by the end of the spring semester whether or not their proposal has been approved.

Students doing a full-year thesis should plan on a presentation in early November to their thesis advisor, second reader, and, if applicable, co-advisor, at which the thesis writer will offer a discussion of the work completed on the thesis to date, and provide an outline of the full thesis and a timetable for completion of the remaining parts of the thesis.

HONORS IN MARITIME STUDIES

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and write-up of results. The thesis may either be a one-semester plus winter study project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be a continuation and expansion of the student's Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

WINTER STUDY AND INDEPENDENT STUDY

In addition to courses fulfilling the environmental studies major and concentration requirements, the following courses are offered:

- ENVI 397, 398 Independent Study of Environmental Problems
- MAST 397, 398 Independent Study: Maritime Studies
Winter study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when reviewing each year’s Winter Study offerings.

THE MAJOR IN ENVIRONMENTAL STUDIES

The Environmental Studies major is an eleven course major, distributed according to the requirements detailed below. Because the ENVI curriculum was restructured, students in the class of 2019 have different requirements than those for the class of 2020 and subsequent classes. The requirements for the class of 2020 follow immediately below. Those for the class of 2019 are provided below those for the class of 2020.

For students in the class of 2020 and subsequent classes:

Introductory required courses (2 courses):
ENVI 101 Nature and Society: An Introduction to Environmental Studies
ENVI 102 Introduction to Environmental Science

200-level foundational courses required for all ENVI majors (3 courses, 1 from each category):

Culture/Humanities
ENVI 217 Landscape, Place, and Power (formerly Environmental Humanities: Theory and Practice)
or ENVI 244 Environmental Ethics
or ENVI 250 Environmental Justice
or ENVI 259 New England Environmental History

Social Science/Policy
ENVI/ECON 213 Introduction to Environmental and Natural Resource Economics (ECON 110 prerequisite)
or ENVI 270 Environmental Problems: Social Causes, Consequences and Policy Solutions
or ENVI/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
or ENVI 307/PSCI 317 Environmental Law

Environmental Science (with lab)
ENVI 203 Ecology
or ENVI 205 Geomorphology
or ENVI 215 Climate Changes

Specialization (4-course) Cluster (including a “methods course” and in some cases one “living systems” course)

In the spring of the sophomore year, at the same time that the major declaration is due, each student planning to major in Environmental Studies is required to submit a detailed proposal for a specialization cluster comprised of four elective courses built around a disciplinary or thematic focus. The proposed specialization must include one course identified as a “methods” course, that is, a course providing substantial training in a relevant method of inquiry (see list below for indicative list of courses that might fulfill that designation).

To help students get a better idea of what the “cluster” entails, we have provided examples of specialization clusters on the CES website, including on the following themes (not intended to be an exhaustive list): climate change policy, environmental economics, environmental justice, environmental literature, environmental chemistry, environmental biology, environmental geosciences, environmental planning and design, urban environmental studies, water and energy, sustainable food and agriculture, environmental justice.

The student’s specialization sequence will be developed under guidance of an adviser from the CES faculty, and formally approved by the CES Advisory Board, and will be examined in the broader context of the student’s proposed route through the major (including their choice of 200-level foundational courses). One of the courses in the student’s proposed route through the major must be from a designated list of “living systems” courses (below).

Courses taken abroad may be included in the specialization with the approval of the Chair or Associate Director. Additional courses from the
200-level group requirements (culture/humanities; social science/policy; and environmental science) or from among the research practicum courses may also be included in the specialization.

**One “methods course” requirement:**

- ENVI 214/GEOS 214 Geographic Information Systems
- or STAT 201 Statistics and Data Analysis
- or STAT 202 Introduction to Statistical Modeling
- or ANSO 205 Ways of Knowing
- or POEC 253 Empirical Methods in Political Economy
- or ECON 255 Econometrics
- or STAT 346 Regression and Forecasting
- or CHEM 364/ENVI 364 Instrumental Methods of Analysis
- or MATH 410/BIOL 214 Mathematical Ecology

This is not intended to be an exhaustive list. Students are expected to make the case for how their designated methods course complements their proposed specialization.

**One “living systems course” requirement:**

- BIOL 203/ENVI 203 Ecology
- BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
- BIOL 220/ENVI 220 Field Botany and Plant Natural History
- BIOL 231/MAST 311 Marine Ecology
- GEOS 210/MAST 211 Oceanic Processes
- BIOL 302/ENVI 312 Communities and Ecosystems

The Environmental Studies program will consider requests from students to substitute another course that focuses on living systems for one of the courses listed above. These requests should be submitted to the Chair or to Sarah Gardner, Associate Director.

**Senior Seminar Requirement:**

In the senior year—or, under special circumstances during the junior year—students will take two 400-level seminars, ENVI 411 and ENVI 412, that together serve as a capstone experience for the major and concentrations. These courses are interdisciplinary, issue-based and project-driven. Offered every fall semester, the practicum Environmental Planning Workshop engages students in team-based work on community projects in the Berkshires involving urban and rural land use planning and sustainable design. Offered in the spring semester, the Senior Research Seminar engages students in research on a policy-related environmental problem.

**Required Courses (2 courses)**

- ENVI 411 Practicum: Environmental Planning Workshop: Community Based Environmental Problem Solving
- ENVI 412 Practicum: Senior Research Seminar

**CONCENTRATION IN ENVIRONMENTAL STUDIES**

The Environmental Studies concentration provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The concentration is designed so that students will understand the complexity of issues and perspectives that inhere in environmental problems and will appreciate that most environmental issues lack distinct disciplinary boundaries. The goal of the concentration is to educate students to be well-informed, environmentally literate citizens who have the capacity to become active participants in the local and global community. To this end, the concentration is designed to develop the capability to think in interdisciplinary ways and to use synthetic approaches to solve problems while incorporating the knowledge and experiences gained from majoring in other departments at the College.

The concentration in Environmental Studies consists of seven courses: four core courses and one elective course from each of the three categories below: The Natural World; Humanities, Arts and Social Sciences; and Environmental Policy.

**Required Courses (4 courses)**
ENVI 101 Nature and Society: An Introduction to Environmental Studies

ENVI 102 Introduction to Environmental Science

ENVI 411 Practicum: Environmental Planning Workshop: Community Based Environmental Problem Solving

ENVI 412 Practicum: Senior Research Seminar

**Distribution Courses (3 courses, 1 from each group)**

In order to earn the concentration a student must take one course from each of the following three groups. Courses may be counted both toward the concentration in Environmental Studies and toward a disciplinary major. (It is not possible to major in Environmental Studies while also concentrating in Environmental Studies).

Students may check with the Chair or Associate Director of Environmental Studies to see if other courses not listed here might count as electives, such arrangements must be approved in writing.

**The Natural World**

- BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
- BIOL 203/ENVI 203 Ecology
- BIOL 220/ENVI 220 Field Botany and Plant Natural History
- BIOL 302/ENVI 312 Communities and Ecosystems
- BIOL 422/ENVI 422 Ecology of Sustainable Agriculture
- BIOL 424/ENVI 424 Conservation Biology
- CHEM 341/ENVI 341 Toxicology and Cancer
- CHEM 364/ENVI 364 Instrumental Methods of Analysis
- ENVI 240T Conservation and Climate Change
- GEOS 101/ENVI 105 The Co-Evolution of Earth and Life
- GEOS 102 An Unfinished Planet
- GEOS 103/ENVI 103 Global Warming and the Reshaping of Landscapes
- GEOS 104/ENVI 104/MAST 104 Oceanography
- GEOS 201/ENVI 205 Geomorphology
- GEOS 205/ENVI 207 Earth Resources
- GEOS 206/ENVI 206 Renewable Energy and the Sustainable Campus
- GEOS 214/ENVI 214 Remote Sensing and Geographic Information Systems
- GEOS 215/ENVI 215 Climate Changes
- GEOS 226/ENVI 226/MAST 226 The Oceans and Climate
- GEOS 254/ENVI 254 Gulf of California Tectonics and Coastal Ecosystems
- GEOS 314/MAST 314/ENVI 314 Sediment Records of Climate Change
- GEOS 324/ENVI 324 Corals and Sea Level
- GEOS 405/ENVI 405 Geochemistry: Understanding Earth’s Environment
- MAST 211/GEOS 210 Oceanographic Processes
- MAST 311/BIOL 231 Marine Ecology
- MATH 410/BIOL 214 Mathematical Ecology
- PHYS 108/ENVI 108 Energy Science and Technology

**Humanities, Arts, and Social Sciences**
Environmental Policy

ANTH 210/ENVI 210/JLST 210 Governing Nature
ANTH 332/ENVI 332/JLST 332/GBST 332 Environmental Justice
ECON 213/ENVI 213 Introduction to Environmental and Natural Resources Economics
ECON 228/ENVI 228 Water as a Scarce Resource
ECON 238/ENVI 238 Sustainable Economic Growth
ECON 386/ENVI 386/ECON 518 Environmental Policy and Natural Resource Management
ECON 387/ECON 522/ENVI 387 Economics of Climate Change
ECON 388/ECON 517/ENVI 388 Urbanization and Development
ECON 465 Pollution and the Labor Market
ENGL 331 Romantic Culture
ENVI 244T Environmental Ethics
ENVI 248T "Our Response Will Define Our Future": Climate Change Policy Analysis
ENVI 270 Environmental Problems: Social Causes, Consequences and Policy Solutions
ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
ENVI 307/PSCI 317 Environmental Law
ENVI 308 Science and Politics in Environmental Decision Making
ENVI 309/HSCI 309/SCST 309/PSCI 301 Environmental Politics and Policy
ENVI 328/PSCI 328 Global Environmental Politics
ENVI 329 Our Planet's Plastic Plight
MAST 351/ENVI 351/PSCI 319 Marine Policy
PSCI 229 Global Political Economy
PSCI 273/ENVI 273 Politics without Humans?
PSCI 347 Law of the Sea

CONCENTRATION IN MARITIME STUDIES

The Maritime Studies concentration provides students with an opportunity to explore how humans interact with the environment, including the maritime environment. Understanding the oceans and our interactions with them is of increasing importance in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from the perspectives of the humanities, social sciences, and physical sciences. Maritime Studies is an interdisciplinary, cross-divisional program that includes the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (GEOS 104 Oceanography), four intermediate core courses (at Williams-Mystic), an elective, and the senior seminar.

Students who have completed other study-away programs that emphasize maritime studies should consult with the CES chair about the possibility of completing the Maritime Studies concentration.

Required Courses (7 courses)

Introductory Course

MAST/ENVI/GEOS 104 Oceanography

Note: Students who take MAST 211/OCEA 210 (Oceanographic Processes) at Williams-Mystic can substitute an extra elective in lieu of GEOS 104
Capstone Course

One Practicum course:

ENVI/MAST 412 Practicum: Environmental Science and Policy

Core Courses (taken as part of Williams-Mystic program at Mystic Seaport):

MAST/ENGL 231 Literature of the Sea
MAST 311/BIOL 231 Marine Ecology OR MAST 211/GEOS 210 Oceanographic Processes
MAST/ENVI 351/ PSCI 319 Marine Policy
MAST/HIST 352 America and the Sea, 1600-Present

Elective Courses

Elective courses are listed based on either a clear maritime statement in the course description or broad practical/theoretical applicability to maritime studies. Concentrators will take a minimum of one course from the list below. If concentrators find other courses in the catalog that they believe meet the requirements for a MAST elective, they may bring them to the attention of the Chair or Associate Director.

Maritime History

HIST 127 The Expansion of Europe
HIST/AFR 248 The Caribbean: From Slavery to Independence
HIST/JAPN/ASST 321 History of U.S.-Japan Relations
HIST/ASST/INST 391 When India was the World: Trade, Travel and History in the Indian Ocean

Maritime Literature

CLAS 101/COMP 107 The Trojan War

Marine Policy

ECON/ENVI 213 Introduction to Environmental and Natural Resources Economics
ECON/ENVI 386/ ECON 518 Environmental and Natural Resource Policy
ENVI 307/PSCI 317 Environmental Law
PSCI 223 International Law
PSCI 229 Global Political Economy
PSCI 347 Law of the Sea
ENVI/PSCI 328 Global Environmental Politics

Marine Science

BIOL 414 Life at Extremes: Molecular Mechanisms
GEOS 212 / BIOL 211 Paleobiology
GEOS/ENVI 215 Climate Changes
GEOS/ENVI/MAST 226 The Oceans and Climate
GEOS 302 Sedimentology
GEOS/ENVI/MAST 314 Sediment Records of Climate Change

MAST 25 (W)  Material Culture and Craft of 19th Century Coastal New England
Primary Crosslisting

The goal in this course is to provide an opportunity for students to develop an intimate understanding of 19th century Mystic through lived experience. To appreciate a culture or a community so different from what we live and experience today, you must also understand the ways in which its residents shaped their world, specifically, the crafts they plied. There are few opportunities in life when this understanding can be delivered through lived experience. This will be one of them. Taking advantage of the extraordinary resources of Williams-Mystic, the coastal and ocean studies campus of Williams College located at the Mystic Seaport in Mystic, CT, this winter-study course, taught at Williams-Mystic, aims to: 1) provide rich hands-on participatory experiences that authentically mirror 19th century maritime craft and culture; and 2) offers learners a rare opportunity to delve deeply into the mindset of 19th century maritime culture by creating an authentic artifact that reflects understanding of the values and mores of this time period. There will be a number of instructors; including instructors employed by the Mystic Seaport in who specialize in chanteys, shipsmithing, ship Carving, scrimshaw, canvasworks, and boatbuilding.

Class Format: Williams-Mystic

Requirements/Evaluation: performance-based evaluation using exemplars, experts and authentic audience; final paper or project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: by application

Materials/Lab Fee: $1,500

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 Cancelled

MAST 31 (W) Sen Thesis: Maritime Studies

Maritime Studies senior thesis.

Class Format: independent study

Winter 2019

HON Section: 01

MAST 99 (W) Independent Study: Maritime Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Winter 2019

IND Section: 01

MAST 104 (S) Oceanography

Crosslistings: MAST104 / ENVI104 / GEOS104

Secondary Crosslisting

The oceans cover about 72% of Earth’s surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.
Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip

Requirements/Evaluation: evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Not offered current academic year

MAST 211 (F) Oceanographic Processes

Crosslistings: GEOS210 / MAST211

Primary Crosslisting

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

Class Format: lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Extra Info: offered only at Mystic Seaport

Distributions: (D3)

Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses

Fall 2018
LEC Section: 01    TBA     Lisa A. Gilbert

Spring 2019
LEC Section: 01    TBA     Lisa A. Gilbert

MAST 231 (F) Literature of the Sea (WI)

Crosslistings: MAST231 / ENGL231

Primary Crosslisting

Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example--depending on fall or spring semester--Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville's masterpiece *Moby-Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science.

Class Format: small group tutorials with weekly lectures, including coastal and near-shore field trips and ten days at sea

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final paper

Extra Info: offered only at Mystic Seaport

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Distributions: (D1) (WI)

Attributes: AMST Arts in Context Electives; ENVI Humanities, Arts + Social Science Electives;
MAST 311 (F)  Marine Ecology
Crosslistings: BIOL231 / MAST311

*Primary Crosslisting*
Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

**Class Format:** lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Extra Info:** offered only at Mystic Seaport

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses

MAST 324 (S)  Corals and Sea Level
Crosslistings: GEOS324 / MAST324 / ENVI324

*Secondary Crosslisting*
In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

**Class Format:** lecture/laboratory

**Requirements/Evaluation:** short papers, labs, participation in discussion, and a research project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geoscience majors, students who commit to the Spring Break trip

**Expected Class Size:** 10

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EXPE Experiential Education Courses
MAST 351 (F) Marine Policy

Crosslistings: ENVI351 / PSCI319 / MAST351

Primary Crosslisting

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Extra Info: offered only at Mystic Seaport

Department Notes: satisfies the Environmental Policy requirement for the Environmental studies concentration

Distributions: (D2)

Attributes: ENVI Environmental Policy; EXPE Experiential Education Courses; POEC International Political Economy Courses

Fall 2018
LEC Section: 01 TBA Catherine Robinson Hall

Spring 2019
LEC Section: 01 TBA Catherine Robinson Hall

MAST 352 (F) Americans and the Maritime Environment (WI)

Crosslistings: HIST352 / MAST352

Primary Crosslisting

This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind's changing relationship with the world's oceans. Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project

Requirements/Evaluation: two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style

Extra Info: offered only at Mystic Seaport

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Distributions: (D2) (WI)

Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern;

Fall 2018
LEC Section: 01 TBA Alicia C. Maggard

Spring 2019
LEC Section: 01 TBA Alicia C. Maggard

MAST 397 (F) Independent Study: Maritime Studies
Maritime Studies independent study.

Class Format: independent study

Fall 2018

IND Section: 01    TBA     Henry W. Art

MAST 398 (S) Independent Study: Maritime Studies

Maritime Studies independent study.

Class Format: independent study

Spring 2019

IND Section: 01    TBA     Henry W. Art

MAST 402 (S) Senior Seminar: Perspectives on Environmental Studies  (WI)

Crosslistings: ENVI412 / MAST402

Secondary Crosslisting

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.

Class Format: seminar

Requirements/Evaluation: evaluation is based on active participation, discussion leading, several smaller assignments and capstone project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 302 or MAST 351 Maritime Policy or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: limited to senior Environmental Studies majors and concentrators and Maritime Studies concentrators

Expected Class Size: 20

Department Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: (WI)

Distribution Notes: does not meet Division 1, 2, or 3 requirements Each student in this course will complete a semester-long research project resulting in a final report of 20-25 pages. The project will proceed in phases, with significant pieces of writing due at regular intervals throughout the semester, and with multiple opportunities for revision and peer review. There will also be several short reading response papers during the first half of the semester.

Attributes: EVST Senior Practicum;  SCST Elective Courses;

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Nicolas C. Howe

MAST 404 (S) Coastal Processes and Geomorphology  (QFR)

Crosslistings: ENVI404 / MAST404 / GEOS404

Secondary Crosslisting

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks
and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces—wind, waves, storms, and people—that shape the coastal zone, as well as the geologic formations—sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs—that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

**Class Format:** lecture two times a week with a lab one time per week  
**Requirements/Evaluation:** lab reports, tests, and an independent research project  
**Prerequisites:** GEOS 104 or permission of instructor  
**Enrollment Limit:** none  
**Expected Class Size:** 10  
**Distributions:** (D3) (QFR)  
**Attributes:** ENVI Natural World Electives;  

Spring 2019  
LEC Section: 01 MWF 8:30 am - 9:45 am  
Alex A. Apotsos

**MAST 493 (F) Senior Thesis: Maritime Studies**  
Maritime Studies senior thesis.  
**Class Format:** independent study  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  

Fall 2018  
HON Section: 01 TBA  Henry W. Art

**MAST 494 (S) Senior Thesis: Maritime Studies**  
Maritime Studies senior thesis.  
**Class Format:** independent study  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  

Spring 2019  
HON Section: 01 TBA  Henry W. Art
Experiential education, involving "learning by doing" outside the classroom, is a robust part of the Williams curriculum. In addition to the use of traditional laboratory work in the natural sciences and studio work in art, faculty have been challenging students to become engaged more personally in the Williams curriculum through field work, whether in the form of research, sustained work on special projects, or through placement with community organizations. Courses which include experiential learning provide students with opportunities to encounter firsthand the issues that they read and study about, requiring them to apply academic learning to nonacademic settings and challenging them to use their experiences in those settings to think more critically and deeply about what they are studying. Experiential courses, as defined above, range from fully integrated off-campus programs such as the Williams-Mystic Maritime Studies Program to courses involving a small field research exercise or project. The amount and nature of the experiential component(s) varies according to the instructor’s judgment. More information can be found on the Center for Learning in Action website.

EXPE Experiential Education Courses

AFR 212 (S)  Jazz Theory and Improvisation I
Crosslistings: AFR212 / MUS104

Secondary Crosslisting

The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments—competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

Requirements/Evaluation: evaluation will be based on weekly assignments, a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance

Extra Info: may not be taken on a pass/fail basis

Extra Info 2: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times shown below and plan their schedules accordingly

Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged

Enrollment Limit: 15

Enrollment Preferences: prospective Music majors, then Jazz Ensemble members, then Music majors

Expected Class Size: 12

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

Attributes: EXPE Experiential Education Courses

Not offered current academic year

AFR 214 (S)  Jazz Theory and Improvisation II
Crosslistings: MUS204 / AFR214

Secondary Crosslisting

A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and
hexatonic scale shapes, and Coltrane's "Three Tonic" harmonic system.

Class Format: two weekly seminar meetings, alternating between theory and performance sessions

Requirements/Evaluation: weekly compositional, analysis, transcription or performance exercises and final transcription project

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

Attributes: EXPE Experiential Education Courses

Not offered current academic year

AFR 24 (W) Touring Black Religion in the 'New' South

Crosslistings: ENVI24 / AFR24 / REL24

Primary Crosslisting

In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about "Negro culture in the South." Hurston's reply, without hesitation, was the central and gulf coast of Florida because she believed there, "it was possible for [her] to get a cross section of the Negro South in one state." Hurston traveled directly to Eatonville, the town she eventually claimed as her birth home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion. Taking Hurston's lead, this course will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique? To answer these questions, we will travel to Florida's west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the 'New South' including a small mainstream denominational church in Talleveast Florida; a Pentecostal-Holiness church in St. Petersburg, Florida; and a mega-church in Eaton, Florida. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. A 200-page course packet will contextualize the trip.

Class Format: travel

Requirements/Evaluation: based on an electronic field journal, participation in weekly colloquies, and an oral presentation

Prerequisites: none; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: majors and concentrators in Africana Studies, Religion, and Environmental Studies; students with a background in ethnographic methods; application essays and interviews

Materials/Lab Fee: cost to student: $3362

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Rhon S. Manigault-Bryant, James A. Manigault-Bryant

AMST 10 (W) New(ish) and Rare: Special Collections in the 20th century

What makes relatively recent books and manuscripts worth preserving? Whose voices are missing from the library's collections? Students in this course will explore the market for 20th-century rare books and manuscripts and recommend items for Special Collections to purchase. We will spend our first two weeks exploring the library's existing collections of 20th-century Americana, focusing on what makes these books and manuscripts valuable--not just in terms of their cost but their usefulness in supporting teaching and student research. We'll explore the market for antiquarian books, and we'll consider how social movements and historical events including second-wave feminism, workers' strikes, and the civil rights era are
documented in primary sources. Outside of class, students will spend additional hands-on time with rare materials in the Special Collections reading room. Students will also search printed and online catalogs from booksellers who specialize in 20th-century material to look for potential additions to our collections. Given a theoretical budget of $1000, each student will assemble a proposal to acquire a new collection of books and manuscripts for the Chapin Library or the College Archives. We’ll spend the final week of class presenting these proposals to the Chapin Librarian, who will approve a selection of items to purchase for our collections. Adjunct Instructor Bio: Anne Peale, Special Collections Librarian at Williams, graduated from Dartmouth College and studied Material Cultures and Book History at the University of Edinburgh; she recently completed her PhD in Historical Geography.

Class Format: afternoons

Requirements/Evaluation: final collection development proposal/report justifying rationale for acquisition of rare books and manuscripts

Prerequisites: none

Enrollment Limit: 12

Materials/Lab Fee: $0

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

AMST 101 (F) America: the Nation and Its Discontents (DPE) (WI)
America has always named something more than a geographical place; being “American” has always been about something more than political citizenship. This course is an introduction to the interdisciplinary study of American culture and the nation of the United States. We will focus on the workings of that culture and nation as they both shape and have been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. We critique notions of American exceptionalism, empire, power, citizenship, labor, borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world.

Class Format: seminar

Requirements/Evaluation: total of 20 pages of writing: several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: NOTE: Prof. Nelson’s section Spring 2019 only is NOT Writing Intensive. DPE: This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities. WI: This course satisfies the WI requirement in its close attention to the processes of writing, argumentation, and revision; and in the total number of pages of writing produced.

Attributes: EXPE Experiential Education Courses;

Fall 2018

SEM Section: 01 TF 1:10 pm - 2:25 pm Cassandra J. Cleghorn

Spring 2019

SEM Section: 02 TF 2:35 pm - 3:50 pm Eli Nelson

SEM Section: 01 TR 8:30 am - 9:45 am Andrew R. Cornell

AMST 11 (W) North Adams, Massachusetts: Past, Present, and Future

Crosslistings: AMST11 / HIST10
Secondary Crosslisting

This class gives students a chance to learn about resources and assets of Massachusetts's smallest city, North Adams. Readings, tours, films, field trips, and meetings with people who work with or lead nonprofits and civic organizations will introduce students to local history, current conditions in the city, and plans for future cultural and economic development. Students will be expected to complete assigned readings (assorted articles) and to attend all class meetings. Final assessment will be based on students' engagement in thoughtful discussions of class materials and in-person encounters and experiences. In addition, students will complete a final research project (written or multimedia) that they present to the class and two reflection papers. Most class sessions will take place off campus; students must be available to travel off campus and attend occasional sessions that occur outside of the regular class hours. Adjunct Instructor Bio: Anne Valk is Associate Director for Public Humanities at Williams, with affiliations in the Center for Learning in Action; the Office of Institutional Diversity; and the department of history.

Class Format: afternoons
Requirements/Evaluation: 2- to 3-page paper; final project
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first-year students preferred
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 Cancelled

AMST 113 (F) The Feminist Poetry Movement (DPE) (WI)
Crosslistings: ENGL113 / WGSS113 / AMST113

Secondary Crosslisting

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: seminar; discussion, some lecture, project work in archives and art gallery
Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture.
course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; EXPE Experiential Education Courses; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am     Bethany Hicok

AMST 14 (W) The Davis Center Histories

This course will explore the history of the Williams College Davis Center (DC), formerly the Multicultural Center. In exploring this history, the course readings and discussions will contextualize the local specificities of the Center's establishment within broader U.S. academic, political, and cultural discourses on student-led protest, the evolution of multiculturalism, the centrality of Black resistance, and the import of cultural specificity in creating an equitable and just world. The course will thus rely on resources in the College archives, and students will be encouraged to hone their research skills, but will also rely on communal construction of a theoretical framework to analyze the archived history of the Center while attending to the DC’s current mission to facilitate conversations about race, gender identity, sexual orientation, class, religion, and ability. Readings will include work by Kimberlé Crenshaw, Patricia Hill Collins, Roderick Ferguson, Houston Baker, E. Patrick Johnson, Jeff Chang, Sami Schalk, and more. Students will be encouraged to engage in critical and constructive discussion about the historical place and work of the Davis Center, and contribute to that work with assignments that include weekly personal reflections and program proposals to enhance the curriculum and programmatic itinerary of the Center.

Class Format: mornings
Requirements/Evaluation: 2 program proposals, weekly reflections, and class participation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: preference given to first-year students
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    TR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   Tatiana D. McInnis

AMST 15 (W) Contemporary American Songwriting

Crosslistings: MUS15 / AMST15
Secondary Crosslisting

This course will focus on learning how to write and perform songs in classical contemporary style. Song styles that will be addressed include pop, rock, blues, country, folk and jazz. Topics addressed will include the evolution of song structure, how to create a lyric that communicates, vocal and instrument presentation, recording and performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs in one of the above mentioned genres. These songs must be conceived during the course period (previously written material is not usable.) Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and final presentation is mandatory. Please note: this class meets every day. A short writing assignment will be passed in on the last day of class. Adjunct Instructor Bio: Bernice Lewis is the Artist Associate in Songwriting at Williams College. She is an accomplished singer, songwriter, producer and educator and has been a national touring artist for over thirty years She has performed at the Kerrville Folk Festival, PBS's Mountain Stage, and the Kennedy Center in Washington D.C. In 2009, she was chosen by the National Park Service to be an Artist in Residence. She has released seven recordings of original songs.

Class Format: mornings
Requirements/Evaluation: final performance and a 2- to 3-page paper
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: students with a musical background and the ability to play and instrument may be given preference, but anyone interested is encouraged to register
AMST 221 (F) Introduction to Urban Studies: Shaping and Living the City

Crosslistings: LATS220 / AMST221 / ENVI221

Secondary Crosslisting
Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: first and second year students as well as American Studies majors and Latina/o Studies concentrators
Expected Class Size: 20
Distributions: (D2)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; ASAM Related Courses; ENVI Humanities, Arts + Social Science Electives; EXPE Experiential Education Courses; GBST Urbanizing World Electives; LATS Core Electives
Not offered current academic year

AMST 236 (S) Making Things Visible: Adventures in Documentary Work

Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Secondary Crosslisting
Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian’s role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether “objective representation” is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Class Format: seminar
Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
**AMST 241 (F) Performing Masculinity in Global Popular Culture**

Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Secondary Crosslisting

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

**Class Format:** seminar

**Requirements/Evaluation:** masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** in the event of over-enrollment, a short statement of interest will be solicited

**Expected Class Size:** 20

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

**Attributes:** EXPE Experiential Education Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

**AMST 252 (S) Puerto Rico and its Diaspora**

Crosslistings: AMST252 / LATS252

Secondary Crosslisting

On September 20, 2018, Maria---a category four hurricane made landfall on Puerto Rico. The most powerful storm to hit the island since 1932, Maria caused widespread catastrophic damage on a land already suffering from the devastating effects of a decades-long economic recession. Three months after the hurricane, half the island remained without power, water service yet to be reestablished in many areas, and aid distribution inadequate and inconsistent. The hurricane and its aftermath brought mainstream U.S. attention to Puerto Rico and its diaspora, while simultaneously calling attention to the island's status and relationship to the United States. This hybrid onsite-Skype-travel course is for students interested in learning about the historical, social, and political relationship between Puerto Rico and the United States. We will examine, for example, the political status of Puerto Rico, migration, race, social movements, and expressive cultural forms that have emerged as a result of this asymmetrical relationship. Through the study of the impact and legacy of U.S. policies on the island, we will also consider how the fiscal and humanitarian crisis and proposed
solutions affect the daily collective lives of the people in the U.S. territory and the diaspora. This course is a unique collaboration between Vassar, Williams, and the UPR. To enroll in this course, students must commit to participating in an alternative spring break/community engagement project in Puerto Rico and flexible with possible changes in class time when Skyping with students from the University of Puerto Rico. We will gather in Puerto Rico to meet with peers from UPR and for an alternative spring break collaboration, interfacing with various community organizations that have taken up vital social, medical, and economic roles vacated by the United States. Taller Salud, PECES, and Casa Pueblo are among the organizations in Puerto Rico that students may work with as a part of the course's community engagement component.

**Class Format:** seminar; to enroll in this course, students must commit to participating in an alternative spring break/community engagement learning project in Puerto Rico

**Requirements/Evaluation:** class participation, short writing exercises, group work/project, a midterm essay (5-7 pages), and a final essay (10-12 pages)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** students should have some fluency with the Spanish language

**Enrollment Limit:** 8

**Enrollment Preferences:** should be first- and second-years, students considering an American Studies major or Latina/o Studies concentration; AMST majors and LATS concentrators.

**Expected Class Size:** 8

**Distributions:** (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; EXPE Experiential Education Courses; LATS Core Electives

Spring 2019

SEM Section: 01    MWF 8:30 am - 9:45 am     Mérida  Rúa

**AMST 259 (S) New England Environmental History (WI)**

Crosslistings: AMST259 / ENVI259 / HIST259

**Secondary Crosslisting**

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

**Class Format:** seminar

**Requirements/Evaluation:** several short essays, final project

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies concentrators

**Expected Class Size:** 15

**Distributions:** (D2) (WI)

**Attributes:** ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada;

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am    Laura J. Martin

**AMST 302 (F) Environmental planning workshop: community-based environmental problem solving**
Crosslistings: ENVI411 / AMST302

Secondary Crosslisting

This interdisciplinary, experiential workshop course introduces students to the field of planning through community-based projects. Environmental Planning encompasses many fields pertaining to the natural and built landscape such as city planning, sustainable design, natural resource planning, landscape design, agricultural planning, climate planning, transportation planning, and community development. Students will get out of the classroom and gain direct experience working on the planning process in the greater Berkshire region. The class is organized into two parts. Part 1 focuses on reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework. Part 2 focuses on project work in which students apply the concepts learned to tackle an actual community problem. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including research, interviews, survey research, mapping, and site design. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related workshop sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, hands-on design, and team work. The class culminates in a public presentation of each team's planning study.

Class Format: seminar discussion/group workshop/project lab

Requirements/Evaluation: short written exercises, class discussion, class presentations, final group report

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 101 or permission of instructor; open to juniors and seniors only

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 16

Department Notes: required course for Environmental Studies major and concentration

Distribution Notes: does not meet Division 1, 2, or 3 requirements

Attributes: AMST Space and Place Electives; ENVI Core Courses; EXPE Experiential Education Courses; SCST Related Courses

Fall 2018

SEM Section: 01 TR 11:20 am - 12:35 pm Sarah Gardner
LAB Section: 02 T 1:00 pm - 4:00 pm Sarah Gardner
LAB Section: 03 R 1:00 pm - 4:00 pm Sarah Gardner

AMST 331 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Crosslistings: THEA330 / COMP330 / AMST331

Secondary Crosslisting

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafcadio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Class Format: seminar

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: none
Expected Class Size: 10

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST

Attributes: AMST Arts in Context Electives; AMST Space and Place Electives; EXPE Experiential Education Courses; FMST Related Courses

Not offered current academic year

AMST 361 (F) Zen and the Art of American Literature

Crosslistings: ENGL312 / REL361 / AMST361 / COMP361

Secondary Crosslisting

In 1844, the Transcendentalist magazine, The Dial, published an excerpt from the Lotus Sutra, translated into English by a young writer named Henry David Thoreau. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like Middle Passage, A Tale for the Time Being, and Lincoln in the Bardo. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend 20-30 minutes each week practicing and reflecting upon those practices during class hours. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Class Format: seminar

Requirements/Evaluation: a weekly meditation journal, various informal in-class and take-home writing assignments, a final 12- to 15-page essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any literature course at Williams or permission of the instructor

Enrollment Limit: 30

Enrollment Preferences: if the course is over-enrolled, students will be asked to send the instructor an email explaining their reasons for wanting to take this course; these expressions of interest will be used to determine the final course roster; no first year students

Expected Class Size: 30

Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under REL or AMST

Attributes: ENGL Literary Histories C; EXPE Experiential Education Courses

Fall 2018

SEM Section: 01 M 7:00 pm - 9:40 pm Bernard J. Rhie

Spring 2019

SEM Section: 01 Cancelled

ANSO 205 (S) Ways of Knowing

An applied exploration of how one makes sense of the social world through fieldwork. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? What are the uses and limits of statistical data? What is the importance of history to sociological and anthropological research? How can one use archival and other documentary materials to enrich ethnographic research? What are the empirical limits to interpretation? What is the relationship between empirical data and the generation of social theory? How does the social organization of social research affect one’s inquiry? What are the typical ethical dilemmas of fieldwork and of other kinds of social research? How do researchers’ personal biographies and values shape their work? In the first half of the course, we will approach these problems concretely rather than abstractly through a series of case
studies, drawing upon the field experiences of departmental faculty and guest speakers from different professional backgrounds. The second half of the course will be dedicated to a hands-on training in field methods, in which the students will design and undertake their own pilot field projects.

Class Format: seminar

Requirements/Evaluation: full-participation in the seminar, several short papers, an independent ethnographic project and a final research proposal

Prerequisites: ANTH 101 or SOC 101 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 25

Distributions: (D2)

Attributes: EVST Methods Courses; EXPE Experiential Education Courses; SCST Related Courses

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Kim Gutschow

ANSO 402 (S) Senior Seminar

This capstone seminar combines intensive discussion and individual research. Half of the course will be dedicated to the discussion of current debates central to the concerns of both anthropology and sociology, such as the ethics of conducting fieldwork, humanitarianism and relief, global public health, poverty and the city, and environmental conservation. Among the topics discussed, the ethical dilemmas of conducting ethnography will be a common theme. The second half of the course will be devoted to independent individual original projects which should have a major ethnographic component. At the end of the course, students will present their projects to the seminar.

Class Format: seminar

Requirements/Evaluation: full participation, major research project and paper (30 pages), class presentation; weekly short responses

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: only senior majors in Anthropology and Sociology, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Spring 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     Antonia E. Foias

ANTH 15 (W) Photographic Literacy and Practice

Crosslistings: ANTH15 / SOC15

Secondary Crosslisting

When you look at a photograph, what is it really saying? How can you make photograph that says what you mean? This course will educate students on the concepts of photographic seeing and visual literacy, while also training students to apply these concepts to their own photography. In class we will review historical and contemporary photography, photobooks, and other sources of visual inspiration. Students will conceptualize and photograph a project of their own choosing. Students will learn to defend their work during in-class critiques, and at the end of the course the class will design and produce an exhibition of their photography. Outside of class, students will be expected to photograph on their own in the Williamstown area and access to a car may be helpful.

Class Format: three times per week--Mondays and Fridays from 10am-12pm and Wednesdays from 1pm-5pm

Requirements/Evaluation: final project; formal public exhibit

Prerequisites: none, but students must own or borrow a digital camera (a DSLR with a 35mm lens is ideal, but compact cameras will also work)

Enrollment Limit: 12

Enrollment Preferences: students can email me
ANTH 230 Musical Ethnography

Often, we experience music's impact on us without fully considering why it achieves such strong effects. The discipline of ethnomusicology confronts the question of musical meaning by combining musical study and analysis with an exploration into the contexts of musical production, circulation, and reception. Musical ethnography is both the means by which scholars pursue this line of questioning, and also the (usually) written work that results from such an investigation. This course features a hands-on approach to musical ethnography. Students will each conduct ethnographic fieldwork in a music-making community within Williamstown and the surrounding area. Coursework will survey approaches to methodology (modes and degrees of researcher involvement, practical skills related to documentation), issues of ethics, and social and musical analysis.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, small assignments (four 1-2 page assignments), interview transcript with commentary, reading response, final project and presentation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: some musical training/experience necessary, see instructor for more information

Enrollment Limit: 10

Enrollment Preferences: students with some musical experience

Expected Class Size: 6

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under ANTH

Attributes: EXPE Experiential Education Courses

Not offered current academic year

ANTH 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE) (WI)

Crosslistings: SCST370 / ANTH371 / WGSS371

Primary Crosslisting

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Class Format: seminar

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies
concentrators

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

Attributes: EXPE Experiential Education Courses; PHLH Methods in Public Health; SCST Related Courses;

Fall 2018

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

ARTH 11 (W) Editorial Cartooning and the Art of Propaganda

Crosslistings: ARTH11 / PSCI11

Primary Crosslisting
This hands-on course, taught jointly by a nationally syndicated editorial cartoonist, Chan Lowe, and a former member of the Art Department faculty, E. J. Johnson, introduces students to the "Ungentlemanly Art" of cartooning through discussions and an emphasis on the creation of their own work. It is not an art course as much as an exercise in disciplining the mind to distill abstract concepts and opinions into visual and verbal symbols that can be clearly, economically and persuasively communicated to the reader. Previous drawing experience is NOT a prerequisite, nor even an advantage. Non-art majors are particularly encouraged to enroll. The basics of perspective, proportion, and shading will be covered as needed to provide all students with the necessary skills to express themselves. Much more important are an inquisitive mind, a healthy interest in the current national discourse, a willingness to enter into spirited classroom discussion, and an appreciation of satire. The fact that the course will meet during the second month of a newly elected Congress means that there will be plenty of material ripe for cartooning. Class assignments will be critiqued in a non-threatening atmosphere. Lowe, who will be continuously producing daily cartoons, will also present his own work for criticism. Class meetings, at least two hours per meeting three days a week, will alternate between the studio experience and lectures, given by Johnson, that will acquaint students with aspects of the history of caricature, cartooning and art with a propagandistic or overtly political purpose. The lectures will provide students with knowledge they may use in producing their cartoon assignments. The success of this course depends on the commitment and motivation of all participants. Course requirements include the drawing of several editorial cartoons per week, daily reading and viewing of news media. Adjunct Instructor Bio: Chan Lowe has been an editorial cartoonist and opinion writer since graduating from Williams in 1975. He has worked for newspapers in Oklahoma, Florida and is now a member of the editorial board of The Berkshire Eagle. His drawing and writing work have won many journalism awards, and is nationally and internationally syndicated by Tribune Content Agency. Co-Instructor: E.J. Johnson, Amos Lawrence Professor of Art, Emeritus

Class Format: afternoons

Requirements/Evaluation: editorial cartoons to be produced for each class meeting for evaluation by the class; final cartoons to be published in The Williams Record

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference will be given to non-art majors

Materials/Lab Fee: $50

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

ARTH 17 (W) Architectural Models

Architectural history is generally taught by photographs, which compress three-dimensional things into two-dimensional projections. But describing the dynamic nature of architectural space with a flat image is like describing an ice cream flavor with a flow chart. In this course groups of four or five students will receive measured drawings of major American buildings and construct models at quarter-inch scale. Possible subjects include works by
Venturi, Wright, Eisenman, and Jefferson. No previous architectural experience is necessary. After the initial two sessions, there will be two three-hour studio sessions each week where the instructor will critique the projects. At a final meeting, a jury will review the models.

**Class Format:** mornings

**Requirements/Evaluation:** final project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Art majors will have preference

**Materials/Lab Fee:** $25

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MTR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Michael J. Lewis

**ARTH 19 (W) 21st Century Museums--From the Inner Workings to the Future Vision of Culture Making**

Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19

**Secondary Crosslisting**

The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums—from art museums to scientific, historical, and specialty collections—and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

**Requirements/Evaluation:** final formal public exhibit

**Prerequisites:** keen interest in museums and culture

**Enrollment Limit:** 12

**Enrollment Preferences:** random selection

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm Lisa B. Dorin

**ARTH 237 (S) Making Things Visible: Adventures in Documentary Work**

Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

**Secondary Crosslisting**

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic...
technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Class Format: seminar

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Department Notes: In addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work.

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under AMST or SOC; meets Division 1 requirement if registration is under ARTH or ENGL

Attributes: EXPE Experiential Education Courses; FMST Related Courses

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Olga Shevchenko, Barry Goldstein

LAB Section: 02 F 1:00 pm - 4:00 pm Barry Goldstein, Olga Shevchenko

ARTH 274 (S) Chinese Calligraphy: Theory and Practice

Crosslistings: ASST274 / ARTH274 / ARTS274

Primary Crosslisting

Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as an Art History, a Studio Art, or Asian Studies course.

Class Format: lecture/studio instruction

Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening

Prerequisites: none

Enrollment Limit: 12

Department Notes: this course can count toward the Art History or Studio major

Materials/Lab Fee: lab fee TBD will be added to the student's term bill

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ASST

Attributes: ARTH pre-1600 Courses; EXPE Experiential Education Courses; GBST East Asian Studies Electives

Spring 2019

LEC Section: 01 Cancelled

ARTH 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give
them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Sessions will be held at the Williamstown Art Conservation Center, Williams College, the Clark Art Institute, and the Governor Nelson A. Rockefeller Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations. Six exams will be given. Exam scores will be weighed in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions of the course, will count as 25% of the final grade).

Class Format: slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions

Requirements/Evaluation: attendance is required at all sessions; the course grade is based on exams given throughout the semester; there is no final exam

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students, then students in art history or studio art

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

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ARTS 12 (W) Portrait Painting: from Fayum mummies to the Obamas

This course will be a hybrid of studio practice and a visual survey of the painted portrait, tracing various approaches to portraiture and mark-making, from the Fayum mummies to the recently unveiled portraits of Barack and Michelle Obama, in order to inform the ways by which we will, throughout the course, paint portraits (of oneself or another). The course will culminate in a final exhibition of each participant's painting, which will be worked on throughout the duration of the winter study, in- and outside of class. We will begin the course by looking to a range approaches to portraiture and engaging in various drawing and painting exercises, before spending the bulk of the remaining time working towards a single, polished painting, in oil or acrylic on canvas or panel. We will analyze many of the touchstone examples of portraiture over the centuries to survey a range of styles and how their respective techniques and painted marks reflected the zeitgeist, or collective psychology of a time and place, in order to inform our own painted works. The course will meet three times per week to engage in dedicated studio work, and group analysis of historic examples of painted portraits. Outside of class, students will be expected to continue their studio work, as well as additional drawing or painting exercises, readings, and possible film screening(s). The final project, a single portrait painting, will be displayed in a group exhibition in the Spencer Art Building at the culmination of the Winter Study period, at which time each artist will present their finished work. No experience necessary, but some background in painting and drawing is a plus. Adjunct Instructor Bio: William Binnie (born Dallas, TX, 1985) is a visual artist living and working in Williamstown, MA and Brooklyn, NY. His work has been exhibited nationally and internationally and is held in a number of public and private collections across the United States, Europe, and Asia. Binnie's work is currently on view at MassMoCA's "The Lure of the Dark: Contemporary Painters Conjure the Night," through 2019. For more information and images of work, please visit: www.william-binnie.com.

Class Format: afternoons

Requirements/Evaluation: final formal public exhibit; completion of one (or more) portrait painting(s), to be worked on over the duration of the course

Prerequisites: no experience necessary, but some background in painting and drawing is a plus

Enrollment Limit: 15

Enrollment Preferences: preference will be given to studio and art history students, and will be given to seniors thereafter

Materials/Lab Fee: $125

Attributes: EXPE Experiential Education Courses

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ARTS 13 (W) Creative Portraiture in the Darkroom

This course will be a hybrid of studio practice and a visual survey of the painted portrait, tracing various approaches to portraiture and mark-making, from the Fayum mummies to the recently unveiled portraits of Barack and Michelle Obama, in order to inform the ways by which we will, throughout the course, paint portraits (of oneself or another). The course will culminate in a final exhibition of each participant's painting, which will be worked on throughout the duration of the winter study, in- and outside of class. We will begin the course by looking to a range approaches to portraiture and engaging in various drawing and painting exercises, before spending the bulk of the remaining time working towards a single, polished painting, in oil or acrylic on canvas or panel. We will analyze many of the touchstone examples of portraiture over the centuries to survey a range of styles and how their respective techniques and painted marks reflected the zeitgeist, or collective psychology of a time and place, in order to inform our own painted works. The course will meet three times per week to engage in dedicated studio work, and group analysis of historic examples of painted portraits. Outside of class, students will be expected to continue their studio work, as well as additional drawing or painting exercises, readings, and possible film screening(s). The final project, a single portrait painting, will be displayed in a group exhibition in the Spencer Art Building at the culmination of the Winter Study period, at which time each artist will present their finished work. No experience necessary, but some background in painting and drawing is a plus. Adjunct Instructor Bio: William Binnie (born Dallas, TX, 1985) is a visual artist living and working in Williamstown, MA and Brooklyn, NY. His work has been exhibited nationally and internationally and is held in a number of public and private collections across the United States, Europe, and Asia. Binnie's work is currently on view at MassMoCA's "The Lure of the Dark: Contemporary Painters Conjure the Night," through 2019. For more information and images of work, please visit: www.william-binnie.com.

Class Format: afternoons

Requirements/Evaluation: final formal public exhibit; completion of one (or more) portrait painting(s), to be worked on over the duration of the course

Prerequisites: no experience necessary, but some background in painting and drawing is a plus

Enrollment Limit: 15

Enrollment Preferences: preference will be given to studio and art history students, and will be given to seniors thereafter

Materials/Lab Fee: $125

Attributes: EXPE Experiential Education Courses
In this course we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use a view camera (a large format camera used shortly after the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, and sensitive media and use them as tools to make creative portraits in the darkroom.

By the end of the course students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Adjunct Instructor Bio: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Photaumnales in Beauvais, France and at the Biennale Internationale des rencontres Photographiques de Guyane.

**Class Format:** mornings  
**Requirements/Evaluation:** 2- to 3-page paper; formal public exhibit  
**Prerequisites:** knowledge of black and white analog photography is preferred, but not required  
**Enrollment Limit:** 10  
**Enrollment Preferences:** Art major and minors then random  
**Materials/Lab Fee:** $120  
**Attributes:** EXPE Experiential Education Courses

Winter 2019  
LEC Section: 01  
WRF 10:00 am - 12:50 pm  
PORG 10:00 am - 12:50 pm  
Daniel Goudrouffe

**ARTS 14 (W) Results May Vary**

An exploration of cross-disciplinary sampling: digital and visual art, sculpture, sound, music, moving image, text, theater. Paul de Jong presents the vast media archive the *Mall of Found* as a point of departure for discussion and as the resource for creative exploration, touching upon issues specific to the inception, production and presentation of art using sampled sources. De Jong will address topics related to the creative process and issues specific to the field of sampling: integrity in appropriation, conflict in collaboration, developing method and technique, making your own rules and having changes of heart, documenting and archiving, commercial considerations, presentation and audience subjectivity. Participants will receive a detailed introduction to the archive and its makeup. Throughout, access will be given to the digital collection. The physical archive (housed in North Adams, MA) will be accessible by appointment and through weekly group excursions. After determination of individual and collective goals, emphasis shall be given to a hands-on creative approach, outside-of-class. In-class time will be set aside for weekly individual presentations and critiques, as well as daily group meetings for topical discussions. The course may result in individual or group works presented in a gallery show, as a theatrical/musical performance, a movie showing, a web production, printed matter, publications, or readings. Paul de Jong's *Mall of Found* is home to a wealth of assorted fringe media and ephemera. This includes some 5,000+ VHS, 1,500 LP's, 5,000 cassette tapes, as well as photography, printed matter and film, numbering over 100,000. The subject matter is sprawling, favoring independent and amateur production and analog forms. Categories include: teleevangelism, self-help, hunting, meditation, technical, instructional, medical and much more. Paul de Jong (formerly of the Books) recently released his second solo album *You Fucken Sucker*.

**Requirements/Evaluation:** final formal public exhibit  
**Prerequisites:** active engagement in the creation of art, photography, film and video, poetry and prose, dance, theater and music  
**Enrollment Limit:** 15  
**Enrollment Preferences:** submitting portfolio, resume or proposal  
**Attributes:** EXPE Experiential Education Courses

Winter 2019  
LEC Section: 01  
TR 10:00 am - 12:50 pm  
PORG 10:00 am - 12:50 pm  
Paul de Jong

**ARTS 15 (W) Shadow Puppetry**

Crosslistings: ARTS15 / THEA15
The ancient art of shadow puppetry has seen a resurgence in contemporary art and theater. William Kentridge writes, "It is in the very limitations of shadows that we learn... It is in the gap between the object and its representation that the image emerges, the gap we fill in." In this course, students will explore a range of techniques in shadow theater and build towards a culminating performance. We will survey the history of the form, from Asian traditions such as wayang kulit, through Victorian shadow plays, to the uses of shadow by contemporary theater makers and artists (e.g. William Kentridge, Kara Walker). Shadow puppeteer Karen Zasloff and visiting artists will guide students in creating shadow imagery from flat cutouts, sculpted objects and their bodies, and choreographing scenes on a classroom overhead projector and translucent screen. In small groups, we will interpret excerpts of prose and poetry through these handmade projections, exploring relationships among text, image sequences and music, culminating in a public performance. We will meet three times/week for three-hour sessions, with additional supervised lab and rehearsal periods according to our needs. Some basic equipment will be supplied, but students will be expected to purchase some of the materials. Adjunct Instructor Bio: Karen Zasloff has created performances in the US and abroad with shadows, toy theater, giant puppets and video, on themes of political violence and the unconscious. She has performed in NY at PS1, Saint Ann's Warehouse, National Sawdust, PS122 and Here Arts Center, and for 20 years with the Bread and Puppet Theater. Her drawings feature in "Banished", which premiered at Sundance 2007. Recent projects focus on Rwanda and South Africa, including a Fulbright with the Handspring Puppet Company.

Requirements/Evaluation: short presentations and works in progress
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: students will be asked to submit a letter of interest
Materials/Lab Fee: $215
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    Cancelled

ARTS 16 (W)  Glass and Glassblowing
Crosslistings: ARTS16 / CHEM16

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students. Note: if you are required to participate in a sustaining language program during Winter Study, this course meets at the same time.

Class Format: 9:00 a.m. to noon, M-F
Requirements/Evaluation: evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email to Professor Thoman
Materials/Lab Fee: $75
Distributions: (D3)
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    M-F 9:00 am - 12:00 pm PORG 9:00 am - 12:00 pm   John W. Thoman

ARTS 19 (W)  21st Century Museums--From the Inner Workings to the Future Vision of Culture Making
Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19

Primary Crosslisting
The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums—from art museums to scientific, historical, and specialty collections—and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

Requirements/Evaluation: final formal public exhibit
Prerequisites: keen interest in museums and culture
Enrollment Limit: 12
Enrollment Preferences: random selection
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm  Lisa B. Dorin

ARTS 20 (W) Performing Self-Portraiture in the Age of Instagram
Crosslistings: THEA20 / WGSS20 / ARTS20
Secondary Crosslisting

What does it mean to represent your own body? How do we craft compelling performances of self in a social media marketplace that treats our bodies as currency? In this studio course, we look at the lineage of the self-portrait and the role it plays in the creation of our personal mythologies. We will consider the work of Frida Kahlo, Cindy Sherman, Carrie Mae Weems, Jacobly Satterwhite, Kim Kardashian West and others. How have artists, now and in the past, turned the camera on themselves? Is it possible to subvert the gendered and racialized gaze? Students will create their own kinetic self-portraits, exploring forms such as looping video, gifs, stop-motion, and animation. Adjunct Instructor Bio: Kameron Neal is a queer Black video artist and performance-maker based in NYC. His work has been seen and developed at Ars Nova, BAM, La MaMa, New York Theatre Workshop, Soho Rep., Digital Graffiti Festival, Vox Populi and Yale's Center for Contemporary Arts and Media. Kameron has also designed campaigns for The Public Theater, Joe's Pub, Under the Radar Festival, and Shakespeare in the Park, with the creative direction of Pentagram partner, Paula Scher.

Class Format: afternoons
Requirements/Evaluation: final performance
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: if overenrolled, students will be selected by submitting a brief statement of interest
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  TW 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm  Kameron B. Neal

ARTS 274 (S) Chinese Calligraphy: Theory and Practice
Crosslistings: ASST274 / ARTH274 / ARTS274
Secondary Crosslisting

Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the
literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos “beauty” + graphe “writing”). This course can be taken as an Art History, a Studio Art, or Asian Studies course.

**Class Format:** lecture/studio instruction

**Requirements/Evaluation:** weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening

**Prerequisites:** none

**Enrollment Limit:** 12

**Department Notes:** this course can count toward the Art History or Studio major

**Materials/Lab Fee:** lab fee TBD will be added to the student’s term bill

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under ASST

**Attributes:** ARTH pre-1600 Courses; EXPE Experiential Education Courses; GBST East Asian Studies Electives

Spring 2019

LEC Section: 01    Cancelled

**ARTS 385 (S) The Sculptural Costume and It's Performance Potential**

**Crosslistings:** THEA385 / ARTS385

**Primary Crosslisting**

A team-taught studio art / theatre course designed to explore the rich territory of the wearable sculpture and its generative role in art and performance. From ritual costumes, to Carnival, to Dada performance, to Bauhaus dance, to Hello Oiticica’s Parangole, and Nick Cave’s sound-suits, there has been a rich tradition where sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities within this collaborative practice. The students will produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

**Class Format:** studio

**Requirements/Evaluation:** evaluation will be based on the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** successful completion of any 200-level course in art studio or performing arts, or permission of the instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Art and Theater majors

**Expected Class Size:** 12

**Materials/Lab Fee:** $125

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Spring 2019

STU Section: 01    W 1:10 pm - 3:50 pm    Amy D. Podmore, Deborah A. Brothers

**ASST 274 (S) Chinese Calligraphy: Theory and Practice**

**Crosslistings:** ASST274 / ARTH274 / ARTS274
Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos “beauty” + graphe “writing”). This course can be taken as an Art History, a Studio Art, or Asian Studies course.

Class Format: lecture/studio instruction

Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening

Prerequisites: none

Enrollment Limit: 12

Department Notes: this course can count toward the Art History or Studio major

Materials/Lab Fee: lab fee TBD will be added to the student's term bill

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ASST

Attributes: ARTH pre-1600 Courses; EXPE Experiential Education Courses; GBST East Asian Studies Electives

Spring 2019

LEC Section: 01 Cancelled

BIOL 11 (W) Teaching 3rd Grade about Zebrafish--BioEYES

BioEYES brings tropical fish to 3rd grade classrooms in Williamstown, North Adams, and Lanesborough Elementary schools, in a science teaching workshop. Elementary school students will breed fish in the classroom, then study their development and pigmentation during one week. Williams students will adapt BioEYES lesson plans to the science curriculum for the schools we visit, work with classroom teachers to introduce concepts in genetics and development, help the 3rd grade students in the classroom, and assess elementary student learning. No zebrafish experience is necessary; during the first week students will learn to set up fish matings, and learn about embryonic development and the genetics of fish pigmentation as well as practice teaching the 3rd grade BioEYES lesson plans with hands-on experiments using living animals. In the subsequent three weeks students will present lessons at the schools and review assessment data. Adjunct Instructor Bio:Jennifer Swoap, an elementary school teacher, currently coordinates Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. Adjunct Co-Instructor Bio:Renee Schiek currently serves as the liaison between Lanesborough Elementary School and the Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. She is a frequent substitute at Lanesborough ES and holds a degree in mechanical engineering.

Class Format: meeting time varies depending on needs of schools and laboratory requirements

Requirements/Evaluation: final project; review of pre and post survey assessments

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: preference to seniors

Materials/Lab Fee: $0

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MTWR 10:00 am - 2:50 pm PORG 10:00 am - 2:50 pm Jennifer C. Swoap, Renee Schiek

BIOL 12 (W) New Orleans-Style Jazz and Street Performance

This course has a focus on making music based on the principles of improvisation and street performance embodied by New Orleans-Style jazz.
Typically composed of brass instruments, this course welcomes musicians and performers of all types, from the classically trained to those with no experience who are willing to play washboards, kazooes, and experiment with other forms of sound-making. For when you travel the world after Williams, this course will prepare you to "busk," or make money playing music on the street, where some of the most dynamic forms of jazz and improvisation have been created. The course will include various street performances and culminate with a "gig" in a local music venue. We will meet twice a week for three-hour sessions, with extra band practices, five hours per week, and performances to be scheduled in accordance to our needs--attendance mandatory. Adjunct Instructor Bio: Andy Kelly, a local Jazz musician and former busker, Williams College Class of ’80, now travels the world bridging cultures with music, using American jazz to make peace in the world.

**Class Format:** afternoons

**Requirements/Evaluation:** original musical composition with in-class performance; 2-page short research paper and oral presentation; final performance for 'all college' audience

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference given in order to: seniors, juniors, sophomores, first-years

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01   MR 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm   Andrew  Kelly

**BIOL 13 (W) Introduction to Animal Tracking**

This course is an introduction to the ancient art and science of animal tracking, and its use for ecological inventory. Participants will deepen their skills as naturalists, their awareness of the natural world, and discover that even the greens at Williams College are abundant with wildlife. Students will have field time in class at Hopkins Forest as well as through independent study at a convenient outdoor location of each student's choosing. Basic concepts of animal tracking, its history and use by indigenous people throughout the world will be discussed through video and slideshow. Students are required to create journals and site maps of Hopkins and their personal study areas, including all major features of the landscape, flora and fauna activity.  Adjunct Instructor Bio: Dan Yacobellis is a local naturalist and wildlife tracker who has explored forest and field for more than 20 years. He teaches courses on wilderness skills and tracking at nature education centers in Massachusetts and New York as well as his own independent programs for private groups and associations.

**Class Format:** 10:00am to 3:00pm two days a week

**Requirements/Evaluation:** attendance, participation, a final presentation of their maps and journals, with attention to detail and content, a field test and 3-page research paper

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** preference given to seniors

**Materials/Lab Fee:** $90 plus cost of book(s)

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01   TR 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm   Dan  Yacobellis

**BIOL 211 (S) Paleobiology**

Crosslistings: BIOL211 / GEOS212

**Secondary Crosslisting**

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes
including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' superb fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth. We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York.

**Class Format:** lecture/laboratory; field trip to the the Paleozoic of New York State

**Requirements/Evaluation:** evaluation will be based on lab assignments, short quizzes and writing assignments, and a final exam

**Prerequisites:** any 100-level GEOS course or BIOL 102, 203 or 205

**Enrollment Limit:** 15

**Enrollment Preferences:** sophomores and juniors

**Expected Class Size:** 12

**Department Notes:** does not satisfy the distribution requirement in the Biology major

**Distributions:** (D3)

**Attributes:** EXPE Experiential Education Courses; MAST Interdepartmental Electives

Spring 2019

LAB Section: 02    W 1:00 pm - 4:00 pm    Phoebe A. Cohen

LEC Section: 01    TR 9:55 am - 11:10 am    Phoebe A. Cohen

**BIOL 220 (S) Field Botany and Plant Natural History**

**Crosslistings:** BIOL220 / ENVI220

**Primary Crosslisting**

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. The "lectures," that are assigned as "homework" in this "flipped" course, focus on the evolution of the land plants, the most recent developments in plant systematics, characteristics of plant families, and cultural--economic uses of plants, especially native species. The in-class session will be organized as workshops with short quizzes and hands-on explorations of plant materials. The labs cover field identification, natural history, and ecology of local species.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based on quizzes, exams, field quizzes, field notebook and a class project.

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Extra Info 2:** "flipped" lectures and homework

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** seniors, Biology majors, and Environmental Studies majors & concentrators

**Expected Class Size:** 25

**Department Notes:** satisfies the distribution requirement in the Biology major

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses; PHLH Nutrition,Food Security+Environmental Health

Spring 2019

LAB Section: 02    T 1:00 pm - 4:00 pm    Henry W. Art

LEC Section: 01    MWF 9:00 am - 9:50 am    Henry W. Art

LAB Section: 03    W 1:00 pm - 4:00 pm    Henry W. Art

**BIOL 231 (F) Marine Ecology**
Crosslistings: BIOL231 / MAST311

Secondary Crosslisting

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Class Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Extra Info: offered only at Mystic Seaport

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Distributions: (D3)

Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses

Fall 2018
LEC Section: 01 TBA Tim J. Pusack

Spring 2019
LEC Section: 01 TBA Tim J. Pusack

BIOL 25 (W) Sustainable Agriculture in California

Crosslistings: BIOL25 / ENVI25

Secondary Crosslisting

This Winter Study Period course engages students with the diversity of agricultural practices in California on farms ranging from winter fruit and vegetable production, to orchards and vineyards, to livestock and dairy, to eggs along the Central Coast through hands-on experiences on a variety of farms. This is a Winter Study 2019 field course on Sustainable Agriculture in California, a field experience conducted primarily on-site for the month of January. For some participants, the WSP field course will segue from the seminar BIOL/ENVI 422--The Ecology of Sustainable Agriculture to be taught in Fall 2018 by H.W. Art. Preference for the WSP will be given to students who have previously taken BIOL 422. The WSP course will be limited to 8 students. This project is a replication of a WSP course HW Art taught in 2013 and again 2016, a travel WSP experiential course in which 7-8 students gained hands-on knowledge about agricultural systems by working on 8 farms and vineyards on the Central Coast of California. We concluded the month by participating in the Ecological Farming (EcoFarm) Conference. Sarah Gardner will be co-teaching the course with Prof. Art for pedagogical and practical reasons, including her experience in agriculture and her continuing this WSP periodically in the future. The learning-through-working experience is designed to both de-mystify and de-romanticize agriculture by having the students gain a fuller sense of the realities of producing food by working shoulder-to-shoulder with farmers and laborers. Art's previous experience is that the investments of time, labor, thought, and sweat by engaging in actual farming practice creates a depth of understanding not possible in the classroom. In addition to assigned texts, we also will be reading books individually and take turns reporting back to the group in the evenings, a bit like story-telling in the oral tradition. The final product will be a collaborative journal written by the class.

Class Format: travel

Requirements/Evaluation: 10-page paper; synthetic journal of field experiences to be produced by the group

Prerequisites: none, but see preferences for over-enrollment; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: preference to senior Biology and Environmental Studies majors/concentrators who have taken The Ecology of Sustainable Agriculture and/or other food and agriculture courses; then by essay

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Henry W. Art, Sarah Gardner

BIOL 302 (F) Communities and Ecosystems (QFR)
Crosslistings: BIOL302 / ENVI312

Primary Crosslisting

An advanced ecology course that examines how species interact with each other and their environment with a focus on conservation implications. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments but will also include some laboratory microcosm experiments. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: lecture/laboratory, six hours a week

Requirements/Evaluation: evaluation will be based on lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

Department Notes: satisfies the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses;

Not offered current academic year

CHEM 10 (W) Persuasive Presentation--Maximize your Impact

The objective of this course is to introduce a process for preparing and delivering oral presentations with accompanying visuals to enable anyone to maximize their impact. In many fields the ability to transform detailed personal knowledge of a subject into a more broadly accessible message is critical to both personal and organizational success. Often individuals are well prepared as subject matter experts, however, the ability to leverage that expertise into setting a direction or advocating for policy change is learned through trial and error. The instructor of this course has over 25 years of experience presenting scientific and product information in a corporate environment to internal and external customers. This course will focus on a deliberate method for developing persuasive communication that is both engaging and effective. The in-class portion of this course will focus on instruction with a heavy emphasis of "hands on" practice including iterative brainstorming, group sharing and feedback around presentation design, content optimization and oral delivery. The topics for these in class exercises will primarily be provided practice subjects and data sets related to everyday sales pitches and issue advocacy. Student provided topics will also be encouraged. Assigned work outside of class will focus on selected readings, viewing presentations by relevant thought leaders and developing a final presentation on a topic of interest to the student. Students should be prepared to develop ideas they wish to communicate about and preference will be given to students who can articulate concepts they wish to communicate about. This course will utilize Microsoft PowerPoint and Microsoft Excel; students do not need to have expertise in these platforms, however, basic familiarity will be helpful. Adjunct Instructor Bio: Jamie Gardner holds a Ph.D. in Inorganic Chemistry from MIT and leads 3M's Global Fall Protection Laboratory. Over the last 25 years he has focused on the commercialization of Photosensitive, Pest Elimination, Electronic Adhesive, Lithium Ion Battery, Cleaning and Fall Protection products. In pursuit of these efforts he has developed and taught a process utilized to update and influence co-workers, executive stakeholders, customers, external investors and sponsoring government agencies.

Class Format: afternoons

Requirements/Evaluation: final project: students to identify topic of personal interest, develop presentation and present presentation to class

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference given to students who articulate a subject they would like to present on; majors or concentrations in political science/economy, public health, environmental studies and physical sciences

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MW 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm James P Gardner
CHEM 13 (W) Ultimate Wellness: Concepts for a Happy Healthy Life

This course provides an opportunity to drastically improve your life by introducing concepts that can start making a difference in the way you feel today! We will approach nutrition, lifestyle, and happiness from a holistic perspective. Students will learn how to tune out mixed media messages and look within to find ultimate health and wellness. Topics include: Ayurveda, cleansing, preventative medicine, mindfulness and meditation, food intolerance awareness, healthy eating and meal planning, deconstructing cravings and overcoming sugar addiction, healthy skin care, and finding your happiness. Adjunct Instructor Bio: Nicole Anagnos is Health Coach and Director at Zen Tree Wellness in Williamstown. She is co-founder of the organic skin care company, Klo Organic Beauty. She also holds a master's degree in education.

Class Format: twice a week for three-hour sessions as a group

Requirements/Evaluation: completion of assignments, class participation, reflective 5-page paper, creative project, and final presentation that demonstrates a level of personal growth

Extra Info: the course will include two individual sessions, an initial health assessment plus an additional session designed to personalize the course and assist the student in applying the learned techniques; there will be several books required for this class

Prerequisites: after signing up for this course please email Nicole at nicole@zentreewellness.com with a brief statement describing your interest in the course and what you hope to achieve in it

Enrollment Limit: 15

Enrollment Preferences: email statements will be used in the event of over-enrollment

Materials/Lab Fee: $85 plus cost of book(s)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Nicole Anagnos

CHEM 16 (W) Glass and Glassblowing

Crosslistings: ARTS16 / CHEM16

Primary Crosslisting

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students.

Note: if you are required to participate in a sustaining language program during Winter Study, this course meets at the same time.

Class Format: 9:00 a.m. to noon, M-F

Requirements/Evaluation: evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email to Professor Thoman

Materials/Lab Fee: $75

Distributions: (D3)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 9:00 am - 12:00 pm PORG 9:00 am - 12:00 pm John W. Thoman

CHEM 19 (W) Methods in Environmental Chemistry

Crosslistings: CHEM19 / ENVI19

Primary Crosslisting
This course introduces students to the advanced techniques used to study the fate of contaminants in the environment. Students will collect samples, learn a variety of extraction protocols, and become comfortable using chemical instrumentation (GC-MS, LC-MS, AA, etc.) to identify and quantify target inorganic and organic contaminants from various environmental media (soil, air, water, and biota). Studies may include: determination of heavy metals from water and sediment sources, measurement of chemical partition coefficients (octanol-water, soil-water, air-water, etc.), rates of contaminant degradation, microscopic and chemical analysis of airborne particulate matter, etc. This course will meet for approximately 10-12 hours each week for lectures, discussion of reading assignments, laboratory work, and field sampling.

Requirements/Evaluation: evaluation will be based on overall performance in the laboratory, three 2- to 3-page assignments

Prerequisites: CHEM 151 or CHEM 153 or CHEM 155 or ENVI 102

Enrollment Limit: 10

Enrollment Preferences: preference will be given to CHEM and/or ENVI majors/concentrators

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm    Anthony J. Carrasquillo

CHEM 22 (W) Introduction to Research in Environmental Analytical Chemistry

Representative projects include: Analysis of sediment and fish samples collected from the Hoosic River drainage basin for contamination with polychlorinated biphenyls (PCBs) and soil, plant and aquatic animal samples from southern Vermont for perfluorooctanoic acid (PFOA) and its chemical relatives. This project focuses on techniques used in environmental analysis including trace-level determination of persistent organic pollutants by GC-MS and/or LC-MS.

Class Format: mornings

Requirements/Evaluation: a 10-page written report

Prerequisites: variable, depending on the project (at least CHEM 151) and permission of the Dept. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors and with the Department Chair

Enrollment Limit: POI

Enrollment Preferences: expression of student interest

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    M-F 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm    John W. Thoman

CHIN 11 (W) Shanghai Cuisine

Food plays a quintessential role in Chinese culture. Approaching the foot ways in various regions in China provides a unique path to a better understanding of the richness and diversity of China's regional cultures. Shanghai cuisine (benbang cai), originated in Shanghai and developed its cooking style under the profound influence of those surrounding regions, is a very popular branch of Chinese food. This hands-on course introduces the culinary tradition of many famous Shanghai dishes. The instructor will demonstrate how to turn those fresh raw ingredients and special seasonings into "color-aroma-tasty" Shanghai style dishes. (e.g. soup dumplings, wontons, eight-treasure rice puddings, red braised pork, sweet and sour spare ribs, crystal shrimp etc.) Through discussions of reading and videos, hands-on practices, as well as independently cooking of certain dishes, students will gain insight into the Shanghainese way of life. Students will be expected to complete assigned readings and videos outside class, participate discussions and cook with the instructor in class, make a few recipes of what they cook, and write a 10-12-page final essay. The final essay should include 5 to 6 finalized recipes of the dishes students cook and a conclusion. There is a mandatory field trip to a traditional Shanghai restaurant. Important reminder: for students who have food allergies and/or who are vegetarians please inform the instructor and consult your healthcare professional before the course starts on January 3rd, 2019. Adjunct Instructor Bio: Wendy Wan has extensive experience teaching Chinese language and culture at K-12 levels in the United States. She is a Shanghai native and a food enthusiast.

Class Format: two three-hour sessions per week from 10:00 AM to 1:00 PM

Requirements/Evaluation: attendance of all cooking classes and mandatory field trip (50%); in-class efforts (20%); assignments including readings, videos, recipe and reflection paper writing (15%); 10-12-page final essay, which includes student made recipes and conclusion (15%)
Prerequisites: none
Enrollment Limit: 8
Enrollment Preferences: preference is given to Chinese language students and based on class years
Materials/Lab Fee: $200
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    MR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Wendy Wan

CHIN 25 (W) Taiwan Study Tour
Interested in learning first-hand about Taiwanese culture and becoming acquainted with what has been called the "Taiwan (economic and political) miracle"? Want to improve your knowledge of Mandarin, the language with the largest number of native speakers in the world? Then join us on this 23-day study tour to Taiwan, Republic of China. We'll spend the first two weeks in Taipei, the capital city, where 3 hours of Mandarin language classes at levels from beginning to advanced will be scheduled each morning at the Mandarin Center of National Taiwan Normal University. After class we'll meet as a group for lunch and discussion. Activities with Taiwanese university students and visits to cultural and economic sites of interest will be scheduled for some afternoons and Saturdays, with other afternoons, evenings, and Sundays free for self-study and individual exploration. During the last week, we'll travel to central and southern Taiwan, staying at small hotels and youth hostels. Two orientation sessions will be conducted on campus in the fall to help participants prepare for their experience.

Class Format: travel
Requirements/Evaluation: evaluation will be based on satisfactory completion of the language course, a 10-page paper on a topic related to Taiwan, and active participation in all scheduled activities
Prerequisites: none; not open to first-year students
Enrollment Limit: 10
Enrollment Preferences: statement of rationale and goals for wishing to participate; CHIN and ASST majors and intended majors who have no previous experience in Taiwan may receive preference
Materials/Lab Fee: $3,800
Distributions: (D1)
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01    TBA    Cornelius C. Kubler

CHIN 252 (F) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language
This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one's native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese.
All readings in English with some examples in Chinese.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, several oral presentations and short papers, and a final research project
Prerequisites: CHIN 101 or permission of instructor
Enrollment Limit: 19
Expected Class Size: 12
Distributions: (D1)
Attributes: EXPE Experiential Education Courses; Linguistics
COMP 10 (W) Constructing Gender and Body in the Gym

While it may not be written on the campus map, it's common Williams knowledge that the gym on upper Lasell is called "the EstroGym." Have you ever wondered why cardio spaces, like the EstroGym, seem to be occupied predominantly by women while weight rooms (think Lower Level Lasell) are filled with men? We will explore the answers to this and many more questions in this hybrid physical and academic course. Half of this course will be a critical exploration of phenomena that are often taken for granted within the fitness industry. We will discuss the ways in which cultural understandings of gender and bodies are created and reinforced in physical activity spaces. Topics will include the cultural reinforcement of the gender binary, the policing of nonconforming identities in physical spaces, hegemonic masculinity in the gym, and the social construction of ideal femininity and masculinity. Much of our reading will be grounded in feminist and sociological theory (L. Heywood, Bodymakers: A Cultural Anatomy of Women's Body Building; Markula & Pringle, sport, and exercise: Power, knowledge, and transforming the self) but will also include text and visual sources from CrossFit gyms, international weightlifting competitions, bodybuilding shows, and more. The other half of this course will be taught in the weight room, where students will learn proper strength training form and technique. It is a suitable introduction for novice lifters as well as an opportunity for experienced lifters to improve and refine their technique. Students will explore the differences between powerlifting, Olympic weightlifting, and bodybuilding and will have the opportunity to practice these different forms. This includes, but is not limited to, the following exercises: squat, deadlift, overhead press, bench press, clean, jerk, push-up, and pull-up. Outside of class meeting times, students will be expected to complete readings, brief writing assignments (1-2 pages max), gym observations, short film viewings, and gym selfies (seriously). Depending on class size and logistics, we may take 1-2 field trips to other local gyms for observation purposes. Details TBA. **IMPORTANT NOTE: This course is open to students with any type of lifting experience (from zero physical activity background to Olympic athlete). This also includes students with any form of disability, so long as they are cleared by a licensed medical provider.

Requirements/Evaluation: 2- to 3-page paper and final project

Prerequisites: none—open to those with any type of lifting experience (no experience to Olympic athlete), including students with any form of disability as long as they are cleared by a licensed medical provider

Enrollment Limit: 14

Enrollment Preferences: students will write a paragraph explaining why they want to take the course

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01  MTR 12:00 pm - 1:00 pm PORG 12:00 pm - 1:00 pm MTR 1:00 pm - 2:50 pm Holly E. Crane

COMP 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Crosslistings: THEA330 / COMP330 / AMST331

Secondary Crosslisting

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafcadio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Class Format: seminar

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: none
COMP 338 (F) The Culture of Carnival
Crosslistings: COMP338 / THEA335

Secondary Crosslisting
Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Class Format: studio
Requirements/Evaluation: students will be evaluated on regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade.
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: sophomores and first-year students
Expected Class Size: 18
Distributions: (D1)
Attributes: EXPE Experiential Education Courses

Fall 2018
STU Section: 01    M 1:10 pm - 3:50 pm    Deborah A. Brothers

COMP 361 (F) Zen and the Art of American Literature
Crosslistings: ENGL312 / REL361 / AMST361 / COMP361

Secondary Crosslisting
In 1844, the Transcendentalist magazine, The Dial, published an excerpt from the Lotus Sutra, translated into English by a young writer named Henry David Thoreau. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like Middle Passage, A Tale for the Time Being, and Lincoln in the Bardo. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend 20-30 minutes each week practicing and reflecting upon those practices during class hours. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Class Format: seminar
Requirements/Evaluation: a weekly meditation journal, various informal in-class and take-home writing assignments, a final 12- to 15-page essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any literature course at Williams or permission of the instructor
Enrollment Limit: 30
**Enrollment Preferences:** if the course is over-enrolled, students will be asked to send the instructor an email explaining their reasons for wanting to take this course; these expressions of interest will be used to determine the final course roster; no first year students

**Expected Class Size:** 30

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under REL or AMST

**Attributes:** ENGL Literary Histories C; EXPE Experiential Education Courses

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**Fall 2018**

SEM Section: 01  M 7:00 pm - 9:40 pm  Bernard J. Rhie

**Spring 2019**

SEM Section: 01  Cancelled

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**CSCI 11 (W)  Hour of Code**

Knowledge of computing fundamentals empowers people with a unique set of problem-solving skills. These skills are currently in high demand and are expected to remain so in the foreseeable future. Yet computer science isn't just a useful skill—it's also a limitless canvas for expressing one's own creativity. Computer science is interesting and fun! Hour of Code is a one-hour, hands-on workshop that introduces young students to computer science. Not surprisingly, mastery of computer science takes a bit longer than one hour. Therefore, the goal of Hour of Code is simply to demystify computer programming. A typical workshop blends self-paced activities with in-class tutorials. The best Hour of Code experience inspires participants to pursue further study in computer science on their own time. The first half of this winter study course exposes you to elementary programming, the nuts and bolts of pedagogy, and prepares you to run an Hour of Code workshop. The second half puts your training into practice: you will organize and run an Hour of Code workshop in a Berkshire-area middle school. No prior computer science knowledge is required. The only prerequisite is a love of technology and an enthusiasm for working with young learners.

**Class Format:** afternoons

**Requirements/Evaluation:** final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** 1/2 CS students; 1/2 non-CS students, with preference to first- or second-year students

**Materials/Lab Fee:** $35

**Attributes:** EXPE Experiential Education Courses

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**Winter 2019**

LEC Section: 01  MTWR 1:00 pm - 3:50 pm  PORG 1:00 pm - 3:50 pm  Daniel W. Barowy

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**CSCI 12 (W)  Stained Glass Tiling: Quasicrystals and Geometric Solids, Building an Invisibility Cloak**

In this course students learn geometric drawing, design, and the traditional craft skills needed to build a stained glass window. Each student will make a single panel of stained glass from a mosaic of transparent colored glass tiles. Students will learn how to cut glass; to paint and print on glass with kiln-fired enamels; to assemble, solder, patinate and frame a stained glass window. Instructional sessions on the use of tools and safe handling of materials are included where necessary. Exhibition of work on the last day of Winter Study is mandatory. All students must participate in setting up a group exhibition of work, and tidying the lab at the end of Winter Study. This course is time-consuming. More information may be found at https://coombscriddle.wordpress.com/2016/03/28/stained-glass-tiling-the-process/  Adjunct Instructor Bio: Debora Coombs' stained glass windows are exhibited and commissioned internationally. She is a Fellow of the British Society of Master Glass Painters with a Masters degree from London's Royal College of Art and 35 years of experience in the design, fabrication and teaching of stained glass. Contact: (802) 423-5640, debora@coombscriddle.com  Photos: http://www.coombscriddle.com and http://coombscriddle.wordpress.com

**Class Format:** mornings, 15 hours per week. Students must be willing and able to put in an additional 5-10 hours per week outside of class

**Requirements/Evaluation:** creativity and effort demonstrated throughout; quality of finished panel and final presentation; teamwork whilst mounting exhibition; attendance; formal public exhibit
Prerequisites: no previous experience in art or geometry is necessary, however, ideal applicants will have an interest in art or mathematics, patience, good hand skills and want to spend at least 20-25 hours per week working on their project

Enrollment Limit: 10

Enrollment Preferences: preference to seniors and those who express an early or specific interest

Materials/Lab Fee: $260

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 10:00 am - 11:50 am PORP 10:00 am - 11:50 am Debora Coombs

CSCI 16 (W) Introduction to Tech Entrepreneurship

This course provides an introduction to the fundamental aspects of building a technology startup. It's one thing to make software—and it's another to build a successful software company. You will learn how to develop product/market fit, how to build an MVP (minimum viable product), how to market products on a budget, organizing and running a team, shipping software, and the different types of corporate structures. You'll learn from a range of successful entrepreneurs and industry experts, through their writings as well as short guest appearances (via video calls) during classroom sessions. Students will create a demo and a 5-minute pitch (pitch deck optional) by the end of the course. For the product demo, students can choose to produce either working code, a technical white paper, or design mockups/wireframes. Students will be graded on the quality of the product demo and pitch. Attendance and participation will also be taken into account for final grades. Students will have the opportunity to show off their final products, and their pitches, in an optional Demo Day. Adjunct Instructor Bio: Elissa Shevinsky '01 helped launch Geekcorps (acquired), Everyday Health (IPO), Daily Steals, Glimpse, and Brave ($35M ICO.) Shevinsky was featured on the cover of the New York Times Sunday Business, for her startup Glimpse. Shevinsky is Editor of the book "Lean Out: The Struggle for Gender Equality in Tech and Startup Culture."

Class Format: afternoons

Requirements/Evaluation: attendance and participation in class; final project

Prerequisites: CSCI 134 or CSCI 135 or permission from the instructor

Enrollment Limit: 22

Materials/Lab Fees: preference given to Computer Science students, and to students who demonstrate evidence of entrepreneurial initiative

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 RF 1:00 pm - 3:50 pm PORP 1:00 pm - 3:50 pm Elissa B. Shevinsky

CSCI 28 (W) Solution Design: from Ideas to Implementation

Crosslistings: ECON28 / CSCI28

Secondary Crosslisting

Designing a pair of computerized glasses is not enough. Who will use them, and what problems will they solve? How can you be certain someone will adopt your new technology before you spend millions of dollars building it? Google Glass and other wearable technologies have struggled to answer these questions. In fact, somewhere between 40 and 60 percent of large IT projects fail and all too often, the cause has little to do with the quality of technical engineering. Innovators often solve the wrong problem, misidentify the users of the software, or fail to adapt to evolving requirements. The challenge is that engineers—and Williams students—like to be told what problem they are to solve, but the average consumer is terrible at knowing what they want until they see how the new product will work. Solution design offers a powerful framework for resolving this paradox efficiently. We will examine how to visualize interactions between market forces, corporate directives, and engineering requirements, and how to apply design thinking to generate novel ideas within these constraints. Then, we will interrogate the strength of our ideas by asking author Marty Kagan's questions: is it feasible? is it valuable? will someone use it? and does it have business viability? Readings by Steve Blank and Eric Reis emphasize the importance of low-cost, rapid prototyping/experimentation and statistical analysis thereof that results in actionable development goals. Finally, we will introduce topics in human computer interaction, and organization tools for complex technical collaborations like Git and the Getting Things Done methodology for task management. Throughout the course, small teams will deploy this toolkit against problems of the students’ choosing. One team may wish to design a new app for the WSO website. Another team may choose to interview a local organization and design a technology powered tool that can
improve its operations. You are the innovator. Small teams of students will each execute one iteration of design and prepare a plan for developing a technological solution to a problem of their choosing. The contents of the plans may include: careful descriptions of the product’s goals, stakeholders, target users, assumptions, and constraints; a business plan; sketches of a user interface; first steps in programming an application; write ups of experiments intended to test underlying assumptions; and a direction for future development efforts. Adjunct Instructor Bio: Allan Wellenstein is a senior vice-president at DataArt, a global technology consulting firm and the head of their Solution Design consulting practice. Allan has over 15 years of experience helping some of the world largest companies design and implement massive technology transformations. Though technically headquartered in New York City, he lives with his wife and three children in Pittsfield, MA.

Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: students will be asked to submit a brief paragraph describing their interest in the course and what they hope to get out of it
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Allan Wellenstein

DANC 10 (W) Funk Styles/Hip-Hop Dance
This course will focus on the foundations of Hip-Hop as dance and as culture. The techniques of lockin’, poppin’, breakin’, 90’s and house dance as well as terminology and history. Technique class will include across the floor and center combinations allowing dancers to find their relationship to athleticism, dynamics and articulation of the body. We will also view and discuss media and literature that contextualizes Hip-Hop, deepens understanding of the form as dance and embodied history. Students will journal to reflect and record information. Technique class will meet three times a week followed by a required rehearsal of choreography that will be created. The expected contact hours will meet the required average of 20 weekly.

Class Format: afternoons; required practice times are 10am-11:50am (Technique and Context), 11:50am-1pm (Lunch Break), 1pm-3pm (Practice)
Requirements/Evaluation: final performance
Prerequisites: some experience in any type of dance form or athletics and an interest in the history of Hip-Hop
Enrollment Limit: 20
Enrollment Preferences: instructor will contact waitlisted people via email to determine
Materials/Lab Fee: $25 plus cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  TRF 10:00 am - 11:50 am TRF 1:00 pm - 3:00 pm PORG 10:00 am - 11:50 am Shakia F. Johnson

ECON 12 (W) Public Speaking
This course will help students become effective and organized public speakers, whether public speaking means giving a class presentation, participating in a debate, or giving a formal speech before a large audience. We will primarily use extemporaneous and prepared class presentations as a means of learning this skill, but we will also study great American speeches, presidential debates, and other examples for further insights into persuasive public speaking techniques. The class will provide a supportive environment to help each student create his or her own public speaking style that is comfortable, confident, and conversational. We will also focus on organizational techniques, handling visual aids effectively, eye contact and body language. Finally, receiving feedback and providing constructive criticism to other students in the class will be an important part of the course.

Class Format: mornings
Requirements/Evaluation: evaluation will be based on in-class presentations, class participation, and a 10-page written critique of the student's own videotaped presentations
Prerequisites: none
**Winter 2019**

**LEC Section: 01    TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   Lara D. Shore-Sheppard**

**ECON 13 (W) Essential Tools for Startups to Change Good Ideas to Successful Businesses and Organizations**

This course provides a road map for turning business ideas into successful businesses. Students generate business ideas and then work in teams to develop a business model to take the ideas to startup and beyond. The course also provides basic training in design thinking, business financials, and business analysis. The course uses the Lean Launchpad methodology used at major business schools throughout the world and endorsed by the National Institutes for Health and the National Science Foundation for commercializing research projects. The course is appropriate for students in any field of study who want to know how to build a startup that succeeds. The class will meet for two and a half hours three days a week for short lectures, discussions, group work, and presentations. Outside of class, students will be required to watch online lectures and videos, read handouts, and to work in teams to develop and research their business models. Teams will be required to develop a team plan, to interview customers, to analyze the results, to revise their plans, to meet with the instructor, and to develop presentations of their work. Each team will make weekly presentations along with a final presentation of their work. They will also develop a team video of the lessons the team learned during the course. Students will also be required to provide a 2-3 page final paper of their experiences in the course. Adjunct Instructor Bio: Steve Fogel has thirty years of experience working with startups. He has helped over 1,000 people start businesses and works with hundreds of entrepreneurs each year. He has used the Lean Launchpad methodology for the past six years and received training at Stanford University.

**Class Format:** mornings

**Requirements/Evaluation:** 2- to 3-page paper; weekly group presentations of the results of investigations done outside of class

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** seniors first

**Materials/Lab Fee:** cost of books

**Attributes:** EXPE Experiential Education Courses

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**Winter 2019**

**LEC Section: 01    MTR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Steven P. Fogel**

**ECON 18 (W) Games!**

Crosslistings: ENVI18 / ECON18

**Primary Crosslisting**

We will explore interactive games and how they can be used for scholarly research, teaching or training, negotiation, and, oh, yes, having fun. In math and economics, games are the fundamental way we model situations in which people (or firms or governments) interact with each other, and we use these games to predict responses to new policies, to teach policymakers how policies might work in practice, and to test theories of behavior. In negotiation and policy making, games can be used to demonstrate key concepts about stakeholders, their positions, and their strategies, as well as pitfalls and paths to "win-win" outcomes to resolve public disputes. A number of popular board games and video games also can have similar applications. In our class, we will learn about different types of games and how they can be used. Short readings will be complemented with in-class game play and discussions of the games, and we will watch some relevant movies. Students will keep a journal of reflections on their experiences with the games. The semester will culminate in students designing games of their own--negotiation games, economic games, mathematical games, or board games--and presenting them and playing them with the group.

**Class Format:** Tuesday, Wednesday & Thursday 1-4pm

**Requirements/Evaluation:** final project; game journal
ECON 22 (W)  Volunteer Income Tax Assistance

Crosslistings: ECON22 / POEC22

Primary Crosslisting

This experiential course provides students the opportunity to explore public policy through training and work as volunteer income tax preparers for low income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10 page analytic essay or serving as tax preparers for local clients of the Berkshire Community Action Council. The course will also offer an overview of the U.S. income tax, and the role of the tax system in overall U.S. social policy, especially policy towards lower-income households. Coursework will consist of a series of classes and open lab sessions coordinated with the self-paced IRS “Link and Learn” online tax preparer training program. Class time will be spent discussing policy and program context as well as working through the online training program. A poverty simulation and follow up Q&A session featuring guests from local social service organizations will help orient students to the issues facing low-income families in the northern Berkshires.

Class Format: afternoons

Requirements/Evaluation: 10-page paper; complete IRS certification to assist in tax preparation; volunteer work

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: written statement of interest

Materials/Lab Fee: $15

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01  M-F 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm William M. Gentry, Paula M. Consolini

ECON 23 (W)  Investing

This class is designed to provide students with an overview of endowment and investment management and is taught by members of the Williams College Investment Office. The Investment Office is responsible for overseeing Williams’ $2.7 billion endowment. Through presentations, discussion, readings, and project work, Winter Study students will gain a better understanding of the various components of an institutional investment portfolio, how it is managed, and how investment managers are selected and monitored. Students will learn about portfolio theory as well as specific asset classes such as global equities, hedge funds, venture capital, buyouts, real estate, and fixed income. Students are expected to attend all on-campus classes (approx. 6 hours/week) and complete a set of relevant readings, a case study exercise, journal entries, and a final project (approx. 20 hours/week). Students will also be required to complete an introductory excel course. The course is open to freshmen, sophomores, and juniors.

Adjunct Instructor Bio: Abigail Wattley ’05, Managing Director--Abigail rejoined Williams College in September 2010 after business school. From 2007 to 2008 Abigail worked in the Williams Investment Office in the role of Investment Analyst. Prior to working for Williams, Abigail was a Senior Consulting Associate at Cambridge Associates. Abigail received a B.A. in Economics from Williams College in 2005 and a Masters of Business Administration from Harvard Business School in 2010.

Class Format: mornings

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 8
**ECON 24 (W) Economics, Geography and Appreciation of Wine**

This course provides an introduction to the economics, geography and appreciation of wine. We will be studying the economics and geography of wine production, and will also learn to identify, understand and appreciate the major wine types of the world. The course will involve lectures, outside readings, discussions, and in-class wine tastings. We will focus primarily on the Old World wine styles and regions of France, Italy, Germany, Austria, Spain and Portugal, but will also cover some New World wine regions including California, Oregon, Chile, Argentina, South Africa, New Zealand and Australia among others. Students are invited to email the instructor with a brief description of background and interests, but are not required to do so.

**Class Format:** Tuesday and Thursday evenings

**Requirements/Evaluation:** in addition to the final project presentation, a blind tasting exam

**Prerequisites:** none, but students must be 21 years old on or before the first day of class

**Enrollment Limit:** 10

**Enrollment Preferences:** mix of academic record and diversity of backgrounds and interests

**Materials/Lab Fee:** $300

**Attributes:** EXPE Experiential Education Courses

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**ECON 27 (W) Quilting Inspired by Gee's Bend**

Quilting as an art form is present in many communities, but residents of Gee's Bend, Alabama are recognized for their very distinctive quilting style. In this hands-on class students will learn the basics of quilt-making, inspired by the designs and techniques used in Gee's Bend. Students will also learn about the history of this group of African American quilt-makers and the economic forces that influenced their work. The course will involve field trips to a local quilt store and museum, instruction in techniques such as improvisational piecing, and creation of an original art quilt. The course will culminate with a public exhibition of students' quilts. No previous sewing experience required.  Adjunct Co-Instructor Bio: Chris LaLumia is a life-long quilter and retired teacher. She taught one of her daughters to be an award-winning art quilter. Her other daughter is an economics professor at Williams College.

**Class Format:** mornings

**Requirements/Evaluation:** final formal public exhibit

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** statement of interest

**Materials/Lab Fee:** $355

**Attributes:** EXPE Experiential Education Courses

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**ECON 28 (W) Solution Design: from Ideas to Implementation**

Crosslistings: ECON28 / CSCI28

Primary Crosslisting
Designing a pair of computerized glasses is not enough. Who will use them, and what problems will they solve? How can you be certain someone will adopt your new technology before you spend millions of dollars building it? Google Glass and other wearable technologies have struggled to answer these questions. In fact, somewhere between 40 and 60 percent of large IT projects fail and all too often, the cause has little to do with the quality of technical engineering. Innovators often solve the wrong problem, misidentify the users of the software, or fail to adapt to evolving requirements. The challenge is that engineers--and Williams students--like to be told what problem they are to solve, but the average consumer is terrible at knowing what they want until they see how the new product will work. Solution design offers a powerful framework for resolving this paradox efficiently. We will examine how to visualize interactions between market forces, corporate directives, and engineering requirements, and how to apply design thinking to generate novel ideas within these constraints. Then, we will interrogate the strength of our ideas by asking author Marty Kagan’s questions: is it feasible? is it valuable? will someone use it? and does it have business viability? Readings by Steve Blank and Eric Reis emphasize the importance of low-cost, rapid prototyping/experimentation and statistical analysis thereof that results in actionable development goals. Finally, we will introduce topics in human computer interaction, and organization tools for complex technical collaborations like Git and the Getting Things Done methodology for task management. Throughout the course, small teams will deploy this toolkit against problems of the students’ choosing. One team may wish to design a new app for the WSO website. Another team may choose to interview a local organization and design a technology powered tool that can improve its operations. You are the innovator. Small teams of students will each execute one iteration of design and prepare a plan for developing a technological solution to a problem of their choosing. The contents of the plans may include: careful descriptions of the product’s goals, stakeholders, target users, assumptions, and constraints; a business plan; sketches of a user interface; first steps in programming an application; write ups of experiments intended to test underlying assumptions; and a direction for future development efforts. Adjunct Instructor Bio: Allan Wellenstein is a senior vice-president at DataArt, a global technology consulting firm and the head of their Solution Design consulting practice. Allan has over 15 years of experience helping some of the world largest companies design and implement massive technology transformations. Though technically headquartered in New York City, he lives with his wife and three children in Pittsfield, MA.

Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: students will be asked to submit a brief paragraph describing their interest in the course and what they hope to get out of it
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Allan Wellenstein

ENGL 11 (W) The Brontes and the Visual Art Journal

Academic courses from all disciplines at Williams often require the use of a journal to help students focus on their work. This course will push that concept to its limit as we explore some of the classic writings of Charlotte, Emily and Anne Bronte. Our goal will be to find real and tangible ways that visual art journaling can enhance our learning of literature. We will create and record visual insights as we read, and we will explore how this practice can help us conceive what we are reading. In addition to reading the entirety of Charlotte Bronte’s Jane Eyre we will read Emily Bronte’s Wuthering Heights as well as selections from Anne Bronte’s The Tenant of Wildfell Hall. There will also be readings from various authors and artists on the subject of journaling as a tool for learning. Adjunct Instructor Bio: Patricia Malanga received her BA in English Literature from the University of Massachusetts in 1990. While working as the Academic Assistant in the English Department here at Williams for the last 20 years, she has explored her love of literature and her love of the visual arts. This course will be the culmination of those interests.

Class Format: afternoons
Requirements/Evaluation: at least 10 pages of free style journal writing, a finished visual journal and participation in class discussion, projects and assignments
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: preference to English and Art majors
Materials/Lab Fee: $30 plus cost of books
Attributes: EXPE Experiential Education Courses
ENGL 113 (F)  The Feminist Poetry Movement  (DPE) (WI)
Crosslistings: ENGL113 / WGSS113 / AMST113

Primary Crosslisting
Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: seminar; discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women’s Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; EXPE Experiential Education Courses; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018

ENGL 12 (W)  The Art of Telling a Good Story

How do you offer an audience, out loud, a compelling and memorable story? This course will aim to develop both a sense of the structure behind a good story and the improvisational skills that bring a told story to life. In class we'll tell stories. We'll explore basic approaches to shaping stories (and elaborations on these approaches), as well as what makes a story a "story" instead of something else, using the models of folktales and narrative nonfiction. We'll engage in improvisational exercises, and explore the expressive capacities of voice, body, tempo and silence, considering how the improvisation of told tales might intersect with or resemble improvisational performance in other arts. We'll also discuss issues facing tellers of traditional tales, personal stories, and other story types. When do you or do you not have the right to tell a particular story? How do you claim "authority" to tell a story? What are the implications of choosing the stories we do tell? What stories need to be told that are not? What stories need amendment? What does storytelling mean for other academic or social realms? Outside class, students will analyze and critique videos of other storytellers with the goal of enhancing their own storytelling strategies. Students will prepare for presentation in class three different kinds of stories and will offer stories to two different public audiences, one on campus and another in a local school. Students will also be asked to write a brief
reflective essay. The class will meet for two hours a day, Monday through Thursday. Adjunct Instructor Bio: Kelly Terwilliger has been telling stories professionally for 17 years in schools, libraries, festivals, parks, museums, community centers, and pubs.

**Class Format:** mornings

**Requirements/Evaluation:** 2- to 3-page paper; performances, one of which will be offered to the wider public

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** statement of student interest

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    TWR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm   Kelly Terwilliger

**ENGL 14 (W) Humor Writing and Analysis**

In this class we'll hijack the tools of fiction writers, dishonor the genre of memoir, perpetuate the problem of fake news and push the bounds of taste in memes. You'll write something for every class, and most of your writing will be discussed in a workshop format. You'll also submit written reflections on the required text, *Just the Funny Parts* by Nell Scovell and make an oral presentation analyzing a specific work that you consider an example of comic excellence. We'll discuss what kind of relationship thinking people should have with sexist, ethnic and religious humor. And we'll talk quite a bit about postmodernism. Hey, it's an English class. Adjunct Instructor Bio: Eric Randall is a journalist whose work has been published in USA Today, Time, Newsweek and The Washington Post, as well as some reputable publications. He has no particular qualifications for teaching this class but is a firm believer in doing what you can get away with.

**Class Format:** MR 1:30-4:30pm

**Requirements/Evaluation:** 2- to 3-page paper; class participation; one group project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** random selection by registrar with roughly equal distribution of class years

**Materials/Lab Fee:** cost of books

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    MR 1:00 pm - 4:30 pm PORG 1:00 pm - 4:30 pm   Eric D. Randall

**ENGL 17 (W) How to Write Auto-Fiction**

Crosslistings: REL17 / ENGL17

**Secondary Crosslisting**

You glanced eagerly over the course descriptions, looking for something that would allow you finally, at last, to wrestle with the ridiculous assumption that those literary genres—namely, "Fiction" and "Non-Fiction"—had intrinsically established identities and clear bounds. You wanted the class that would allow you to write the truth as you experienced it, the truth that was not entirely dependent on facts as markers of truth, but also not so flimsy as to bend in the gentle breeze of every casual opinion. Your eyes stopped on the title, "How to Write Auto-Fiction," and your attention was piqued. Will it all be written in the second person? you wondered, a thought that had you a little concerned, but the professor calmly stepped in to assure you that no, it would not, in fact it would be best if you avoided that particular narrative mode entirely. You would come to class ready to write on the first day, and you would be ruthless in your revisions of shitty first drafts. Adjunct Instructor Bio: Dalena Storm is local writer of fiction and non-fiction. She earned her BA from Williams College and her MFA from Bennington College where she participated in a number of combined workshops on memoir and fiction, and she began to explore the space between the genres in her own fiction in addition to completing a memoir.

**Class Format:** afternoons
ENGL 19 (W) Screenwriting Challenge: The Tale of an Underappreciated Musical Genius
Crosslistings: ENGL19 / MATH19
Secondary Crosslisting
The goal of this course is to draft a screenplay inspired by the last twelve years (1916-1928) of the remarkable Czech composer Leos Janacek's life. Before the course begins students will listen to a wide array of Janacek's music and read a number of essays about his life. Every weekday during winter study we will immerse ourselves in brainstorming and writing, with the aim of completing a draft by the end. The workload will be intense but (I hope) extremely rewarding. I particularly encourage students with a passion for writing and classical music to apply. A writing sample (any genre) and a brief description of what drew you to the course is required.

Class Format: afternoons
Requirements/Evaluation: final project
Prerequisites: none, but students with a passion for writing and classical music are encouraged to apply
Enrollment Limit: 3
Enrollment Preferences: writing sample and brief application
Materials/Lab Fee: $55
Attributes: EXPE Experiential Education Courses

ENGL 20 (W) Winter Naturalist's Journal
Crosslistings: ENVI20 / ENGL20
Secondary Crosslisting
This course will engage with the natural world through writing, drawing, and personal observation. Students will spend time out of doors exploring the ecosystem of the Williamstown area, and indoors practicing reflective writing (both poetry and prose), and observational drawing. Everyone will be required to keep a nature journal, to be shared and displayed as part of the final project. This course is designed for students who are interested in environmental studies, creative writing, and drawing. Instructor will meet with students for 6 hours of in-class time, and will provide assignments totaling at least 15 hours a week, including daily visits to a chosen spot on campus for writing and observation. Students will be provided with a binder of articles and poems, which they will be expected to read and comment on. There will be at least one field trip. The class will conclude with a celebratory reading/showing of student work. Students will be required to keep a daily journal, and also to write in class. They will be asked to perfect and edit several of these pieces in place of a ten page paper, and to read from one or more of them at the final celebration.

Class Format: mornings
Requirements/Evaluation: daily journal and 2- to 3-page papers
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: random selection
Materials/Lab Fee: $80 plus cost of books
ENGL 237 (S) Making Things Visible: Adventures in Documentary Work
Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Secondary Crosslisting
Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Class Format: seminar
Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 12

Department Notes: In addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work.
Distributions: (D1)
Distribution Notes: meets Division 2 requirement if registration is under AMST or SOC; meets Division 1 requirement if registration is under ARTH or ENGL
Attributes: EXPE Experiential Education Courses; FMST Related Courses

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Olga Shevchenko, Barry Goldstein
LAB Section: 02 F 1:00 pm - 4:00 pm Barry Goldstein, Olga Shevchenko

ENGL 25 (W) Journalism Today
This course will give students an in-depth view of the inner workings of journalism today. It will feature the perspectives of several Williams alumni who work in a broad spectrum of today's media universe, including print, broadcast, and new media. Our guests will help students workshop their ideas for a feature-length piece of journalism they're expected to create during the month. They will discuss the reporting skills to use, as well as their own experiences. In addition to reading the work of guests, there may be required texts about issues and methods related to journalism. Students will be expected to complete several small reporting and writing exercises, as well as one feature-length news story on a topic chosen at the beginning of the course. There will be a week-long trip to New York for field work and to visit various newsrooms. In previous years, organizations visited have included CNN, the New York Times, the Columbia School of Journalism, ABC News, Bloomberg News, BuzzFeed News, ProPublica, the Wall Street Journal and APM Marketplace. Adjunct Instructor Bio: Christopher Marcisz is a freelance writer and editor based in Williamstown. He was a reporter (and later editor) at the Berkshire Eagle. Previously he worked in Washington covering national energy policy, wrote about sports in Moscow, and worked on the international desk at Newsweek. Christopher graduated from the University of Pennsylvania and the Columbia University Graduate School of
ENGL 312 (F) Zen and the Art of American Literature

Crosslistings: ENGL312 / REL361 / AMST361 / COMP361

Primary Crosslisting

In 1844, the Transcendentalist magazine, The Dial, published an excerpt from the Lotus Sutra, translated into English by a young writer named Henry David Thoreau. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like Middle Passage, A Tale for the Time Being, and Lincoln in the Bardo. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend 20-30 minutes each week practicing and reflecting upon those practices during class hours. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Class Format: seminar
Requirements/Evaluation: a weekly meditation journal, various informal in-class and take-home writing assignments, a final 12- to 15-page essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any literature course at Williams or permission of the instructor
Enrollment Limit: 30
Enrollment Preferences: if the course is over-enrolled, students will be asked to send the instructor an email explaining their reasons for wanting to take this course; these expressions of interest will be used to determine the final course roster; no first year students
Expected Class Size: 30
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under REL or AMST
Attributes: ENGL Literary Histories C; EXPE Experiential Education Courses
ENVI 100 (S)  Introduction to Weather and Climate
Crosslistings: GEOS100 / ENVI100

Secondary Crosslisting

How is it that we have such a hard time predicting if it’s going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building on our understanding of the atmosphere, we’ll look at longer time scales to develop a basic understanding of earth’s climate, global heat and moisture transport, climate change, and the ways that oceans and glaciers interact with the climate. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and learning how to run a climate model on a computer.

Class Format: lecture
Requirements/Evaluation: class participation, labs, one midterm and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first-years and sophomores
Expected Class Size: 40
Distributions: (D3)
Attributes: EXPE Experiential Education Courses

Spring 2019
LEC Section: 01  MWF 11:00 am - 11:50 am  Alice C. Bradley
LAB Section: 03  T 1:00 pm - 3:00 pm  Alice C. Bradley
LAB Section: 02  M 1:00 pm - 3:00 pm  Alice C. Bradley

ENVI 102 (S)  Introduction to Environmental Science

Environmental Science is the study of how the global earth system functions within the context of its four distinct yet interconnected "spheres," the geosphere, atmosphere, hydrosphere, and biosphere. This course introduces students to scientific methods from physics, chemistry, geology and biology that are applied to understanding both how these spheres interact and how we as scientists can interpret and assess human impacts. Discussions are accompanied by in-depth examinations of real-world case studies at the local and global scale. Topics may include: anthropogenic carbon dioxide, the ozone hole, groundwater contamination, resource sustainability, and loss of biodiversity. In weekly fieldwork and laboratory sessions students collect and analyze environmental samples, and interpret and write about these datasets. In addition to these group projects, students design, complete and present independent projects on a topic of their choice.

Class Format: two 75-minute lecture/discussion sessions, and one 3-hour field/laboratory session each week
Requirements/Evaluation: quizzes/exam, lab reports, independent project and presentation, participation in discussions
Prerequisites: none; no seniors without permission of the instructors
Enrollment Limit: 32
Enrollment Preferences: first-year students
Expected Class Size: 32
Department Notes: required course for Environmental Studies major and concentration
Distributions: (D3)
Attributes: ENVI Core Courses; EXPE Experiential Education Courses

Spring 2019
LEC Section: 01  TR 8:30 am - 9:45 am  Mea S. Cook, Anthony J. Carrasquillo
LAB Section: 03  W 1:00 pm - 4:00 pm  Anthony J. Carrasquillo
LAB Section: 02  T 1:00 pm - 4:00 pm  Mea S. Cook
ENVI 103 (F) Global Warming and Environmental Change
Crosslistings: ENVI103 / GEOS103

Secondary Crosslisting

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape the Earth's surface are tied to temperature and precipitation, and as those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where we call home. Our ability to cope with the changes also depends on where we are, with low-income nations the least able to implement costly adaptive strategies. In this course, we will take a tour of the planet, investigating how climate change is altering landscapes and the natural processes that support them. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as freshwater and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate.

Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/occasional field trips

Requirements/Evaluation: evaluation based on written reports from laboratories, class participation, weekly quizzes, a midterm and final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses; SCST Related Courses

Fall 2018

LAB Section: 03 W 1:00 pm - 3:00 pm José A. Constantine
LEC Section: 01 MWF 11:00 am - 11:50 am José A. Constantine
LAB Section: 02 M 1:00 pm - 3:00 pm José A. Constantine

ENVI 104 (S) Oceanography
Crosslistings: MAST104 / ENVI104 / GEOS104

Secondary Crosslisting

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.

Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip

Requirements/Evaluation: evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

ENVI 105 (F) The Co-Evolution of Earth and Life
Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis?

Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States.

Class Format: lecture; one laboratory per week plus one all-day field trip

Requirements/Evaluation: evaluation will be based on lab work, short quizzes, midterms, an independent project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: underclassmen

Expected Class Size: 30

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Fall 2018

LAB Section: 03 T 1:00 pm - 3:00 pm Phoebe A. Cohen
LAB Section: 02 M 1:00 pm - 3:00 pm Phoebe A. Cohen
LEC Section: 01 MWF 10:00 am - 10:50 am Phoebe A. Cohen

ENVI 15 (W) From Basalt to Balsam to Beavers: The Natural History of New England

In this course we will explore, far and wide, the New England Landscape and try to make some sense of the amazing physiographic and biological diversity that it offers in a relatively small area. From the spruce clad Berkshires to the broad Connecticut River Valley to the glacially forged coastal plain, we will delve into various landscapes and decipher the primary forces and features that make them distinct--their bedrock and climate, glacial history, flora and fauna. We'll learn the predominant trees and shrubs and search for patterns to their occupation of the landscape. We will observe the behavior and evidence of winter-hardy wildlife--including chickadees, waterfowl, rabbits, weasels, beavers and coyotes. How do they manage to cope in their often rigorous and fickle environments and how might they be affected by climate change and other human influences? Through field trips, museum visits, individual investigations, readings, discussions and guest presentations, you'll become a little more aware and appreciative of the natural heritage of the region that you have made your recent home. Students should be prepared to spend significant time outdoors, sometimes hiking several miles, in winter conditions; some trips will require students to be away from campus beyond normal class hours. Adjunct Instructor Bio: Drew Jones is Manager of Hopkins Memorial Forest where he oversees the management of the facilities, coordinates research and teaching activities and outreach programs for the public and local schools. He also operates an owl banding station in the fall and intermittently engages in other field research. In the past, he has worked as a wildlife biologist and educator from the Southern Appalachians to the North Woods.

Class Format: mornings; several class sessions off campus will likely last the entire day

Requirements/Evaluation: 2- to 3-page paper; final project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who demonstrate a special enthusiasm for this subject will be favored; all else being equal, seniors will receive special consideration

Materials/Lab Fee: $260 plus cost of books
We will explore interactive games and how they can be used for scholarly research, teaching or training, negotiation, and, oh, yes, having fun. In math and economics, games are the fundamental way we model situations in which people (or firms or governments) interact with each other, and we use these games to predict responses to new policies, to teach policymakers how policies might work in practice, and to test theories of behavior. In negotiation and policy making, games can be used to demonstrate key concepts about stakeholders, their positions, and their strategies, as well as pitfalls and paths to "win-win" outcomes to resolve public disputes. A number of popular board games and video games also can have similar applications. In our class, we will learn about different types of games and how they can be used. Short readings will be complemented with in-class game play and discussions of the games, and we will watch some relevant movies. Students will keep a journal of reflections on their experiences with the games. The semester will culminate in students designing games of their own--negotiation games, economic games, mathematical games, or board games--and presenting them and playing them with the group.

Class Format: Tuesday, Wednesday & Thursday 1-4pm
Requirements/Evaluation: final project; game journal
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: expressed interest
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

This course introduces students to the advanced techniques used to study the fate of contaminants in the environment. Students will collect samples, learn a variety of extraction protocols, and become comfortable using chemical instrumentation (GC-MS, LC-MS, AA, etc.) to identify and quantify target inorganic and organic contaminants from various environmental media (soil, air, water, and biota). Studies may include: determination of heavy metals from water and sediment sources, measurement of chemical partition coefficients (octanol-water, soil-water, air-water, etc.), rates of contaminant degradation, microscopic and chemical analysis of airborne particular matter, etc. This course will meet for approximately 10-12 hours each week for lectures, discussion of reading assignments, laboratory work, and field sampling.

Requirements/Evaluation: evaluation will be based on overall performance in the laboratory, three 2- to 3-page assignments
Prerequisites: CHEM 151 or CHEM 153 or CHEM 155 or ENVI 102
Enrollment Limit: 10
Enrollment Preferences: preference will be given to CHEM and/or ENVI majors/concentrators
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses
ENVI 20 (W) Winter Naturalist's Journal

Crosslistings: ENVI20 / ENGL20

Primary Crosslisting

This course will engage with the natural world through writing, drawing, and personal observation. Students will spend time out of doors exploring the ecosystem of the Williamstown area, and indoors practicing reflective writing (both poetry and prose), and observational drawing. Everyone will be required to keep a nature journal, to be shared and displayed as part of the final project. This course is designed for students who are interested in environmental studies, creative writing, and drawing. Instructor will meet with students for 6 hours of in-class time, and will provide assignments totaling at least 15 hours a week, including daily visits to a chosen spot on campus for writing and observation. Students will be provided with a binder of articles and poems, which they will be expected to read and comment on. There will be at least one field trip. The class will conclude with a celebratory reading/showing of student work. Students will be required to keep a daily journal, and also to write in class. They will be asked to perfect and edit several of these pieces in place of a ten page paper, and to read from one or more of them at the final celebration.

Class Format: mornings

Requirements/Evaluation: daily journal and 2- to 3-page papers

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: random selection

Materials/Lab Fee: $80 plus cost of books

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    MW 10:00 am - 12:30 pm    Christian McEwen

ENVI 205 (F) Geomorphology

Crosslistings: GEOS201 / ENVI205

Secondary Crosslisting

Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. We emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on geomorphic processes is strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction - planned or unplanned-- with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and imagery.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains

Requirements/Evaluation: evaluation will be based on two hour exams, a project, lab work and class participation

Prerequisites: any 100-level GEOS course or permission of instructor

Enrollment Limit: 18

Expected Class Size: 15

Distributions: (D3)

Attributes: AMST Space and Place Electives; ENVI Natural World Electives; EVST Environmental Science; EXPE Experiential Education Courses

Fall 2018

LAB Section: 02    R 1:00 pm - 4:00 pm    José A. Constantine

LEC Section: 01    TR 11:20 am - 12:35 pm    José A. Constantine
ENVI 214 (S) Mastering GIS
Crosslistings: GEOS214 / ENVI214
Secondary Crosslisting
The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format: lecture, three hours per week; laboratory, three hours per week
Requirements/Evaluation: based on weekly lab exercises, weekly quizzes, a research project, and a midterm and final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: at least one introductory course in BIOL, ENVI, or GEOS
Enrollment Limit: 20
Enrollment Preferences: Geosciences and Biology majors and Environmental Studies majors and concentrators
Expected Class Size: 20
Distributions: (D3)
Attributes: ENVI Natural World Electives; EVST Methods Courses; EXPE Experiential Education Courses

Spring 2019
LAB Section: 02 M 1:00 pm - 4:00 pm José A. Constantine
LAB Section: 03 W 1:00 pm - 4:00 pm José A. Constantine
LEC Section: 01 MW 11:00 am - 12:15 pm José A. Constantine

ENVI 215 (F) Climate Changes
Crosslistings: GEOS215 / ENVI215
Secondary Crosslisting
In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change.

Class Format: lecture, three hours per week; one three-hour lab per week
Requirements/Evaluation: evaluation will be based on lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data
Prerequisites: 100-level course in GEOS, CHEM, or PHYS or permission of instructor
Enrollment Limit: 14
Enrollment Preferences: Geosciences majors
Expected Class Size: 14
Distributions: (D3)
ENVI 220 (S)  Field Botany and Plant Natural History

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. The "lectures," that are assigned as "homework" in this "flipped" course, focus on the evolution of the land plants, the most recent developments in plant systematics, characteristics of plant families, and cultural-economic uses of plants, especially native species. The in-class session will be organized as workshops with short quizzes and hands-on explorations of plant materials. The labs cover field identification, natural history, and ecology of local species.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on quizzes, exams, field quizzes, field notebook and a class project.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Extra Info 2: "flipped" lectures and homework
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: seniors, Biology majors, and Environmental Studies majors & concentrators
Expected Class Size: 25
Department Notes: satisfies the distribution requirement in the Biology major
Distributions: (D3)
Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses; MAST Interdepartmental Electives; SCST Related Courses

ENVI 221 (F) Introduction to Urban Studies: Shaping and Living the City

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first and second year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; ASAM Related Courses; ENVI Humanities, Arts + Social Science Electives; EXPE Experiential Education Courses; GBST Urbanizing World Electives; LATS Core Electives

Not offered current academic year

ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WI)

Crosslistings: GEOS221 / ENVI222

Secondary Crosslisting

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process.

Class Format: tutorial

Requirements/Evaluation: weekly papers and a final oral presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: second-year students, Geosciences and Environmental Studies third- and fourth-year students

Expected Class Size: 10

Distributions: (D3) (WI)

Distribution Notes: WI: This course will involve significant writing in terms of weekly assignments.

Attributes: EXPE Experiential Education Courses;

Fall 2018

TUT Section: T1 TBA Alex A. Apotsos

ENVI 24 (W) Touring Black Religion in the 'New' South

Crosslistings: ENVI24 / AFR24 / REL24

Secondary Crosslisting

In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about "Negro culture in the South." Hurston's reply, without hesitation, was the central and gulf coast of Florida because she believed there, "it was possible for [her] to get a cross section of the Negro South in one state." Hurston traveled directly to Eatonville, the town she eventually claimed as her birth
home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion. Taking Hurston's lead, this course will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique? To answer these questions, we will travel to Florida's west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the 'New South' including a small mainstream denominational church in Tallahasee Florida; a Pentecostal-Holiness church in St. Petersburg, Florida; and a mega-church in Eaton, Florida. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. A 200-page course packet will contextualize the trip.

Class Format: travel

Requirements/Evaluation: based on an electronic field journal, participation in weekly colloquies, and an oral presentation

Prerequisites: none; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: majors and concentrators in Africana Studies, Religion, and Environmental Studies; students with a background in ethnographic methods; application essays and interviews

Materials/Lab Fee: cost to student: $3362

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: TBA Rhon S. Manigault-Bryant, James A. Manigault-Bryant

ENVI 25 (W) Sustainable Agriculture in California

Crosslistings: BIOL25 / ENVI25

Primary Crosslisting

This Winter Study Period course engages students with the diversity of agricultural practices in California on farms ranging from winter fruit and vegetable production, to orchards and vineyards, to livestock and dairy, to eggs along the Central Coast through hands-on experiences on a variety of farms. This is a Winter Study 2019 field course on Sustainable Agriculture in California, a field experience conducted primarily on-site for the month of January. For some participants, the WSP field course will segue from the seminar BIOL/ENVI 422--The Ecology of Sustainable Agriculture to be taught in Fall 2018 by H.W. Art. Preference for the WSP will be given to students who have previously taken BIOL 422. The WSP course will be limited to 8 students. This project is a replication of a WSP course HW Art taught in 2013 and again 2016, a travel WSP experiential course in which 7-8 students gained hands-on knowledge about agricultural systems by working on 8 farms and vineyards on the Central Coast of California. We concluded the month by participating in the Ecological Farming (EcoFarm) Conference. Sarah Gardner will be co-teaching the course with Prof. Art for pedagogical and practical reasons, including her experience in agriculture and her continuing this WSP periodically in the future. The learning-through-working experience is designed to both de-mystify and de-romanticize agriculture by having the students gain a fuller sense of the realities of producing food by working shoulder-to-shoulder with farmers and laborers. Art's previous experience is that the investments of time, labor, thought, and sweat by engaging in actual farming practice creates a depth of understanding not possible in the classroom. In addition to assigned texts, we also will be reading books individually and take turns reporting back to the group in the evenings, a bit like story-telling in the oral tradition. The final product will be a collaborative journal written by the class.

Class Format: travel

Requirements/Evaluation: 10-page paper; synthetic journal of field experiences to be produced by the group

Prerequisites: none, but see preferences for over-enrollment; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: preference to senior Biology and Environmental Studies majors/concentrators who have taken The Ecology of Sustainable Agriculture and/or other food and agriculture courses; then by essay

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course
Winter 2019
TVL Section: 01    TBA     Henry W. Art, Sarah Gardner

ENVI 250 (S) Environmental Justice (DPE)
Crosslistings: ENVI250 / SCST250

Primary Crosslisting
How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Class Format: seminar
Requirements/Evaluation: several short essays, final essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI101 or permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.
Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm    Laura J. Martin

ENVI 255 (F) Environmental Observation
Crosslistings: GEOS255 / ENVI255

Secondary Crosslisting
To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, LIDAR/RADAR, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, biosphere, and erosion processes. Students will carry out a research project using observation techniques covered in class to explore a part of the local environment.

Class Format: lecture
Requirements/Evaluation: Labs, one midterm exam, and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: at least one prior course in GEOS or ENVI
Enrollment Limit: 10
Enrollment Preferences: sophomores
Expected Class Size: 10
**ENVI 259 (S) New England Environmental History** (WI)

Crosslistings: AMST259 / ENVI259 / HIST259

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research.

**Class Format:** seminar

**Requirements/Evaluation:** several short essays, final project

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Distributions:** (D2) (WI)

**Attributes:** ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada;

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**ENVI 26 (W) Material Culture and Craft of 19th Century Coastal New England**

Crosslistings: ENVI26 / MAST25

The goal in this course is to provide an opportunity for students to develop an intimate understanding of 19th century Mystic through lived experience. To appreciate a culture or a community so different from what we live and experience today, you must also understand the ways in which its residents shaped their world, specifically, the crafts they plied. There are few opportunities in life when this understanding can be delivered through lived experience. This will be one of them. Taking advantage of the extraordinary resources of Williams-Mystic, the coastal and ocean studies campus of Williams College located at the Mystic Seaport in Mystic, CT, this winter-study course, taught at Williams-Mystic, aims to: 1) provide rich hands-on participatory experiences that authentically mirror 19th century maritime craft and culture; and 2) offers learners a rare opportunity to delve deeply into the mindset of 19th century maritime culture by creating an authentic artifact that reflects understanding of the values and mores of this time period. There will be a number of instructors; including instructors employed by the Mystic Seaport in who specialize in chanteys, shipsmithing, ship Carving, scrimshaw, canvassworks, and boatbuilding.

**Class Format:** Williams-Mystic

**Requirements/Evaluation:** performance-based evaluation using exemplars, experts and authentic audience; final paper or project

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** by application
Materials/Lab Fee: $1,500

Attributes: EXPE Experiential Education Courses

Winter 2019
TVL Section: 01 Cancelled

ENVI 312 (F) Communities and Ecosystems (QFR)
Crosslistings: BIOL302 / ENVI312

Secondary Crosslisting
An advanced ecology course that examines how species interact with each other and their environment with a focus on conservation implications. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments but will also include some laboratory microcosm experiments. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: lecture/laboratory, six hours a week

Requirements/Evaluation: evaluation will be based on lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

Department Notes: satisfies the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses;

Not offered current academic year

ENVI 324 (S) Corals and Sea Level
Crosslistings: GEOS324 / MAST324 / ENVI324

Secondary Crosslisting
In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

Class Format: lecture/laboratory

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10
**ENVI 351 (F)  Marine Policy**

Crosslistings: ENVI351 / PSCI319 / MAST351

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

**Class Format:** lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

**Requirements/Evaluation:** an independent research paper, a presentation, and a final exam

**Extra Info:** offered only at Mystic Seaport

**Department Notes:** satisfies the Environmental Policy requirement for the Environmental studies concentration

**Distributions:** (D2)
**Attributes:** ENVI Environmental Policy;  EXPE Experiential Education Courses;  POEC International Political Economy Courses

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**ENVI 411 (F)  Environmental planning workshop: community-based environmental problem solving**

Crosslistings: ENVI411 / AMST302

This interdisciplinary, experiential workshop course introduces students to the field of planning through community-based projects. Environmental Planning encompasses many fields pertaining to the natural and built landscape such as city planning, sustainable design, natural resource planning, landscape design, agricultural planning, climate planning, transportation planning, and community development. Students will get out of the classroom and gain direct experience working on the planning process in the greater Berkshire region. The class is organized into two parts. Part 1 focuses on reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework. Part 2 focuses on project work in which students apply the concepts learned to tackle an actual community problem. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including research, interviews, survey research, mapping, and site design. The project work draws on students’ academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related workshop sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, hands-on design, and team work. The class culminates in a public presentation of each team's planning study.

**Class Format:** seminar discussion/group workshop/project lab

**Requirements/Evaluation:** short written exercises, class discussion, class presentations, final group report

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ENVI 101 or permission of instructor; open to juniors and seniors only

**Enrollment Limit:** 16
Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 16

Department Notes: required course for Environmental Studies major and concentration

Distribution Notes: does not meet Division 1, 2, or 3 requirements

Attributes: AMST Space and Place Electives; ENVI Core Courses; EXPE Experiential Education Courses; SCST Related Courses

Fall 2018
SEM Section: 01 TR 11:20 am - 12:35 pm Sarah Gardner
LAB Section: 03 R 1:00 pm - 4:00 pm Sarah Gardner
LAB Section: 02 T 1:00 pm - 4:00 pm Sarah Gardner

GEOS 100 (S) Introduction to Weather and Climate
Crosslistings: GEOS100 / ENVI100

Primary Crosslisting

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that oceans and glaciers interact with the climate. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and learning how to run a climate model on a computer.

Class Format: lecture
Requirements/Evaluation: class participation, labs, one midterm and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first-years and sophomores
Expected Class Size: 40
Distributions: (D3)
Attributes: EXPE Experiential Education Courses

Spring 2019
LEC Section: 01 MWF 11:00 am - 11:50 am Alice C. Bradley
LAB Section: 03 T 1:00 pm - 3:00 pm Alice C. Bradley
LAB Section: 02 M 1:00 pm - 3:00 pm Alice C. Bradley

GEOS 101 (F) The Co-Evolution of Earth and Life
Crosslistings: GEOS101 / ENVI105

Primary Crosslisting

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis?
Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States.

Class Format: lecture; one laboratory per week plus one all-day field trip

Requirements/Evaluation: evaluation will be based on lab work, short quizzes, midterms, an independent project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: underclassmen

Expected Class Size: 30

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

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GEOS 102 (S)  An Unfinished Planet

The Earth is a work-in-progress, an evolving planet whose vital signs—expressed by earthquakes, volcanic eruptions, and shifting plates—are still strong. In a geological time frame, nothing on Earth is permanent: ocean basins open and close, mountains rise and fall, continental masses accrete and separate. There is a message here for all of us who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model—one of the fundamental scientific accomplishments of the past century—to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth’s interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook, a primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast.

Class Format: lecture, three hours per week; lab (several involving field work), two hours per week; one required all-day field trip on the last Monday of the semester to the Connecticut Valley and the highlands of western Massachusetts

Requirements/Evaluation: evaluation will be based on two hour-tests, weekly lab work, and a scheduled final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 40

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

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Spring 2019

LEC Section: 01  MWF 10:00 am - 10:50 am  Bud Wobus
LAB Section: 03  T 1:00 pm - 3:00 pm  Bud Wobus
LAB Section: 02  M 1:00 pm - 3:00 pm  Bud Wobus

GEOS 103 (F)  Global Warming and Environmental Change

Crosslistings: ENVI103 / GEOS103

Primary Crosslisting

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides
and soil erosion, the natural processes that shape the Earth's surface are tied to temperature and precipitation, and as those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where we call home. Our ability to cope with the changes also depends on where we are, with low-income nations the least able to implement costly adaptive strategies. In this course, we will take a tour of the planet, investigating how climate change is altering landscapes and the natural processes that support them. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as freshwater and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate.

**Class Format:** lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/occasional field trips

**Requirements/Evaluation:** evaluation based on written reports from laboratories, class participation, weekly quizzes, a midterm and final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 48

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EXPE Experiential Education Courses; SCST Related Courses
around three sections: Science: Week 1 will primarily involve lectures and classroom exercises and discussion of the literature, learning about the history and evolution of river restoration as well as the basics of the science that drives restoration. Data Collection and Analysis: Week 2 will focus on data collection and analysis typically required for river restoration projects. This will include topographic surveying, geomorphic and habitat mapping, pebble counts, stream discharge measurements, GIS mapping, and hydraulic modeling. Intensive Practicum: Small groups of students will be given a real restoration project example to research, analyze, and design. This practicum will include data collection, GIS analysis, flow modeling, and design plan sheets describing the restoration plan. The class will meet on average 8 hours per week and will include up to 3 day-long field trips. Students should expect to be outside for portions of the day collecting field data in/near rivers in winter conditions.

Adjunct Instructor Bio: Nick Nelson is a fluvial geomorphologist and regional director for Inter-Fluve, a river and wetland restoration company. He has assessed hundreds of miles of river and designed/managed the removal of more than a dozen dams in New England. He has lectured at the University of MN, Tufts University, University of TN, and currently teaches courses at Northeastern University and the Harvard Graduate School of Design.

Class Format: afternoons
Requirements/Evaluation: students will be evaluated based on their final group design submittal
Prerequisites: none, though some background in GIS and a scientific field (geology, biology, ecology, etc.) will be useful
Enrollment Limit: 15
Enrollment Preferences: background in scientific fields of study
Materials/Lab Fee: $16
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 Cancelled

GEOS 201 (F) Geomorphology
Crosslistings: GEOS201 / ENVI205
Primary Crosslisting
Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. We emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on geomorphic processes is strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction - planned or unplanned-- with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and imagery.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains
Requirements/Evaluation: evaluation will be based on two hour exams, a project, lab work and class participation
Prerequisites: any 100-level GEOS course or permission of instructor
Enrollment Limit: 18
Expected Class Size: 15
Distributions: (D3)
Attributes: AMST Space and Place Electives; ENVI Natural World Electives; EVST Environmental Science; EXPE Experiential Education Courses

Fall 2018
LEC Section: 01 TR 11:20 am - 12:35 pm José A. Constantine
LAB Section: 02 R 1:00 pm - 4:00 pm José A. Constantine

GEOS 202 (S) Mineralogy
This course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals--Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography
through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy; wavelength- and energy-dispersive x-ray spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section.

**Class Format:** lecture, three hours per week; laboratory, three hours per week; independent study of minerals in hand specimen; one afternoon field trip

**Requirements/Evaluation:** evaluation will be based on one hour test, lab work, and a final exam

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** one 100-level GEOS course or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year

**Expected Class Size:** 12

**Distributions:** (D3)

**Attributes:** EXPE Experiential Education Courses; MTSC Courses

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**GEOS 210 (F) Oceanographic Processes**

**Crosslistings:** GEOS210 / MAST211

**Secondary Crosslisting**

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean’s role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

**Class Format:** lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Extra Info:** offered only at Mystic Seaport

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses

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**GEOS 212 (S) Paleobiology**

**Crosslistings:** BIOL211 / GEOS212

**Primary Crosslisting**

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth’s climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of
extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' superb fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth. We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York.

Class Format: lecture/laboratory; field trip to the the Paleozoic of New York State

Requirements/Evaluation: evaluation will be based on lab assignments, short quizzes and writing assignments, and a final exam

Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

Expected Class Size: 12

Department Notes: does not satisfy the distribution requirement in the Biology major

Distributions: (D3)

Attributes: EXPE Experiential Education Courses; MAST Interdepartmental Electives

Spring 2019

LEC Section: 01    TR 9:55 am - 11:10 am     Phoebe A. Cohen
LAB Section: 02    W 1:00 pm - 4:00 pm     Phoebe A. Cohen

GEOS 214 (S)  Mastering GIS

Crosslistings: GEOS214 / ENVI214

Primary Crosslisting

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: based on weekly lab exercises, weekly quizzes, a research project, and a midterm and final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one introductory course in BIOL, ENVI, or GEOS

Enrollment Limit: 20

Enrollment Preferences: Geosciences and Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 20

Distributions: (D3)

Attributes: ENVI Natural World Electives; EVST Methods Courses; EXPE Experiential Education Courses

Spring 2019

LEC Section: 01    MW 11:00 am - 12:15 pm     José A. Constantine
LAB Section: 02    M 1:00 pm - 4:00 pm     José A. Constantine
LAB Section: 03    W 1:00 pm - 4:00 pm     José A. Constantine

GEOS 215 (F)  Climate Changes

Crosslistings: GEOS215 / ENVI215

Primary Crosslisting
In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change.

Class Format: lecture, three hours per week; one three-hour lab per week

Requirements/Evaluation: evaluation will be based on lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Geosciences majors

Expected Class Size: 14

Distributions: (D3)

Attributes: ENVI Natural World Electives; EVST Environmental Science; EXPE Experiential Education Courses; MAST Interdepartmental Electives; SCST Related Courses

Fall 2018
LEC Section: 01  MWF 9:00 am - 9:50 am  Mea S. Cook
LAB Section: 02  W 1:00 pm - 4:00 pm  Mea S. Cook

GEOS 221 (F)  Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics  (WI)

Crosslistings: GEOS221 / ENVI222

Primary Crosslisting

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process.

Class Format: tutorial

Requirements/Evaluation: weekly papers and a final oral presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: second-year students, Geosciences and Environmental Studies third- and fourth-year students

Expected Class Size: 10
GEOS 255 (F)  Environmental Observation

Crosslistings: GEOS255 / ENVI255

Primary Crosslisting

To study the environment, we need to observe and measure it. We collect data—numbers that represent system states—and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, LIDAR/RADAR, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, biosphere, and erosion processes. Students will carry out a research project using observation techniques covered in class to explore a part of the local environment.

Class Format: lecture

Requirements/Evaluation: Labs, one midterm exam, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one prior course in GEOS or ENVI

Enrollment Limit: 10

Enrollment Preferences: sophomores

Expected Class Size: 10

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

GEOS 302 (S) Sedimentology (WI)

Sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. This course introduces the principles of sedimentology, including sediment composition, fluid mechanics, bedform analysis, and depositional environments.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; two half-day and one all-day field trip

Requirements/Evaluation: evaluation based on lab work, writing assignments, participation in discussions, and a final paper

Extra Info: writing assignments will be thoroughly edited for style, grammar, and syntax; each student will compile their papers as a growing body of work, and each new assignment will be read and edited in the context of previous submissions

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any 100-level GEOS course AND GEOS 202 (which may be taken concurrently, with permission of instructor)

Enrollment Limit: 12

Expected Class Size: 12

Distributions: (D3) (WI)
GEOS 324 (S) Corals and Sea Level

Crosslistings: GEOS324 / MAST324 / ENVI324

Primary Crosslisting

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

Class Format: lecture/laboratory

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Spring 2019

LEC Section: 01    TR 11:20 am - 12:35 pm   Mea S. Cook
LAB Section: 02    R 1:00 pm - 4:00 pm   Mea S. Cook

GEOS 401 (F) Global Tectonics and the Rise of Mountains

Fifty years after the sea-floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. After an introduction to the theory of plate tectonics, local field trips will illustrate how field observations can be used to reconstruct tectonic environments in ancient mountain belts. Digital elevation models integrated with geologic maps and cross-sections will be used to construct 3D models. We will also explore ways in which tectonics, climate, and erosion affect each other during the evolution of mountain ranges. Class meetings will include lectures and discussions of assigned reading. Labs will include field trips and computer-based projects.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; five field trips including one all-day trip

Requirements/Evaluation: participation during class and field trip discussions; five lab reports based on field trips, and 3 four page papers based on journal articles

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: GEOS 301 or 303 or permission of instructor

Enrollment Preferences: senior Geosciences majors

Distributions: (D3)

Attributes: EXPE Experiential Education Courses

Not offered current academic year
GEOS 411 (F) Geobiology

Geobiology—the study of interactions between earth and life over geologic timescales—is a new and interdisciplinary field that has grown out of exciting advances in earth and life sciences. During this course we will examine the many ways in which organisms -- from bacteria to trees -- have left their mark on our planet. Topics include the origin of life, the rise of oxygen in the earth's atmosphere, the evolution of biomineralization, the environmental context for animal evolution, the role of microbial communities in the earth system, the emergence of land plants, and the potential for planet-life interactions elsewhere in our solar system. Geobiology incorporates tools and ideas from geochemistry, paleontology, microbiology, and sedimentology. Class time will be divided between lectures and student-led discussions of primary literature. Labs will be varied and involve everything from growing our own microbial ecosystems to querying online databases and analyzing geological, geochemical, genetic, and paleontological data. Our field trip will take us to Upstate New York where we will sample water from a stratified lake and visit ancient microbial fossil reefs. The final project will involve writing a proposal in small groups on a geobiological topic based on the style and format of a National Science Foundation grant, and presenting the idea to the class.

Class Format: seminar; two lecture/seminars a week plus a lab
Requirements/Evaluation: labs, short papers, final grant proposal and presentation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: GEOS 212 or GEOS 312T; or GEOS 101 + any 200-level GEOS course; or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: Senior Geoscience majors
Expected Class Size: 10
Distributions: (D3)
Attributes: EXPE Experiential Education Courses

HIST 10 (W) North Adams, Massachusetts: Past, Present, and Future
Crosslistings: AMST11 / HIST10

Primary Crosslisting
This class gives students a chance to learn about resources and assets of Massachusetts's smallest city, North Adams. Readings, tours, films, field trips, and meetings with people who work with or lead nonprofits and civic organizations will introduce students to local history, current conditions in the city, and plans for future cultural and economic development. Students will be expected to complete assigned readings (assorted articles) and to attend all class meetings. Final assessment will be based on students' engagement in thoughtful discussions of class materials and in-person encounters and experiences. In addition, students will complete a final research project (written or multimedia) that they present to the class and two reflection papers. Most class sessions will take place off campus; students must be available to travel off campus and attend occasional sessions that occur outside of the regular class hours. Adjunct Instructor Bio: Anne Valk is Associate Director for Public Humanities at Williams, with affiliations in the Center for Learning in Action; the Office of Institutional Diversity; and the department of history.

Class Format: afternoons
Requirements/Evaluation: 2- to 3-page paper; final project
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first-year students preferred
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  Cancelled
HIST 259 (S)  New England Environmental History  (WI)
Crosslistings: AMST259 / ENVI259 / HIST259

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Class Format: seminar
Requirements/Evaluation: several short essays, final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ENVI 101 or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 15
Distributions: (D2) (WI)
Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada;

Spring 2019
SEM Section: 01   TR 9:55 am - 11:10 am   Laura J. Martin

HIST 352 (F)  Americans and the Maritime Environment  (WI)
Crosslistings: HIST352 / MAST352

This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind's changing relationship with the world's oceans. Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project
Requirements/Evaluation: two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style
Extra Info: offered only at Mystic Seaport
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Distributions: (D2) (WI)
Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern;

Fall 2018
LEC Section: 01   TBA   Alicia C. Maggard

Spring 2019
LEC Section: 01   TBA   Alicia C. Maggard

INTR 19 (W)  21st Century Museums--From the Inner Workings to the Future Vision of Culture Making
Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19
The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums—from art museums to scientific, historical, and specialty collections—and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

Requirements/Evaluation: final formal public exhibit

Prerequisites: keen interest in museums and culture

Enrollment Limit: 12

Enrollment Preferences: random selection

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm Lisa B. Dorin

JAPN 25 (W) Kyoto Artisans: Exploring 1200 Years of Cultural History of Kyoto through Modern Craftsmanship

Kyoto, the former imperial capital of Japan has 1200 years of history. It is called Japan's cultural treasure house. The purpose of this travel course is to explore the cultural history of Kyoto and how traditional craftsmanship is perpetuated and transformed in a modern era as the city of Kyoto developed. Students will visit Kyoto artisans at their studio and through a discourse with thriving artists, they will arrive at their own conclusion about what it means to sustain tradition while pursuing modernization and innovation. The first week of the course is conducted on campus. Students will intensively study the cultural history of Kyoto with readings, films and discussion. Also in pairs, they will conduct research on one selected area of Kyoto craftsmanship to acquire in-depth knowledge. Each pair will be responsible to educate the entire group for the onsite visit in Kyoto. Then, for the second and third week, the class will travel to Kyoto. We will first visit historic sites to learn the context of how craftsmanship developed from courtly culture in the Heian period, samurai tradition in the Kamakura and Muromachi periods, religious ceremonies and Noh Theater and tea ceremonies. After and during these excursions, we will visit four artisan studios. They are a sacred mirror maker who could be the last of his kind, a textile weaver, a Noh mask maker, a sculptor of Buddhist statues. Some of these artisans are perpetuating hundreds of years of family tradition. Some started out as an apprentice and established his/her own studio. Students will also have hands on experiences at some studios. Students are expected to participate in all the scheduled activities, post a daily journal on the course website and share daily reflections. At the end of the Kyoto visit, students will summarize their reflections and present their views on Japanese traditional and modern craftsmanship to the local community and the Kyoto artisans at a public forum.

Class Format: travel

Requirements/Evaluation: final project; post daily blog to the course website and a public PowerPoint presentation in Kyoto

Prerequisites: at least one course in ASST or JAPN; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: personal statement

Materials/Lab Fee: $3,635

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01    TBA Kasumi Yamamoto

LATS 220 (F) Introduction to Urban Studies: Shaping and Living the City
Crosslistings: LATS220 / AMST221 / ENVI221

Primary Crosslisting

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first and second year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; ASAM Related Courses; ENVI Humanities, Arts + Social Science Electives; EXPE Experiential Education Courses; GBST Urbanizing World Electives; LATS Core Electives

Not offered current academic year

LATS 241 (F) Performing Masculinity in Global Popular Culture

Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Secondary Crosslisting

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

Attributes: EXPE Experiential Education Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year
LATS 252 (S) Puerto Rico and its Diaspora
Crosslistings: AMST252 / LATS252

Primary Crosslisting

On September 20, 2018, Maria—a category four hurricane made landfall on Puerto Rico. The most powerful storm to hit the island since 1932, Maria caused widespread catastrophic damage on a land already suffering from the devastating effects of a decades-long economic recession. Three months after the hurricane, half the island remained without power, water service yet to be reestablished in many areas, and aid distribution inadequate and inconsistent. The hurricane and its aftermath brought mainstream U.S. attention to Puerto Rico and its diaspora, while simultaneously calling attention to the island's status and relationship to the United States. This hybrid onsite-Skype-travel course is for students interested in learning about the historical, social, and political relationship between Puerto Rico and the United States. We will examine, for example, the political status of Puerto Rico, migration, race, social movements, and expressive cultural forms that have emerged as a result of this asymmetrical relationship.

Through the study of the impact and legacy of U.S. policies on the island, we will also consider how the fiscal and humanitarian crisis and proposed solutions affect the daily collective lives of the people in the U.S. territory and the diaspora. This course is a unique collaboration between Vassar, Williams, and the UPR. To enroll in this course, students must commit to participating in an alternative spring break/community engagement project in Puerto Rico and flexible with possible changes in class time when Skyping with students from the University of Puerto Rico. We will gather in Puerto Rico to meet with peers from UPR and for an alternative spring break collaboration, interfacing with various community organizations that have taken up vital social, medical, and economic roles vacated by the United States. Taller Salud, PECES, and Casa Pueblo are among the organizations in Puerto Rico that students may work with as a part of the course's community engagement component.

Class Format: seminar; to enroll in this course, students must commit to participating in an alternative spring break/community engagement learning project in Puerto Rico

Requirements/Evaluation: class participation, short writing exercises, group work/project, a midterm essay (5-7 pages), and a final essay (10-12 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: students should have some fluency with the Spanish language

Enrollment Limit: 8

Enrollment Preferences: should be first- and second-years, students considering an American Studies major or Latina/o Studies concentration; AMST majors and LATS concentrators.

Expected Class Size: 8

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; EXPE Experiential Education Courses; LATS Core Electives

Spring 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Mérida Rúa

LEAD 18 (W) Wilderness Leadership in Emergency Care

This Winter Study course is for students who would like to participate in a 9 day, 72 hour comprehensive hands on in-depth look at the standards and skills of dealing with wilderness based medical emergencies. Topics that will be covered include, Response and Assessment, Musculoskeletal Injuries, Soft Tissue Injuries, Environmental Injuries, and Survival Skills. Additional topics, such as CPR, are also included. Students will be required to successfully complete the written and practical exams, and not miss any of the 9 classes to receive credit and WFR/CPR certification.

Class Format: the course runs nine consecutive days straight from 9AM-5PM, with a possible one nighttime rescue exercise

Requirements/Evaluation: written and practical exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: submit a statement of purpose to the instructor explaining why they want to take the course and hope to gain from the experience

Materials/Lab Fee: $465

Attributes: EXPE Experiential Education Courses
LEAD 19 (W) 21st Century Museums--From the Inner Workings to the Future Vision of Culture Making

Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19

Secondary Crosslisting

The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums--from art museums to scientific, historical, and specialty collections--and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

Requirements/Evaluation: final formal public exhibit

Prerequisites: keen interest in museums and culture

Enrollment Limit: 12

Enrollment Preferences: random selection

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm   Lisa B. Dorin

LEAD 309 (F) Problems and Progress in American Democracy

Crosslistings: LEAD309 / PSCI309

Secondary Crosslisting

"I confess," French aristocrat Alexis de Tocqueville wrote in the introduction to his Democracy in America, "that in America I saw more than America. I sought the image of democracy itself, with its inclinations, its character, its prejudices, and its passions, in order to learn what we have to fear or hope from its progress." What would Tocqueville see if he returned to America today, almost 200 years later? What types of institutions, dynamics, and processes animate American political life in the twenty-first century? With Tocqueville as a guide to thinking about political ethnography, this course investigates four central elements of political life--religion, education, difference, and crime and punishment--that simultaneously pose problems for and represent sites of progress in American democracy. For each subject, we will ask several key questions. How has that particular aspect of political life changed in the recent past? How might it change in the near future? Does it conform to how American politics is designed to work? To how we want American politics to work? Using a diverse set of readings drawn from empirical political science, contemporary democratic theory, American political thought, historical documents, political punditry (from the left and the right), and current events, our focus, like Tocqueville before us, is on teasing out both the lived experience--the character and challenges--of American democracy and examining any disconnect between that experience and the ideals that undergird it. Among the many specific questions we will consider are whether particular religious traditions might be incompatible with democratic values, the extent to which recent changes in higher education have affected the health of democratic politics, the effects of ideological polarization on democratic discourse, and the place of the jury system in securing democratic justice. Throughout the semester, we will not only approach these questions from the joint perspectives of theory and practice but also seek to enrich our understanding by exploring American democracy as it happens all around us with several exercises in the community at large.

Class Format: discussion

Requirements/Evaluation: two experiential projects with accompanying write-ups of at least 5 and 7 pages, six 2- to 3-page ethnographic reflections, and class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a previous course in American politics or Political Theory or permission of instructor
Enrollment Limit: 19
Expected Class Size: 19
Distributions: (D2)
Attributes: EXPE Experiential Education Courses; JLST Interdepartmental Electives; LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses
Not offered current academic year

MAST 104 (S)  Oceanography
Crosslistings: MAST104 / ENVI104 / GEOS104

Secondary Crosslisting
The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.

Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip
Requirements/Evaluation: evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 48
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 48
Distributions: (D3)
Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses
Not offered current academic year

MAST 211 (F)  Oceanographic Processes
Crosslistings: GEOS210 / MAST211

Primary Crosslisting
This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

Class Format: lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project
Requirements/Evaluation: two tests, a research project, and a presentation
Extra Info: offered only at Mystic Seaport
Distributions: (D3)
Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses

Fall 2018
LEC Section: 01    TBA     Lisa A. Gilbert
Spring 2019
LEC Section: 01    TBA     Lisa A. Gilbert
MAST 25 (W)  Material Culture and Craft of 19th Century Coastal New England

Crosslistings: ENVI26 / MAST25

Primary Crosslisting

The goal in this course is to provide an opportunity for students to develop an intimate understanding of 19th century Mystic through lived experience. To appreciate a culture or a community so different from what we live and experience today, you must also understand the ways in which its residents shaped their world, specifically, the crafts they plied. There are few opportunities in life when this understanding can be delivered through lived experience. This will be one of them. Taking advantage of the extraordinary resources of Williams-Mystic, the coastal and ocean studies campus of Williams College located at the Mystic Seaport in Mystic, CT, this winter-study course, taught at Williams-Mystic, aims to: 1) provide rich hands-on participatory experiences that authentically mirror 19th century maritime craft and culture; and 2) offers learners a rare opportunity to delve deeply into the mindset of 19th century maritime culture by creating an authentic artifact that reflects understanding of the values and mores of this time period. There will be a number of instructors; including instructors employed by the Mystic Seaport in who specialize in chanteys, shipsmithing, ship Carving, scrimshaw, canvassworks, and boatbuilding.

Class Format: Williams-Mystic

Requirements/Evaluation: performance-based evaluation using exemplars, experts and authentic audience; final paper or project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: by application

Materials/Lab Fee: $1,500

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01    Cancelled

MAST 311 (F)  Marine Ecology

Crosslistings: BIOL231 / MAST311

Primary Crosslisting

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Class Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Extra Info: offered only at Mystic Seaport

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Distributions: (D3)

Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses

Fall 2018

LEC Section: 01    TBA    Tim J. Pusack

Spring 2019

LEC Section: 01    TBA    Tim J. Pusack

MAST 324 (S)  Corals and Sea Level

Crosslistings: GEOS324 / MAST324 / ENVI324

Secondary Crosslisting

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what
controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

Class Format: lecture/laboratory
Requirements/Evaluation: short papers, labs, participation in discussion, and a research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip
Expected Class Size: 10
Distributions: (D3)
Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Spring 2019
LEC Section: 01 TR 11:20 am - 12:35 pm Mea S. Cook
LAB Section: 02 R 1:00 pm - 4:00 pm Mea S. Cook

MAST 351 (F) Marine Policy
Crosslistings: ENVI351 / PSCI319 / MAST351

Primary Crosslisting
This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore
Requirements/Evaluation: an independent research paper, a presentation, and a final exam
Extra Info: offered only at Mystic Seaport
Department Notes: satisfies the Environmental Policy requirement for the Environmental studies concentration
Distributions: (D2)
Attributes: ENVI Environmental Policy; EXPE Experiential Education Courses; POEC International Political Economy Courses

Fall 2018
LEC Section: 01 TBA Catherine Robinson Hall

Spring 2019
LEC Section: 01 TBA Catherine Robinson Hall

MAST 352 (F) Americans and the Maritime Environment (WI)
Crosslistings: HIST352 / MAST352

Primary Crosslisting
This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind's changing relationship with the world's oceans.
Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

**Class Format:** lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project

**Requirements/Evaluation:** two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style

**Extra Info:** offered only at Mystic Seaport

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Distributions:** (D2) (WI)

**Attributes:** AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern;

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Fall 2018

LEC Section: 01  TBA   Alicia C. Maggard

Spring 2019

LEC Section: 01  TBA   Alicia C. Maggard

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**MATH 12 (W) The Mathematics of Lego Bricks**

This course is a modification of five previous winter studies I have done on the Mathematics of LEGO bricks. Similar to those, we will use LEGO bricks as a motivator to talk about some good mathematics (combinatorics, algorithms, efficiency). We will partner with Williamstown Elementary and teach an Adventures in Learning course (where once a week for four weeks we visit the elementary school after the day ends to work with the kids). We will also submit a Lego Ideas Challenge, to try and create a set that Lego will then market and sell.

**Class Format:** afternoons

**Requirements/Evaluation:** 2- to 3-page paper; final project

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** discretion of the instructor

**Materials/Lab Fee:** $40

**Attributes:** EXPE Experiential Education Courses

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Winter 2019

LEC Section: 01  M-F 1:00 pm - 2:50 pm  PORG 1:00 pm - 2:50 pm   Steven J. Miller

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**MATH 13 (W) The Mathematics of SET (and other games)**

SET is a popular game where players try to find certain collections of three cards, which share or fail to share properties like color, shape, and number. This seemingly simple game gives rise to an incredibly variety of mathematical ideas. These range from counting and probability, to the behavior of lines in strange models of geometry. Throughout this class we'll study these mathematical ideas, as well as those coming from other mathematically interesting games (and we'll of course play lots of SET and other games!). Previous experience with SET or with mathematics is not required! We will be meeting for 6 hours per week in class. Outside-of-class work will include readings (from the book "The Joy of SET" and short mathematical readings relevant to other board games), learning and practicing other mathematically relevant board games, working on small problem sets, and as a final project designing a new game based on mathematical ideas. These final projects will be showcased in a board game night at the end of Winter Study.

**Class Format:** afternoons

**Requirements/Evaluation:** final project; small problem sets

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** preference given to students with less mathematical background
MATH 15 (W)  Self Care: Exploring Acupressure, Reflexology and Aromatherapy
Crosslistings: MATH15 / SPEC15

Learn techniques to take care of yourself and others! In this course, students will explore acupressure and reflexology through hands-on practice with partners. Modalities will first be demonstrated by the instructor, and then will be reinforced through in-class practice. The course will also cover essential oils and the chemistry behind aromatherapy, studying chemical families and their main characteristics. With this knowledge, students will create custom aromatherapy blends to address specific health issues. These blends will be made in class, and can be taken home. This class is designed to be useful to students and their loved ones, providing the student with tools to cope with life events. The focus will be on using acupressure, reflexology and aromatherapy to help with stress, anxiety, sleep, skin health, and sickness. Assigned reading and/or online videos will be required to prepare for each class. In addition, students will complete 16 hours of acupressure and reflexology practice outside of class on volunteers. These hours will be signed off on a log sheet by the volunteers. In-class assessments of techniques will also occur. Each student will prepare at least one presentation to share with the class. Adjunct Instructor Bio: Graduate studies in zoology took Jennifer Turek to the University of Otago in New Zealand, where she also attended the Lotus College of Natural Therapies. After graduating, Jennifer opened up her business, Koru Therapies first in New Zealand, then California and now in Williamstown, MA. Jennifer provides a custom holistic health experience which is a unique blend of Eastern, Western, Kiwi and American techniques that is unlike what most have experienced before.

Class Format: mornings
Requirements/Evaluation: 16 out-of-class logged practice hours are required leading up to an in-class practical assessment for the acupressure and reflexology components of the course
Extra Info: the aromatherapy portion of the class will be evaluated by a presentation to the class on a particular aspect of aromatherapy and also in-class completion of specific tasks and products
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: if overenrolled, students will be selected based on emailing the instructor the reasons behind choosing this course; preference will be given to seniors, and also to students with immediate wellness needs
Materials/Lab Fee: $20 plus cost of books
Attributes: EXPE Experiential Education Courses

MATH 17 (W) Modern Dance - Muller Technique

This dance class will be based on the modern dance technique developed by Jennifer Muller, with whom the instructor danced professionally for 5 years in New York City and in Europe. Jennifer Muller was a soloist in the dance company of José Limon before she started her own company in 1974. She has added her own style of movement to the Limon technique, creating an expansive, free flowing dance that is wonderful to do and to watch. The class will be multi leveled and open to both men and women alike. Students will have the opportunity to choreograph a short piece either as a soloist or in small groups. Adjunct Instructor Bio: Sylvia Logan received her B.A. in Slavic Literature from Stanford University. She danced professionally with several dance companies including Jennifer Muller and the Works, a modern company based in New York City for five years.

Class Format: mornings
Requirements/Evaluation: a 1/2-page journal entry is required after each class, a 1/2-page commentary on 10-12 dance videos, attendance, and a short performance at the end of winter study
Prerequisites: none; no previous dance experience necessary
Enrollment Limit: 24
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 Cancelled

**MATH 19 (W) Screenwriting Challenge: The Tale of an Underappreciated Musical Genius**

Crosslistings: ENGL19 / MATH19

*Primary Crosslisting*

The goal of this course is to draft a screenplay inspired by the last twelve years (1916-1928) of the remarkable Czech composer Leos Janacek's life. Before the course begins students will listen to a wide array of Janacek's music and read a number of essays about his life. Every weekday during winter study we will immerse ourselves in brainstorming and writing, with the aim of completing a draft by the end. The workload will be intense but (I hope) extremely rewarding. I particularly encourage students with a passion for writing and classical music to apply. A writing sample (any genre) and a brief description of what drew you to the course is required.

**Class Format:** afternoons

**Requirements/Evaluation:** final project

**Prerequisites:** none, but students with a passion for writing and classical music are encouraged to apply

**Enrollment Limit:** 3

**Enrollment Preferences:** writing sample and brief application

**Materials/Lab Fee:** $55

**Attributes:** EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 Cancelled

**MUS 10 (W) Winter Study Chamber Orchestra (WISCO)**

I will organize a classical chamber orchestra to read and perform music of assorted periods and genres. Two student conductors will lead the orchestra, each one having completed my Fall conducting class. In addition to conducting the orchestra, they will act as personnel managers and librarians. I will coach them on every aspect involved in producing a symphonic performance. Berkshire Symphony members and players in the Chamber Orchestra of Williams will make up the majority of the ensemble. The backbone of the training for the orchestra and the student conductors will involve issues of intonation, articulation, balance, bowing, dynamics, tempo, and interpretation. During rehearsals, members of the orchestra will be encouraged to offer ideas and suggestions in order to take part in the ownership of the final product. There will be a final recorded and videotaped concert at the end of Winter Study. Maximum enrollment: Strings: 12 violins, 5 violas, 4 cellos, 2 basses, and Winds: 2 flutes, 2 oboes, 2 clarinets, 2 bassoons, 2 horns, 2 trumpets, timpani.

**Class Format:** MWF 7:00pm-9:00pm

**Requirements/Evaluation:** based on attendance and preparation

**Prerequisites:** none

**Enrollment Limit:** 36

**Enrollment Preferences:** if overenrolled, a short audition on the scheduled repertoire will be held and adjudicated by me and the student conductors

**Attributes:** EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TBA Ronald L. Feldman
MUS 104 (S) Jazz Theory and Improvisation I
Crosslistings: AFR212 / MUS104

Primary Crosslisting
The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments—competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

Requirements/Evaluation: evaluation will be based on weekly assignments, (e.g., harmonic analysis and exercises in transposition and transcription), a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance

Extra Info: may not be taken on a pass/fail basis

Extra Info 2: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times shown below and plan their schedules accordingly

Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student’s individual instruction strongly encouraged

Enrollment Limit: 15

Enrollment Preferences: prospective Music majors, then Jazz Ensemble members, then Music majors

Expected Class Size: 12

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

Attributes: EXPE Experiential Education Courses

Not offered current academic year

MUS 12 (W) writing sample and brief application
Crosslistings: MUS12 / STAT12

Secondary Crosslisting
The Sacred Harp is a tunebook, a style, a community, and a tradition. One of the most distinctly American forms of music, with a continuous tradition dating back over 150 years, shape-note music continues to be sung in amateur communities around the country—and increasingly, the world. In the reading portion of the course, we will study the history and current culture of shape-note singing. We will discuss issues of tradition and community, including shifts and tensions with respect to geographical region, religious affiliation, and race. Meanwhile, we will engage in the actual practice of shape-note singing. For those with little formal training in music, this will include a quick introduction in the basics of music, but it will also highlight unique aspects of the Sacred Harp style in comparison to Western classical music, including the four-shape system of solfège. In addition to singing in class, we will visit one of the regular weekly singings in Northampton (mandatory). For the final project, students will have the opportunity to write a paper analyzing the tradition or stylistic aspects of the music; to write one or more tunes and compare them stylistically to those found in The Sacred Harp; or to undertake a quantitative analysis of the tunebook’s music and its use in recorded singings. Assignments throughout the course will include smaller versions of these varied options, including short composition exercises and responses to the readings. Adjunct Instructor Bio: Micah Walter received his A.M. in Music from Harvard University and his B.A. in Music and Linguistics from Haverford College. He is interested particularly in non-performative forms of music, and the impact music and community have on each other. He feels strongly that all people, regardless of training, should be able to participate in music-making in a fulfilling way. An active Sacred Harp singer, he has attended all-day singings and conventions in seven states and written over thirty tunes.

Requirements/Evaluation: 10-page paper; final project; musical composition with commentary

Prerequisites: some previous singing or music-reading experience helpful

Enrollment Limit: 30

Enrollment Preferences: seniority

Materials/Lab Fee: $10 plus cost of books

Attributes: EXPE Experiential Education Courses
**MUS 13 (W) The Golden Age of Gospel Music**

A historical look at American Black Gospel, stressing the vocal tradition of the African American Church. Vocalists and instrumentalists are encouraged to participate, but there is no required prerequisite for the course. Course will consist of historical workshops in Gospel music. Required reading *People Get Ready* by Robert Darden, course booklet and will require a minimum of 10-page report. Music covered will be from the mid 1800's to contemporary gospel music. Field trip will include a trip to an African American Church service (Sunday morning). Requirements for the course include a 5-page paper with creative project or performance and a field trip to church. Adjunct Instructor Bio: Legendary Bassist Avery Sharpe has performed with Jazz greats from McCoy Tyner to Dizzy Gillespie. Sharpe is a Gospel Historian and has a strong up bringing in "The Church of God in Christ."

**Requirements/Evaluation:** 5-page paper with creative project or performance and a field trip to church

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** if overenrolled, preference to seniors

**Materials/Lab Fee:** $138 plus cost of books

**Attributes:** EXPE Experiential Education Courses

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**MUS 14 (W) Classic and Contemporary Musical Theater**

Crosslistings: MUS14 / THEA14

**Primary Crosslisting**

This Winter Study will give participants an opportunity to study and perform numbers for one or more singers in great American musicals and European light operas. You have sung a solo, you have sung in chorus—now practice the exacting art of singing an ensemble on stage. The course will culminate with a performance of ensembles, solos, and duets from a variety of musical theater shows. Other ensembles from European models may also be included. Singers, actors, and pianists are all welcome to participate. The course is intended especially for singers who wish to have some stage time, and for actors who wish to work on their singing. Adjunct Instructor Bio: Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an Associate Artist in the Music Department at Williams College. He can be reached at kkibler@williams.edu.

**Class Format:** afternoons

**Requirements/Evaluation:** a student may fulfill the requirements of the course by performing challenging numbers from the great American songbook in the final class public performance

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** the instructor will communicate with those wishing to register either in person or via email

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

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**MUS 15 (W) Contemporary American Songwriting**

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Crosslistings: MUS15 / AMST15

Primary Crosslisting

This course will focus on learning how to write and perform songs in classical contemporary style. Song styles that will be addressed include pop, rock, blues, country, folk and jazz. Topics addressed will include the evolution of song structure, how to create a lyric that communicates, vocal and instrument presentation, recording and performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs in one of the above mentioned genres. These songs must be conceived during the course period (previously written material is not usable.) Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and final presentation is mandatory. Please note: this class meets every day. A short writing assignment will be passed in on the last day of class. Adjunct Instructor Bio: Bernice Lewis is the Artist Associate in Songwriting at Williams College. She is an accomplished singer, songwriter, producer and educator and has been a national touring artist for over thirty years. She has performed at the Kerrville Folk Festival, PBS's Mountain Stage, and the Kennedy Center in Washington D.C. In 2009, she was chosen by the National Park Service to be an Artist in Residence. She has released seven recordings of original songs.

Class Format: mornings
Requirements/Evaluation: final performance and a 2- to 3-page paper
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: students with a musical background and the ability to play and instrument may be given preference, but anyone interested is encouraged to register
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Bernice Lewis

MUS 16 (W) Zimbabwean Music Collaboration

This course focuses on teaching Zimbabwean music performance. Besides introducing a selection of basic songs on mbira, marimba and voice, the course explores orchestration of such music on other instruments such as brass, woodwinds, strings and additional percussion. The course content will trace both continuity and change in music from traditional song styles into African popular music. Beside the instrumental practice of the class, we will watch on YouTube and other videos the collaborative nature of this music. The class will end with an end-of-Winter Study performance by the participants.

Class Format: mornings
Requirements/Evaluation: final performance
Prerequisites: none, but students who play other instruments are encouraged to bring them
Enrollment Limit: 12
Enrollment Preferences: students with musical background; those who play other instruments may have an advantage
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 M 10:00 am - 11:50 am PORG 10:00 am - 11:50 am W 10:00 am - 11:50 am Tendai Muparutsa

MUS 174 (F) The Singing Voice: Structure, Styles and Meaning

What makes an opera singer sound different than a rock singer? Why can't one convincingly sing in the style of the other? And why is the former granted a higher status and the latter a wider audience? This course examines the world of singing styles and engages these styles from multiple angles: through listening, readings, film viewing and, above all, through singing. The class will learn the basics of yodeling, Tuvan throat singing, and
belting, among other styles, and will explore the cultural and historical contexts of each.

Class Format: lecture/studio/discussion

Requirements/Evaluation: evaluation will be based on one quiz, two papers, and a final project

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 10

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Fall 2018

LEC Section: 01     MR 2:35 pm - 3:50 pm     Brad Wells

MUS 204 (S) Jazz Theory and Improvisation II

Crosslistings: MUS204 / AFR214

Primary Crosslisting

A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and hexatonic scale shapes, and Coltrane's "Three Tonic" harmonic system.

Class Format: two weekly seminar meetings, alternating between theory and performance sessions

Requirements/Evaluation: weekly compositional, analysis, transcription or performance exercises and final transcription project

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

Attributes: EXPE Experiential Education Courses

Not offered current academic year

MUS 205 (F) Composition I

Beginning courses in musical composition. Size and number of required projects will vary from 4 to 5. Each assignment will represent 25% of the student's final grade. A group meeting per week will deal with the presentation of the student's work in progress, analysis of models for composition, performance of work in class, and critiquing of work. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is actually performed.

Class Format: seminar

Requirements/Evaluation: evaluation based on the quality and timeliness of composition projects, attendance, and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MUS 202 (may be taken concurrently) or permission of instructor

Enrollment Limit: 6

Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience

Expected Class Size: 4

Distributions: (D1)
**MUS 206 (F)  Composition II**

Beginning courses in musical composition. Size and number of required assignments will vary from 3 to 6 in addition to a possible full semester composition project. One to two group meetings per week will deal with the presentation of new assignments, analysis of models for composition, performance of work in class, and critiquing of work. Individual meetings may be added to deal with individual needs. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is actually performed.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation based on the quality and timeliness of composition projects, attendance, and class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** MUS 202 (may be taken concurrently) and permission of instructor

**Enrollment Limit:** 6

**Enrollment Preferences:** Music majors; consideration of non-majors based on qualifications and experience

**Expected Class Size:** 4

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

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**MUS 230 (S)  Musical Ethnography**

Often, we experience music's impact on us without fully considering why it achieves such strong effects. The discipline of ethnomusicology confronts the question of musical meaning by combining musical study and analysis with an exploration into the contexts of musical production, circulation, and reception. Musical ethnography is both the means by which scholars pursue this line of questioning, and also the (usually) written work that results from such an investigation. This course features a hands-on approach to musical ethnography. Students will each conduct ethnographic fieldwork in a music-making community within Williamstown and the surrounding area. Coursework will survey approaches to methodology (modes and degrees of researcher involvement, practical skills related to documentation), issues of ethics, and social and musical analysis.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** class participation, small assignments (four 1-2 page assignments), interview transcript with commentary, reading response, final project and presentation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** some musical training/experience necessary, see instructor for more information

**Enrollment Limit:** 10

**Enrollment Preferences:** students with some musical experience

**Expected Class Size:** 6

**Department Notes:** MUS World Music/Ethnomusicology

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under ANTH
MUS 25 (W) Creative Art Projects inspired by Southern Florida Native American Indian History & Culture

This travel course will focus on creative work inspired by the history and culture of Native American Indians of Southern Florida. We will discuss the history and culture of Native Americans in the area, focusing mostly on the Calusa, their society, politics, system of government, trading customs, and religion. We will also talk about their construction of canal systems, and their architecture and engineering. Students will arrive to their own conclusion about the impact of Native Americans in our culture. They will also use their experiences during field trips, workshops, lectures, and group discussions as a source of inspiration for their creative work in one or more of the following fields: music composition, visual arts (video, photography), literature, poetry, and theater. They will create their projects individually or could form teams to create interdisciplinary works. If teamwork is selected for the creation of a project there will be a limit of one student per discipline in each team. We will visit archaeological and historical sites, Research Centers, and Museums focused in the History and Culture of Native American Indians of Southwest Florida. We will attend lectures offered by archaeologists, and will participate in the process of screening, cataloging, and analysis of samples extracted from the shell mounds of Useppa Island and Pineland at the Randell Research Center of the University of Florida. Calusa artifacts made with ceramic materials, wood carving, and painting, are recognized worldwide as remarkable examples of Native American artistic achievement. Samples of their art found during excavations in SW FL are part of exhibitions in the Historical Museums that we will visit. Students will learn about music inspired by pre columbian Native American instruments and art. We will discuss information and will visit the estuaries that sustained the world of the Calusas.

Class Format: travel

Requirements/Evaluation: 10-page paper; creative project, and travel journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 7

Enrollment Preferences: priority given to students interested in creating original work in response to field trips and visits to Research Centers and Museums (musical, photography and/ or video, literary, poetry, theater)

Materials/Lab Fee: cost to student $1,995

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01     TBA     Ileana Perez Velazquez

MUS 309 (S) Jazz Arranging and Composition

This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with lead sheet format and progressing through the big band. Intensive score study and some transcription from selected recordings required. Evaluation will be based on the successful completion and performance of original arrangements and/or compositions during the semester, to include several lead sheet compositions, one quintet and one sextet arrangement, and one arrangement for big band. Students must attend extra small ensemble and large ensemble rehearsals when work is being rehearsed and/or performed. A solid background in jazz chord/scale theory is required.

Class Format: weekly lecture and targeted ensemble rehearsals generally last 2 hours total; additional individual tutorial style meetings are generally an hour a week, more frequently and for longer amounts of time as needed

Requirements/Evaluation: project based 4-5 compositions/arrangements

Prerequisites: MUS 104b and permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: MUS 104B or recommendation of instructor

Expected Class Size: 3-5

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2019

LEC Section: 01     TR 9:55 am - 11:10 am     Kris Allen
NSCI 10 (W)  The Neuroscience of Learning

An interactive and collaborative exploration of what neuroscience research reveals about how the brain learns and what factors can be influenced to facilitate successful learning. Topics include the neuroscience of attention, emotion, understanding, memory, and executive functions. Emphasis will be on the neuroscience itself with opportunities for students to make connections to their own learning processes and strategies. Students will engage in collaborative research projects that will develop their use of the medical model to evaluate primary neuroscience research studies for validity. They will develop their own evaluation systems for identifying how valid research interventions and expanded opportunities for successful learning. Students will lead class discussions based on their reading of primary research. Small groups of 2-3 students will be assigned different articles on the same topic and spend time in class. Adjunct Instructor Bio: Dr. Judy Willis ’71 combined her 15 years as a board-certified practicing neurologist with ten subsequent years as a classroom teacher to develop her focus in the neuroscience of learning. Dr. Willis has written nine books and more than 100 articles, as well as giving invited presentations internationally, applying neuroscience research to potential interventions to facilitate successful learning. She has been on the adjunct faculty of the University of California Graduate School of Education, Santa Barbara.

Class Format: mornings

Requirements/Evaluation: 10-page paper; final project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: discretion of the instructor

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01  TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am  Judy Willis

PHIL 13 (W)  Boxing

Boxing is one of the world’s oldest sports, and there are 3000 year old artistic representations of boxing from ancient Egypt. The history of boxing in the United States during the nineteenth and twentieth centuries reflects the history of the nation. Issues of class, ethnicity, race, and gender have played a central role in the sport. Stories about boxing also play a central role in the popular culture. In this course we will look at some treatments of boxing by social historians, examine some depictions of boxing in documentary and dramatic films, and watch some classic fights. We will also learn some of the fundamental skills involved in boxing. Training as a boxer will give men and women a better appreciation of the physical demands involved. Four days a week we will engage in an intensive training regimen working on basic punching technique, footwork, defense and conditioning. The workouts will involve minimal contact, but will be physically demanding. Students will need to purchase boxing gloves, handwraps, and a jump rope.

Requirements/Evaluation: evaluation will be based on attendance, participation, and a 10-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: discretion of the instructor

Materials/Lab Fee: $150

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01  Cancelled

PHIL 14 (W)  Yoga and a Grounded Life

"Yoga and a Grounded Life" will examine what the practice of yoga is, and how it can serve as a foundation, guide, and inspiration for living, particularly in the face of personal or societal challenges. Alongside the physical practice of yoga, the class will investigate the philosophical and ethical teachings of yoga’s ancient text, the Yoga Sutras of Patañjali. Students will learn a number of basic yoga poses and breathing techniques in 1.75-hour classes that will meet 5 days a week. In addition, students will read and discuss portions of the Yoga Sutras and several different
commentaries, such as those of BKS Iyengar and Chip Hartranft. Attendance at all classes is required. Missed classes must be made up before the end of Winter Study, usually by attending a regular class at Tasha Yoga. Students will be expected to practice on their own outside of class, to journal, and to participate in class discussions of the readings. Students will submit weekly written assignments in response to prompts relating to class material. Adjunct Instructor Bio: Yoga teacher Anne O'Connor is certified in the Iyengar yoga method, which she has been practicing for 20 years. O'Connor, a freelance editor, also serves on the Williamstown Select Board and is a member of the First Congregational Church of Williamstown.

Class Format: mornings

Requirements/Evaluation: four 1- to 2-page papers and class attendance and participation

Prerequisites: no previous yoga experience required

Enrollment Limit: 14

Enrollment Preferences: instructor's discretion; interviews with enrollees

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    TBA    Anne C. O'Connor

PHIL 25 (W)  Eye Care and Culture in the Atlantic Coast Regions of Nicaragua

We will spend around ten days in Nicaragua, chiefly in the Atlantic Coast Autonomous Regions. Almost all of the days in those regions will be spent in clinics, where students—in conjunction with optometrists who volunteer their time for the trip—will administer eye exams, write prescriptions, and distribute glasses. While in Nicaragua, the students will keep detailed journals that they will complete following their return to Williamstown. They will interact with Nicaraguans during the eye clinics, and will have opportunities for speaking with them during evenings. Students will also be required to attend organizational and training meetings and to complete a number of relevant readings prior to the trip.

Class Format: travel

Requirements/Evaluation: performance in eye clinics, journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: application essays

Materials/Lab Fee: $3,700

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01    Cancelled

PHLH 13 (W)  Behavioral Health Prevention and Middle School Leadership Development

In this course, students will learn about behavioral health prevention and promotion, with an emphasis on the prevention of substance use disorders and the Substance Abuse & Mental Health Services Administration's (SAMHSA) Strategic Prevention Framework. Following this grounding in prevention science, students will learn about middle school leadership development and community action with a behavioral health and wellness focus, and be trained to deliver core components of the New Hampshire Teen Institute’s (TI) Leaders in Prevention program for students in grades 6-8.

The classroom portion of this course will prepare students to put this knowledge into practice as staff members at the January session of Leaders in Prevention, serving with other youth & adult staff members of TI to facilitate a weekend of education and networking for 50-60 middle school students from around NH and New England. Students in this course will work with teams of middle school students to help them create a student-led action plan for a school or community wellness event to be implemented in their home communities. During the first 2 weeks of the Winter Study period, students will meet on campus for approx. 15 hrs per week. The experiential portion of the course—serving as facilitators at the Leaders in Prevention weekend—will be an overnight trip from Thurs. 1/17–Sun 1/20 to a conference center in Greenfield, NH. (Lodging & food will be provided to students free of charge while at the camp.) This trip is mandatory for the course, and involves working with middle school youth for 3 very full days. Students will meet once again during the final week of Winter Study to debrief and process their facilitation experiences. Academic work will be primarily contained to the classroom time of the first two weeks. A culminating 10-page reflection paper to demonstrate a synthesis of students' classroom and practical learning will be the only sizeable out-of-class work. Adjunct Instructor Bio: Marissa is the Executive Director of the NH Teen Institute and a
trainer for multiple workshops developed by SAMHSA's CAPT and ATTC systems. She is the Secretary of the Prevention Certification Board of NH and the NH Prevention delegate to the IC&RC, and serves on the NH Governor’s Commission Prevention Task Force. Outside of prevention work, she is Assoc. Artistic Dir. of Mill City Productions in North Adams, MA.

Class Format: afternoons

Requirements/Evaluation: 10-page reflection paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: lottery

Materials/Lab Fee: $45

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

PHLH 25 (W) Public Health, Education, and Community Action in Rural India

This course will explore access to and reliance on public health services, NGOs, and education in a rural Indian social context. As one of the fastest growing and most populated countries in the world, India has the potential to have an enormous global impact. However, the country's future is entirely dependent upon the health of its population, specifically its most vulnerable–and most vital–members: women and children. To understand how public health and education policy can be formed and changed to address inequity and sociocultural biases, students will learn about the context of India and how local, national, and global actors currently interact with social systems. The course will begin with an orientation and introductory lectures in New Delhi. Then students will travel to rural Uttar Pradesh (UP) for 10 days for seminars with local experts and field trips to community health centers, schools, and villages. Following their trip to UP, students will travel to Rajasthan to meet NGO workers in Jaipur. The course will include an introduction to fieldwork methods and an interview project on a topic chosen by the student addressing development in India. This course will be run in partnership with the Foundation for Public Health, Education, and Development (http://fphed.org/). A UP-based organization with its own campus, FPHED's board collectively has decades of experience hosting study abroad programs, including biannual semester-long programs with the School for International Training. FPHED will assist in making all accommodations and travel arrangements, as well as making local connections with experts and translators for students. Adjunct Instructor Bio: Ms. Curtis graduated from Williams College in Spring of 2017 with a degree in Women's, Gender, and Sexuality Studies and a Concentration in Public Health. With the support of a Fulbright-Nehru student researcher fellowship, she is currently conducting community-based participatory research with FPHED on reproductive health programs in rural UP. She has spent a cumulative 11 months to-date studying and researching reproductive health in rural India.

Class Format: travel

Requirements/Evaluation: 5-page paper 2- to 3-page paper Other: Students will be required to keep a private daily journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: none; not open to first-year students

Materials/Lab Fee: $2800, which includes all transportation, lodging, meals, lectures, and research materials

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Elizabeth F. Curtis

PHLH 402 (S) Senior Seminar in Public Health

The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into three or four research teams to investigate a contemporary real-life issue in public health by designing a study;
collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

**Class Format:** seminar/lab

**Requirements/Evaluation:** active seminar participation, written reflections, contribution to the team research project, and a 12- to 15-page final paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** completion of at least four courses counting towards the PHLH concentration

**Enrollment Limit:** 14

**Enrollment Preferences:** senior Public Health concentrators; students who are not senior Public Health concentrators should contact the instructor

**Expected Class Size:** 14

**Distribution Notes:** does not meet Division 1, 2, or 3 requirements

**Attributes:** EXPE Experiential Education Courses; PHLH Core Courses

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**Phys 13 (W) Electronics**

Electronic circuits and instruments are indispensable parts of modern laboratory work throughout the sciences. This course will cover the basics of analog circuits, including transistors and operational amplifiers, and will briefly introduce digital circuits and the Arduino, a microcontroller. Class will meet four afternoons a week for a mixture of lab and lecture, providing ample opportunity for hands-on experience. Students will build and test a variety of circuits chosen to illustrate the kinds of electronic devices and design problems a scientist is apt to encounter. In the last week, students will design and build a final project, or will write a 10-page paper. If students have prior experience with electronics, they should contact the instructor prior to enrollment. Adjunct Instructor Bio: Daniel Maser is a postdoctoral research fellow in the Department of Physics, working with Professor Tiku Majumder in his atomic physics research laboratory. Adjunct Co-Instructor Bio: Jason Mativi is the electro-mechanical technician in the Bronfman Science Center. He will teach the digital electronics portion of the course.

**Class Format:** afternoons

**Requirements/Evaluation:** 10-page paper; final project

**Prerequisites:** MATH 130, equivalent calculus, or permission from instructor; no prior experience with electronic circuits is assumed

**Enrollment Limit:** 14

**Enrollment Preferences:** priority given to seniors first, first-years last

**Materials/Lab Fee:** $100

**Attributes:** EXPE Experiential Education Courses

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**Phys 15 (W) Cooking for the Real World**

Crosslistings: PHYS15 / SPEC13

**Primary Crosslisting**

The course assumes you know nothing about cooking, and, with that in mind, will focus on the basics. The course will teach you how to prepare simple, healthy, and delicious food. You'll learn about basic knife skills, sanitary kitchen practices, cooking equipment and menu planning. Some of the foods you will learn to make during the course of winter study will include Mac 'n Cheese, quick breads, soups and salads, pie crusts and cookies. Time permitting, we may take a field trip to a local farm. You will also get to meet with some local chefs to help you understand why everything we do revolves around food. The reading list will include: *Kitchen Confidential*, by Anthony Bourdain, *The Flavor Bible: The Essential Guide to Culinary Creativity, Based on the Wisdom of America's Most Imaginative Chefs*, by Karen Page and Andrew Dornenburg, and one of the basics cookbook.
PHYS 16 (W)  The Things That Work

How does a motor run? What do chocolate and steel have in common? How does Williams heat and power the campus? Can paper be washed? What’s inside everyday appliances? How do you build a speaker? From simple machines to complex processes, in this course we’ll explore the ways things work! Class will meet three afternoons a week for a mixture of lecture, discussion, local field trips, and lots of hands-on exploration. Homework will primarily consist of readings and exercises relevant to the current class topics and extra tinker-time. In the last part of the course, students will have a chance to explore the functioning of some process, object, or technology of their choice.

Class Format: afternoons
Requirements/Evaluation: either building a final project with a short writeup or writing a 10-page paper, and a presentation to the class
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: by seniority
Materials/Lab Fee: $40 plus cost of books
Attributes: EXPE Experiential Education Courses

POEC 22 (W)  Volunteer Income Tax Assistance

This experiential course provides students the opportunity to explore public policy through training and work as volunteer income tax preparers for low income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10 page analytic essay or serving as tax preparers for local clients of the Berkshire Community Action Council. The course will also offer an overview of the U.S. income tax, and the role of the tax system in overall U.S. social policy, especially policy towards lower-income households. Coursework will consist of a series of classes and open lab sessions coordinated with the self-paced IRS “Link and Learn” online tax preparer training program. Class time will be spent discussing policy and program context as well as working through the online training program. A poverty simulation and follow up Q&A session featuring guests from local social service organizations will help orient students to the issues facing low-income families in the northern Berkshires.

Class Format: afternoons
Requirements/Evaluation: 10-page paper; complete IRS certification to assist in tax preparation; volunteer work
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: written statement of interest
Materials/Lab Fee: $15
Attributes: EXPE Experiential Education Courses
POEC 402 (S) Political Economy of Public Policy Issues

In this course, students form groups that conduct a political and economic analysis of a public policy issue of their choosing. They do extensive reading, conduct interviews in Washington, D.C. (during spring recess), write a major report on their findings and recommendations, and present and defend their findings in a public talk. Students visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their group projects. This is a course requirement.

Class Format: seminar with student presentations
Requirements/Evaluation: group policy projects including an 80- to 100-page paper and 2-hour presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: POEC 253 or ECON 255, POEC 250, POEC 401; open only to Political Economy majors
Department Notes: required in the Political Economy major
Distributions: (D2)
Attributes: EXPE Experiential Education Courses; POEC Required Courses

Spring 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm William M. Gentry, Cathy M. Johnson

PSCI 11 (W) Editorial Cartooning and the Art of Propaganda

Crosslistings: ARTH11 / PSCI11

Secondary Crosslisting

This hands-on course, taught jointly by a nationally syndicated editorial cartoonist, Chan Lowe, and a former member of the Art Department faculty, E. J. Johnson, introduces students to the "Ungentlemanly Art" of cartooning through discussions and an emphasis on the creation of their own work. It is not an art course as much as an exercise in disciplining the mind to distill abstract concepts and opinions into visual and verbal symbols that can be clearly, economically and persuasively communicated to the reader. Previous drawing experience is NOT a prerequisite, nor even an advantage. Non-art majors are particularly encouraged to enroll. The basics of perspective, proportion, and shading will be covered as needed to provide all students with the necessary skills to express themselves. Much more important are an inquisitive mind, a healthy interest in the current national discourse, a willingness to enter into spirited classroom discussion, and an appreciation of satire. The fact that the course will meet during the second month of a newly elected Congress means that there will be plenty of material ripe for cartooning. Class assignments will be critiqued in a non-threatening atmosphere. Lowe, who will be continuously producing daily cartoons, will also present his own work for criticism. Class meetings, at least two hours per meeting three days a week, will alternate between the studio experience and lectures, given by Johnson, that will acquaint students with aspects of the history of caricature, cartooning and art with a propagandistic or overtly political purpose. The lectures will provide students with knowledge they may use in producing their cartoon assignments. The success of this course depends on the commitment and motivation of all participants. Course requirements include the drawing of several editorial cartoons per week, daily reading and viewing of news media. Adjunct Instructor Bio: Chan Lowe has been an editorial cartoonist and opinion writer since graduating from Williams in 1975. He has worked for newspapers in Oklahoma, Florida and is now a member of the editorial board of The Berkshire Eagle. His drawing and writing work have won many journalism awards, and is nationally and internationally syndicated by Tribune Content Agency. Co-Instructor: E.J. Johnson, Amos Lawrence Professor of Art, Emeritus

Class Format: afternoons
Requirements/Evaluation: editorial cartoons to be produced for each class meeting for evaluation by the class; final cartoons to be published in The Williams Record
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: preference will be given to non-art majors
Materials/Lab Fee: $50
Attributes: EXPE Experiential Education Courses
PSCI 118 (F)  Power to the People?

Popular unrest. The resurgence of authoritarian styles and practices in politics. Democratic collapse. Political tumult around the globe in recent decades has put elites, and others, on edge as young democracies have collapsed and longer standing ones appear to be stumbling. In the United States, basic stability and democratic expansion have been accompanied by increasing citizen distrust of institutions, growing social divisions, and contestation over basic citizenship rights. Acute observers have long seen the U.S. as a harbinger of the promise and peril of modern democracies.

What is the fate of democracy in the U.S.? What does that portend, if anything, for other democracies, or for the general principle of popular sovereignty—the idea that the people govern themselves? We investigate these and related questions by actively consulting political theory and empirical research in the social sciences. Our investigation will include class-time collaboration with a similarly structured undergraduate course being taught by a sociologist at the University of North Carolina and may include an optional weekend study trip.

Class Format: seminar

Requirements/Evaluation: active class participation, three 5-page essays, several short additional writing assignments, and class presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first-year students

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 19

Distributions: (D2)

Attributes: EXPE Experiential Education Courses;  PSCI American Politics Courses

Fall 2018

SEM Section: 01    TR 11:20 am - 12:35 pm     Nicole E. Mellow

PSCI 16 (W)  The Martial Art of Politics--Aikido, Gandhi, and King

"The techniques of Aikido are intended as tools for us to use in examining the nature of power, to engage in uncompromising self-scrutiny, and to realize our potential as powerful, compassionate, creative, self-aware human beings."--Mary Heiny Sensei Aikido is a Japanese martial tradition that combines the samurai arts of swordwork and grappling with the philosophical desire to forge a path of harmony in the face of determined opposition.

As such, it addresses situations of conflict that manifest themselves physically, but also offers insight into how to redirect the energies--social, psychological, or political--that might otherwise become conflict in one or another aspect of our lives. As a martial art, Aikido teaches us more than simply how to survive; it also teaches us how to physically express our noblest intentions in movements that protect not only ourselves but the attacker as well. Martin Luther King famously observed that "Returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars." Aikido, a physical expression of nonviolence, is the alternative approach made manifest--the light that can drive out darkness and the love that can drive out hate. The physical training (10 am-noon each weekday morning in Currier Ballroom) will improve each student's strength, balance, posture, and flexibility. Everyone will also learn how to throw friends twice their size across the room. About 25% of training time will be devoted to sword, staff, and dagger techniques. The academic component of the course will engage with how the physical training resonates with selected writings on nonviolence (Mohandas Gandhi, Martin Luther King Jr., and theoretician Gene Sharp) and the tactical practices of successful nonviolent protest campaigns. Each student will research and profile a successful nonviolent campaign, explain why it worked, explain what was "aikido" about it, and in small groups will pick a target and draft a plan for a contemporary protest campaign on a topic of their choosing. Each group will be responsible for crafting speech text, a tactical analysis of their proposed campaign, and a social media plan. Actually implementing the campaign is not a part of the course. By integrating physical and intellectual components, the course seeks to forge in each student a stronger and more coherent perspective on how the pursuit and embodiment of harmony can resolve the conflicts that we so often encounter. Joining us for several sessions will be local scholar Stewart Burns, author of the award-winning MLK biography To the Mountaintop. Additional relevant experiences, such as meditation practice, outdoor misogi, and feature films (Gandhi, Selma, etc.) will be woven into the course as schedules permit. Students do not have to be especially athletic, and in Aikido women train as equals with men. Students are encouraged to correspond with the instructor (rkent-at-williams.edu) before registration begins if they have questions. Adjunct Instructor Bio: Robert Kent '84 spent 3 years in Kyoto, Japan earning his Sho Dan (first degree black belt), directly after majoring in both Philosophy and Religion at Williams. He currently holds a Yon Dan rank (Fourth degree black belt), having studied for 21 years at Aikido West in Redwood City under Frank Doran Shihan, where he helped run the youth program for 18 years. He is
currently President of Aiki Extensions, Inc, a nonprofit that supports programs that bring the strategic insights and practical wisdom of Aikido into non-traditional settings. He earned a Masters degree in Philosophy at Claremont Graduate School in 1993, writing his thesis on the Ethics of Authenticity. This will be the twelfth year he’s offered a Winter Study class.

**Class Format:** daily, 10 am-noon for aikido training, + 2 times a week for academic discussions, typically over lunch

**Requirements/Evaluation:** quality of participation in both physical and intellectual course components (historical analysis, class discussions, final project)

**Prerequisites:** same physician's approval on file as the school requires to participate on sports teams

**Enrollment Limit:** 20

**Enrollment Preferences:** if overenrolled, selection will be based on a questionnaire

**Materials/Lab Fee:** $175

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    M-F 10:00 am - 12:00 pm M-F 1:00 pm - 2:50 pm PORG 10:00 am - 12:00 pm Robert H. Kent

**PSCI 21 (W) Fieldwork in Public Affairs and Private Non-Profits**

This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Students may find placements in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors will work with each student to arrange a placement; such arrangements must be made in advance of the Winter Term. Students should first make their own contracts with an institution or agency. The instructors and members of the Political Science Department are available to help students find placements, if necessary. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed. During the session, students are responsible for keeping a journal of their experiences and observations. Additionally, students write final papers summarizing and reflecting upon the experience in light of assigned readings. A group meeting of all students will occur before winter study to prepare and after to discuss the experience.

**Class Format:** Meeting prior to start of winter study and again after conclusion

**Requirements/Evaluation:** 10-page paper; 90 hours of fieldwork; satisfactory evaluation from the institutional sponsor; daily journal; participation in final meeting

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** selection will be based on a resume and letter of interest; at the time of preregistration interested students should send a resume and letter of interest to Paula Consolini (pconsolini@williams.edu)

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    TBA    Nicole E. Mellow, Paula M. Consolini

**PSCI 22 (W) Learning Intervention for Teens**

This course pairs energetic Williams students with adolescents involved in the juvenile court system of Berkshire County. Judges assign teenagers (ages 13-17) to this program, an official Commonwealth of Massachusetts probation program. Our goal is to empower the teenagers through positive peer mentorship and by allowing them to take ownership of an independent project. Each Williams student helps a teen investigate, develop a final project, and present about a topic of the teen's choosing. The project and other program activities aim to cultivate initiative, creativity, focus, and skills in areas such as goal-setting and communication, which the teenagers can transfer to their school, work, and home lives. The course ends with a presentation in which each adolescent/Williams student pair formally presents its work to an audience that includes the Berkshire County Juvenile Court judges and probation officers, town and city chiefs of police, County District Attorney and assistant DAs, the teens' peers and families, Williams
faculty and community members. Williams students develop experience serving in an official capacity, learn to mentor teenagers, and gain insight into
the juvenile justice system. Williams students are expected to attend trainings, meet with their teens three times a week, co-give a final presentation,
and keep a weekly journal detailing their meetings. This is a student-led course, sponsored by Chief Wynn and Professor Shanks but entirely run by
trained Williams students who have served as mentors in the past. In order to enroll in the course, all students must write a paragraph explaining why
they believe they’d be a successful mentor in this program. Students should email their paragraphs to student coordinator Nicholas Goldrosen at
ncg1@williams.edu and cc: cshanks@williams.edu.

Class Format: afternoons

Requirements/Evaluation: journal and final reflection totaling 10-15 pages, final project with teenager

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: by paragraph of interest

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    TWR 3:30 pm - 5:30 pm PORG 3:30 pm - 5:30 pm    Cheryl Shanks, Mike Wynn

PSCI 309 (F) Problems and Progress in American Democracy

Crosslistings: LEAD309 / PSCI309

Primary Crosslisting

"I confess," French aristocrat Alexis de Tocqueville wrote in the introduction to his Democracy in America, "that in America I saw more than America. I
sought the image of democracy itself, with its inclinations, its character, its prejudices, and its passions, in order to learn what we have to fear or hope
from its progress." What would Tocqueville see if he returned to America today, almost 200 years later? What types of institutions, dynamics, and
processes animate American political life in the twenty-first century? With Tocqueville as a guide to thinking about political ethnography, this course
investigates four central elements of political life--religion, education, difference, and crime and punishment--that simultaneously pose problems for
and represent sites of progress in American democracy. For each subject, we will ask several key questions. How has that particular aspect of political
life changed in the recent past? How might it change in the near future? Does it conform to how American politics is designed to work? To how we
want American politics to work? Using a diverse set of readings drawn from empirical political science, contemporary democratic theory, American
political thought, historical documents, political punditry (from the left and the right), and current events, our focus, like Tocqueville before us, is on
teasing out both the lived experience--the character and challenges--of American democracy and examining any disconnect between that experience
and the ideals that undergird it. Among the many specific questions we will consider are whether particular religious traditions might be incompatible
with democratic values, the extent to which recent changes in higher education have affected the health of democratic politics, the effects of
ideological polarization on democratic discourse, and the place of the jury system in securing democratic justice. Throughout the semester, we will not
only approach these questions from the joint perspectives of theory and practice but also seek to enrich our understanding by exploring American
democracy as it happens all around us with several exercises in the community at large.

Class Format: discussion

Requirements/Evaluation: two experiential projects with accompanying write-ups of at least 5 and 7 pages, six 2- to 3-page ethnographic reflections,
and class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a previous course in American politics or Political Theory or permission of instructor

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D2)

Attributes: EXPE Experiential Education Courses; JLST Interdepartmental Electives; LEAD American Domestic Leadership; LEAD Facets or
Domains of Leadership; PSCI American Politics Courses

Not offered current academic year

PSCI 319 (F) Marine Policy
Crosslistings: ENVI351 / PSCI319 / MAST351

Secondary Crosslisting

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Extra Info: offered only at Mystic Seaport

Department Notes: satisfies the Environmental Policy requirement for the Environmental studies concentration

Distributions: (D2)

Attributes: ENVI Environmental Policy; EXPE Experiential Education Courses; POEC International Political Economy Courses

Fall 2018
LEC Section: 01 TBA Catherine Robinson Hall

Spring 2019
LEC Section: 01 TBA Catherine Robinson Hall

PSYC 14 (W) JA SelCom: A Case Study in Selection Processes

This course will explore the nature of selection processes. What does an optimal selection process look like? How do our implicit biases materialize in selection? These are just a few of the questions that we will seek to understand through guest speakers from The Davis Center, Psychology Department, Admissions, and the Career Center. The majority of the time will be dedicated towards applying these ideas in selecting the next class of Junior Advisors, an undertaking that will allow students to examine selection processes in general. Readings will cover topics such as organizational behavior and human decision processes, social networks and organizational dynamics, and gendered wording and inequality.

Class Format: mornings and afternoons

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference given to sophomores and admission is based on quality of the application

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 M-F 10:00 am - 4:50 pm PORG 10:00 am - 4:50 pm David C. Johnson

PSYC 15 (W) Ephquilts! An Introduction to Traditional Quilting

This studio course will lead the student through various piecing, appliqué and quilting styles and techniques, with some non-traditional methods included. Samples will be made of techniques learned, culminating in the completion of a sizeable project of the student's choosing (wall quilt or lap-size quilt). There will be an exhibit of all work (ephquilts), at the end of winter study. "Woven" into the classes will be discussions of the history of quilting, the controversy of "art" quilts vs. "traditional" quilts, machine vs. hand-quilting and the growing quilting market. Reading list: Pieces of the Past by Nancy J. Martin; Stitching Memories: African-American Story Quilts by Eva Ungar Grudin; Sunshine and Shadow: The Amish and Their Quilts by Phyllis Haders; A People and Their Quilts by John Rice Irwin; Treasury of American Quilts by Cyril Nelson and Carter Houck; The Quilt: New Directions for an American Tradition, Nancy Roe, Editor. Requirements: attendance of all classes (including field trip), a love of fabric, design and color, an enthusiasm for hardwork, participation in exhibit. Extensive time will be spent outside of class working on assigned projects. Adjunct Instructor Bio: Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for over 35 years, and teaching classes and coordinating shows and exhibits for 30 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published
Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full-time during Winter Study in a mental health, business, education, law or other setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Please prepare a brief description of the proposed placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study. Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

Class Format: by appointment
Requirements/Evaluation: evaluation will be based on a 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation
Prerequisites: approval by Noah Sandstrom is required
Enrollment Limit: 20
Enrollment Preferences: random selection
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

PSYC 352 (F) Clinical and Community Psychology
This course provides an overview of theory, methods, and professional issues in the fields of clinical and community psychology (and related fields). In addition to academic work (primary source readings and class discussions), students are encouraged to apply their experiences in academic psychology to field settings, and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised field-work placement arranged by the instructor in a local mental health or social service agency. Students must complete a brief survey about their interests and schedule in order to place them in an agency. Students should email the instructor to obtain the survey as well as receive permission to register for this course.

Class Format: seminar
Requirements/Evaluation: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 252
Enrollment Limit: 15
**Enrollment Preferences:** senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course

**Expected Class Size:** 15

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses; PHLH Reproductive, Maternal and Child Health; PSYC Area 5 - Clinical Psychology

**Fall 2018**

**SEM Section: 01**  
MR 2:35 pm - 3:50 pm  
Laurie Heatherington

**PSYC 372 (F) Advanced Seminar in Teaching and Learning**

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students' learning? What does it take to be an educated person?

**Class Format:** seminar

**Requirements/Evaluation:** this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** PSYC 232 or PSYC 272 or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors and those who plan to become teachers

**Expected Class Size:** 16

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses; PSYC Area 7 - Educational Psychology; TEAC Teaching Sequence Courses

**Fall 2018**

**SEM Section: 01**  
W 1:10 pm - 3:50 pm  
Susan L. Engel

**REL 110 (F) Living Religion: The Study of Religion in Everyday Life**

When studying religions, people generally turn to studying scriptures, the life and teachings of the religion's founder, and the fundamental doctrines of the religion. What this approach does not allow us to understand, however, is the way that such religious traditions actually manifest themselves in the world. This course introduces students to an alternative approach to studying religion, by exploring the way these religions are lived and experienced by individuals and communities in a variety of contexts. We will see how religion intersects with people's lived experiences of gender, race, class, sexuality, and broader socio-cultural and political contexts. We will explore this approach to religion through an engagement with ethnography (the qualitative research method in the social-sciences generally described as "participant-observation"). Students will not only learn about the theory and practice of this methodology, but will also conduct their own ethnographic research project over the course of the semester. This will involve: designing a feasible project and research question, selecting local research sites and subjects, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

**Class Format:** seminar

**Requirements/Evaluation:** regular reading responses, semester-long research project with frequent small assignments building up to the final product (class presentation and approximately 10-page paper)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 12-12

**Distributions:** (D2)
REL 12 (W) The Mumonkan and Tathagata Zen: An Exploration of Mind

Zen is the sect of Buddhism that stresses experience over cognitive formulas and principles. Based on the tenet that all beings have what is called Buddha Nature, practice is entered into with the faith that one can have exactly the same experience that the historical Buddha, Shakyamuni, had and can thereby come to know the process that constitutes the nature of all beings and things that comprise the universe. The primary method of practice is the meditative technique known as zazen, and the type of Zen that focuses on the consciousness that develops from diligent zazen practice is known as Tathagata Zen. Through one’s efforts in zazen, one may come to the intuitive experience of the Dharma Activity, the activity that gives birth to all things and into which all things return. Although the Dharma Activity cannot be described fully in words, it is possible to use words that point to it without running afoul of its truth. The Mumonkan (The Gateless Gate) is a classic Zen text containing 48 such pointers or koans. Utilizing this text as a focus of discussion, students will attempt to grasp the teaching contained in these pointers by means of the principles of Tathagata Zen. The practice of zazen will be part of each class, and the course will culminate in a two-day zen retreat. Those taking the course will keep a daily journal of their course-related experiences which will be reviewed by the instructor. They will also write a series of short papers on selected koan from The Mumonkan. The course will meet from 9am--Noon on Monday, Wednesday and Friday. Anyone wishing to take this course must submit a paragraph stating their purpose for doing so. Up to ten students will be accepted for this course and all are eligible, including those who have taken a prior Winter Study Zen course taught by this instructor. Adjunct Instructor Bio: Williams '62. Retired psychiatrist. Zen practitioner for 48 years, 17 as a monk.

Class Format: mornings

Requirements/Evaluation: journal review; four 2-page papers

Prerequisites: submission of a paragraph stating purpose in taking this course

Enrollment Limit: 10

Enrollment Preferences: paragraph of purpose

Materials/Lab Fee: $121 plus cost of books

Attributes: EXPE Experiential Education Courses

REL 14 (W) Mountain Religion

Sacred mountains play a central role in the founding myths of many religious traditions. Mountains such as Sinai, Olympus, and Kailash are considered divine abodes, entry into which confers spiritual powers. For many religious practitioners, pilgrimage to and practicing in and around the mountains provides a special opportunity to encounter the gods and acquire spiritual benefits. In this comparative course, we will explore the special role and function of mountains in Buddhism, Hinduism, Judaism, and Islam, with a special focus on contemplative practices from Japan’s Shugendo tradition and the kaihogyo nighttime hikes of Tendai monks, circumambulation of Himalayan peaks and mantra recitation, and pilgrimage journeys. Class will meet for three 2-hour sessions per week. Readings will consist mostly of journal articles and selections from books, with a 5-page reflective paper due at the end of the course. Depending on the weather, we will take advantage of the surrounding mountains for short contemplative hikes, applying some of the practices we will study.

Class Format: mornings

Requirements/Evaluation: 5-page paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: lottery

Materials/Lab Fee: $75

Attributes: EXPE Experiential Education Courses
REL 17 (W) How to Write Auto-Fiction
Crosslistings: REL17 / ENGL17

Primary Crosslisting
You glanced eagerly over the course descriptions, looking for something that would allow you finally, at last, to wrestle with the ridiculous assumption that those literary genres-namely, "Fiction" and "Non-Fiction"-had intrinsically established identities and clear bounds. You wanted the class that would allow you to write the truth as you experienced it, the truth that was not entirely dependent on facts as markers of truth, but also not so flimsy as to bend in the gentle breeze of every casual opinion. Your eyes stopped on the title, "How to Write Auto-Fiction," and your attention was piqued. Will it all be written in the second person? you wondered, a thought that had you a little concerned, but the professor calmly stepped in to assure you that no, it would not, in fact it would be best if you avoided that particular narrative mode entirely. You would be focusing on writing stories from your life (10-20 pages each), narrated in the first-person, not entirely factual, but certainly not false. They would be workshopped by your peers, revised, and resubmitted. You would come to class ready to write on the first day, and you would be ruthless in your revisions of shitty first drafts. Adjunct Instructor Bio: Dalena Storm is local writer of fiction and non-fiction. She earned her BA from Williams College and her MFA from Bennington College where she participated in a number of combined workshops on memoir and fiction, and she began to explore the space between the genres in her own fiction in addition to completing a memoir.

Class Format: afternoons
Requirements/Evaluation: two stories (10-20 pages) and two revisions (10-20 pages)
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: email explaining reasons for interest in the course to Dalena.Storm@gmail.com
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

REL 24 (W) Touring Black Religion in the 'New' South
Crosslistings: ENVI24 / AFR24 / REL24

Secondary Crosslisting
In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about "Negro culture in the South." Hurston's reply, without hesitation, was the central and gulf coast of Florida because she believed there, "it was possible for [her] to get a cross section of the Negro South in one state." Hurston traveled directly to Eatonville, the town she eventually claimed as her birth home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion. Taking Hurston's lead, this course will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?: (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique? To answer these questions, we will travel to Florida's west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the 'New South' including a small mainstream denominational church in Talleveast Florida; a Pentecostal-Holiness church in St. Petersburg, Florida; and a mega-church in Eaton, Florida. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. A 200-page course packet will contextualize the trip.

Class Format: travel
Requirements/Evaluation: based on an electronic field journal, participation in weekly colloquies, and an oral presentation
Prerequisites: none; not open to first-year students
Enrollment Limit: 8

Enrollment Preferences: majors and concentrators in Africana Studies, Religion, and Environmental Studies; students with a background in ethnographic methods; application essays and interviews

Materials/Lab Fee: cost to student: $3362

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01  TBA  Rhon S. Manigault-Bryant, James A. Manigault-Bryant

REL 25 (W) Yoga and Meditation in India: Theory and Practice

This course delves into the theory and practice of both Hindu and Buddhist yoga in their land of origin, India. In the first half, we stay in the North Indian town of Rishikesh, one of the main centers of Hindu yoga today, located on the banks of the Ganges River. There we practice yoga and meditation daily, study yoga philosophy, and visit leading yoga centers. In addition, we volunteer daily at Mother Miracle Community Development Program, where a K-12 school is dedicated to teaching exceptionally intelligent poor children. In the second part of the course, we travel to South India and stay at Sera Je Monastic University, the largest center of Tibetan Buddhist monastic learning in India. There we continue our daily practice of yoga and meditation, and study with a Tibetan monastic scholar the theory of Tibetan Buddhism. In the afternoons students volunteer with Tibetan students and visit Tibetan service organizations in the area. In this way we gain a solid overview of the practice of yoga and meditation in India. We come to appreciate and learn from the people upholding the living traditions of yoga, as well as helping these people to strengthen the education that will allow them to interact with the global world. Required Reading: The Path to Enlightenment by The Dalai Lama; Yoga and the Luminous: Patanjali's Spiritual Path to Freedom by Christopher Key Chapple; selected articles about yoga and contemporary yoga exchanges. Adjunct Co-Instructor Bio: Tasha Judson, M.Ed., is a certified alignment oriented Hatha yoga teacher and authorized meditation teacher. She has directed Tasha Yoga studio in Williamstown since 2003.

Class Format: travel

Requirements/Evaluation: 10-page paper; daily journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 10

Enrollment Preferences: interview

Materials/Lab Fee: $3,327

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01  TBA  Georges B. Dreyfus, Natasha Judson

REL 361 (F) Zen and the Art of American Literature

Crosslistings: ENGL312 / REL361 / AMST361 / COMP361

Secondary Crosslisting

In 1844, the Transcendentalist magazine, The Dial, published an excerpt from the Lotus Sutra, translated into English by a young writer named Henry David Thoreau. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like Middle Passage, A Tale for the Time Being, and Lincoln in the Bardo. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend 20-30 minutes each week practicing and reflecting upon those practices during class hours. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.
Class Format: seminar
Requirements/Evaluation: a weekly meditation journal, various informal in-class and take-home writing assignments, a final 12- to 15-page essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any literature course at Williams or permission of the instructor
Enrollment Limit: 30
Enrollment Preferences: if the course is over-enrolled, students will be asked to send the instructor an email explaining their reasons for wanting to take this course; these expressions of interest will be used to determine the final course roster; no first year students
Expected Class Size: 30
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under REL or AMST
Attributes: ENGL Literary Histories C; EXPE Experiential Education Courses

Fall 2018
SEM Section: 01    M 7:00 pm - 9:40 pm     Bernard J. Rhie
Spring 2019
SEM Section: 01      Cancelled

RLFR 13 (W)  Creative Portraiture in the Darkroom
Crosslistings: ARTS13 / RLFR13
Primary Crosslisting
In this course we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use a view camera (a large format camera used shortly after the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, and sensitive media and use them as tools to make creative portraits in the darkroom. By the end of the course students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Adjunct Instructor Bio: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Photaumnales in Beauvais, France and at the Biennale Internationale des rencontres Photographiques de Guyane.
Class Format: mornings
Requirements/Evaluation: 2- to 3-page paper; formal public exhibit
Prerequisites: knowledge of black and white analog photography is preferred, but not required
Enrollment Limit: 10
Enrollment Preferences: Art major and minors then random
Materials/Lab Fee: $120
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    WRF 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Daniel Goudrouffe

RUSS 25 (W)  Williams in Georgia
Crosslistings: RUSS25 / SPEC25
Primary Crosslisting
Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at The Georgian Times, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-Tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their internship experience. Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics, including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makanin.

Class Format: travel
Requirements/Evaluation: 10-page paper
Prerequisites: none; knowledge of Russian or Georgian is not required; not open to first-year students
Enrollment Limit: 8
Enrollment Preferences: interested students must attend an informational meeting and submit a short essay about their interest in the course
Materials/Lab Fee: $2785
Distributions: (D1)
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01    TBA    Vladimir Ivantsov

SCST 250 (S)  Environmental Justice  (DPE)
Crosslistings: ENVI250 / SCST250
Secondary Crosslisting
How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Class Format: seminar
Requirements/Evaluation: several short essays, final essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI101 or permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.
Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm    Laura J. Martin
SCST 265 (F)  Digital Performance Lab
Crosslistings: THEA265 / SCST265

Secondary Crosslisting
A collaborative laboratory investigating the intersection of live art and new media, this studio course explores the opportunities for (and problems of) performing through various media. Using audio, video, web-based, interactive, algorithmic, and analog platforms, students will perform research and create performances that examine liveness, broadcasting, digital stages, networking, and what it means to be both a spectator and a maker in the digital age. Students will develop technical and collaborative skills in artistic and new media production, gain fluency in contemporary theories of liveness, performance, and visual culture, and will research historical and current trends in mediatized performance practices. Platforms/technologies/media forms that may be considered include Twitter, live radio, in-ear monitors, algorithmic composition, bots, video games, live streaming, VJ software, interactive audio, sensors, soundwalks, Snapchat, VR, and surveillance.

Class Format: studio and lab
Requirements/Evaluation: bi-weekly projects and presentations, bi-weekly 2-page critical writing assignments, class participation, work ethic, and collaborative skills
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: none
Expected Class Size: 6
Materials/Lab Fee: $100
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under THEA; meets Division 2 requirement if registration is under SCST
Attributes: EXPE Experiential Education Courses

Fall 2018
STU Section: 01  W 1:10 pm - 3:50 pm  Emily E. Rea
STU Section: 02  T 1:10 pm - 2:25 pm  Emily E. Rea

SCST 370 (F)  Medicine, Pathology, and Power: An Ethnographic View  (DPE) (WI)
Crosslistings: SCST370 / ANTH371 / WGSS371

Secondary Crosslisting
How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation—also known as as ‘deep hanging out.’ Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Class Format: seminar
Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

Attributes: EXPE Experiential Education Courses; PHLH Methods in Public Health; SCST Related Courses;

Fall 2018
SEMC Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SOC 15 (W) Photographic Literacy and Practice
Crosslistings: ANTH15 / SOC15

Primary Crosslisting

When you look at a photograph, what is it really saying? How can you make photograph that says what you mean? This course will educate students on the concepts of photographic seeing and visual literacy, while also training students to apply these concepts to their own photography. In class we will review historical and contemporary photography, photobooks, and other sources of visual inspiration. Students will conceptualize and photograph a project of their own choosing. Students will learn to defend their work during in-class critiques, and at the end of the course the class will design and produce an exhibition of their photography. Outside of class, students will be expected to photograph on their own in the Williamstown area and access to a car may be helpful.

Class Format: three times per week--Mondays and Fridays from 10am-12pm and Wednesdays from 1pm-5pm

Requirements/Evaluation: final project; formal public exhibit

Prerequisites: none, but students must own or borrow a digital camera (a DSLR with a 35mm lens is ideal, but compact cameras will also work)

Enrollment Limit: 12

Enrollment Preferences: students can email me

Materials/Lab Fee: $0

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MF 10:00 am - 11:15 am W 1:00 pm - 6:00 pm PORG 1:00 pm - 5:00 pm Ben Brody

SOC 236 (S) Making Things Visible: Adventures in Documentary Work
Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Primary Crosslisting

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Class Format: seminar

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent
**Extra Info**: may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites**: none

**Enrollment Limit**: 12

**Enrollment Preferences**: Anthropology and Sociology majors

**Expected Class Size**: 12

**Department Notes**: In addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work.

**Distributions**: (D2)

**Distribution Notes**: meets Division 2 requirement if registration is under AMST or SOC; meets Division 1 requirement if registration is under ARTH or ENGL

**Attributes**: EXPE Experiential Education Courses; FMST Related Courses

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**SOC 240 (F) Performing Masculinity in Global Popular Culture**

**Crosslistings**: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

**Secondary Crosslisting**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

**Class Format**: seminar

**Requirements/Evaluation**: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

**Prerequisites**: none

**Enrollment Limit**: 20

**Enrollment Preferences**: in the event of over-enrollment, a short statement of interest will be solicited

**Expected Class Size**: 20

**Distributions**: (D2)

**Distribution Notes**: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

**Attributes**: EXPE Experiential Education Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives

**Not offered current academic year**

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**SPEC 13 (W) Cooking for the Real World**

**Crosslistings**: PHYS15 / SPEC13

**Secondary Crosslisting**

The course assumes you know nothing about cooking, and, with that in mind, will focus on the basics. The course will teach you how to prepare simple, healthy, and delicious food. You'll learn about basic knife skills, sanitary kitchen practices, cooking equipment and menu planning. Some of the foods you will learn to make during the course of winter study will include Mac 'n Cheese, quick breads, soups and salads, pie crusts and cookies.
Time permitting, we may take a field trip to a local farm. You will also get to meet with some local chefs to help you understand why everything we do revolves around food. The reading list will include: *Kitchen Confidential*, by Anthony Bourdain, *The Flavor Bible: The Essential Guide to Culinary Creativity, Based on the Wisdom of America's Most Imaginative Chefs*, by Karen Page and Andrew Dornenburg, and one of the basics cookbooks.

**Class Format:** MWF 3-5:30pm

**Requirements/Evaluation:** daily journal and a final cooking demonstration

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** limited to juniors and seniors but would like an email from the students applying on what food means to them

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

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**SPEC 15 (W) Self Care: Exploring Acupressure, Reflexology and Aromatherapy**

**Crosslistings:** MATH15 / SPEC15

**Secondary Crosslisting**

Learn techniques to take care of yourself and others! In this course, students will explore acupressure and reflexology through hands-on practice with partners. Modalities will first be demonstrated by the instructor, and then will be reinforced through in-class practice. The course will also cover essential oils and the chemistry behind aromatherapy, studying chemical families and their main characteristics. With this knowledge, students will create custom aromatherapy blends to address specific health issues. These blends will be made in class, and can be taken home. This class is designed to be useful to students and their loved ones, providing the student with tools to cope with life events. The focus will be on using acupressure, reflexology and aromatherapy to help with stress, anxiety, sleep, skin health, and sickness. Assigned reading and/or online videos will be required to prepare for each class. In addition, students will complete 16 hours of acupressure and reflexology practice outside of class on volunteers. These hours will be signed off on a log sheet by the volunteers. In-class assessments of techniques will also occur. Each student will prepare at least one presentation to share with the class. Adjunct Instructor Bio: Graduate studies in zoology took Jennifer Turek to the University of Otago in New Zealand, where she also attended the Lotus College of Natural Therapies. After graduating, Jennifer opened up her business, Koru Therapies first in New Zealand, then California and now in Williamstown, MA. Jennifer provides a custom holistic health experience which is a unique blend of Eastern, Western, Kiwi and American techniques that is unlike what most have experienced before.

**Class Format:** mornings

**Requirements/Evaluation:** 16 out-of-class logged practice hours are required leading up to an in-class practical assessment for the acupressure and reflexology components of the course

**Extra Info:** the aromatherapy portion of the class will be evaluated by a presentation to the class on a particular aspect of aromatherapy and also in-class completion of specific tasks and products

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** if overenrolled, students will be selected based on emailing the instructor the reasons behind choosing this course; preference will be given to seniors, and also to students with immediate wellness needs

**Materials/Lab Fee:** $20 plus cost of books

**Attributes:** EXPE Experiential Education Courses

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**SPEC 19 (W) Healthcare Internships**

Experience of a clinical environment is essential to making the decision to enter the health professions. Through this internship, students clarify their understanding of the rewards and challenges that accompany the practice of medicine (human and animal) and dentistry. Generally, a shadowing
experience focuses on provider-patient interactions within out-patient and in-patient settings. These experiences provide students with the opportunity to observe clinical interactions, as well as to learn about the systems within which healthcare is delivered. Students will also be introduced to core concepts of population health, providing a broad perspective on health outcomes within a geographic region and expanding their perspective on the individual clinical interactions which they observe. This course will encourage participants to reflect on their clinical experiences with a dual focus- from the perspective of the individual provider-patient relationship and within a systems-level context. Weekly didactic sessions (3) will focus on "substance abuse" as a thematic construct for the discussion of related chronic and acute conditions frequently encountered in clinical and social/behavioral contexts. The thematic focus on substance abuse will allow students to reflect on their clinical experiences across a wide range of clinical specialties and also to engage in discussion of a public health crisis affecting quality of life across the lifespans of Berkshires residents. By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions. Students will also demonstrate an enhanced awareness of the systems through which medical care is delivered and the challenges of health care delivery within a rural community. Students will also be expected to reflect on their clinical experiences through didactic sessions and case presentations, as well as in a final paper. Adjunct Instructor Bio: Barbara Fuller is the Director of Science and Health Professions Advising.

Class Format: Students are shadowing healthcare providers for 20-25 hours per week.

Requirements/Evaluation: 10-page paper

Prerequisites: must be at least a sophomore, on the "premedical" track, and in good standing

Enrollment Limit: 30-35

Enrollment Preferences: seniors have preference

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TBA Barbara K. Fuller

SPEC 21 (W) Experience the Workplace; an Internship with Williams Alumni/Parents

Field experience is a critical element in the decision to enter a profession. Through this internship, students can clarify their understanding of the rewards and challenges that accompany the practice of many different aspects within a profession, and understand the psychology of the workplace. Internship placements are arranged through the Career Center, with selected alumni and parents acting as on-site teaching associates. The expectation is that each student will observe some aspect of the profession for the better part of the day, five days per week. It is also expected that the teaching associate will assign a specific project to be completed within the three-to-four week duration of the course depending upon appropriateness. Participation in this winter study will require the student to quickly assess the work environment, make inferences about corporate culture, performance norms and expectations, and to take initiative not only to learn from this experience, but also to contribute where and when appropriate. Understanding the dynamics within a work environment is critical to success in any organization and this hands-on experience will illuminate lessons learned in the classroom. Upon completion of the winter study, it is expected that the student write a thorough report evaluating and interpreting the experience. Students will be required to read one of two books selected for this course. There will also be reading selected from such works as What Should I do with My Life? by Po Bronson, 2003 and Working by Studs Terkel, 2004. Interested students must attend an information meeting in late September or early October and follow up with Dawn Dellea if students have questions about specific internships listed in the SPEC 21 syllabus. Application are submitted via Handshake.

Class Format: At least 30 hours per week, 5 days per week, 6 hours per day

Requirements/Evaluation: completion of readings, daily journal, and a 5- to 7-page expository review and evaluation that will become public record as a resource for other students

Prerequisites: qualifications for internships

Enrollment Preferences: placements will be determined by the individual alum or parent sponsor based on application and possible telephone interview

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TBA Dawn M. Dellea
**SPEC 22 (W) Outdoor Emergency Care**

The course will develop the technical proficiency and leadership skills required to effectively and efficiently administer emergency medical care in outdoor and wilderness environments. Successful completion of all 3 sections of the course, along with demonstrating ski/snowboard proficiency, can lead to certification as a member of the National Ski Patrol. The course is based upon 1. National Ski Patrol's Outdoor Emergency Care (5th Edition), a curriculum containing textbook/web-based learning and hands-on, practical skill development 2. CPR for the Professional Rescuer 3. Approximately 18 hours of outdoor training in Ski Patrol rescue techniques. Specifically, the course teaches how to recognize and provide emergency medical care for: Wounds and Burns; Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion); Musculoskeletal Trauma (e.g., breaks, sprains, etc.); Shock, Respiratory, Poisoning, Substance abuse emergencies; Medical emergencies (e.g., heart attack, stroke, seizures, etc.). The course will teach the use of various splints, bandages, and other rescue equipment as well as methods of extrication, use of oxygen, and how to deal with unusual emergency situations such as mass casualty incidents. On-line and textbook learning will be supplemented by classroom work that includes lectures, videos, and hands-on skill development and practice. There will be a written and practical final exam. The outdoor portion of the course includes rescue toboggan handling, organization and prioritization of rescue tasks, and practical administration of emergency care in the outdoor environment. Each week there will be ~15 hours of classroom work plus ~8 hours of practical outdoor work at Jiminy Peak ski area. Homework (online and textbook based) will be required. Attendance at all classes is mandatory. The course is limited to 16 students, chosen based on ski/snowboard interest and ability as well as prior first aid experience. Adjunct Instructor Bio: Thomas Feist ('85) is a 35-year ski patroller, certified OEC Instructor and Instructor Trainer. He has taught chemistry at Williams College and served as acting director of the Williams Outing Club in 1990-91.

**Class Format:** mornings

**Requirements/Evaluation:** final written and practical exam

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** ski/snowboard interest and ability as well as prior first aid experience

**Materials/Lab Fee:** $175 plus cost of textbook (~$100)

**Attributes:** EXPE Experiential Education Courses

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**SPEC 24 (W) Transformative Moments in the Education of a Preschool Child**

This course will provide an opportunity for immersion in the life of a preschool community in the Bronx. Future of America Learning Center (FALC) is a nationally-accredited program that is recognized for its quality and standard of excellence in the field of Early Childhood Education. Students from varied educational institutions, teachers and instructional coaches are recommended by the Department of Education to visit FALC's classrooms to observe, experience and learn about the Plant-a-Dream curriculum. Winter Study students will actively participate in the daily classroom activities with the children in order to develop a sense of best practices in Early Childhood Education. Students will live with families whose children are in the program, in the model of Gaudino's experiential learning, to access a deeper sense of context and a better understanding of the issues facing children and families from this community. Opportunities for dialogue between families, staff, and students, will also be central to the learning experience. Furthermore, our mentors will guide students in robust self-reflection, as well as inquiry into the environment in which they are immersed, and the personal meaning derived from these experiences. More information about FALC and the course mentors can be found at https://goo.gl/PEJsoq.

**Requirements/Evaluation:** 5-page summary paper, daily journal

**Prerequisites:** none

**Enrollment Limit:** 4

**Enrollment Preferences:** by interview

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses; TRVL Winter Study Travel Course

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Winter 2019

LEC Section: 01 M-F 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Thomas P. Feist

Winter 2019

TVL Section: 01 TBA Randall S Thomas
**SPEC 25 (W) Williams in Georgia**

Crosslistings: RUSS25 / SPEC25

Secondary Crosslisting

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their internship experience. Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics, including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makanin.

**Class Format:** travel

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none; knowledge of Russian or Georgian is not required; not open to first-year students

**Enrollment Limit:** 8

**Enrollment Preferences:** interested students must attend an informational meeting and submit a short essay about their interest in the course

**Materials/Lab Fee:** $2785

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses; TRVL Winter Study Travel Course

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**SPEC 26 (W) Field Work in a Bay Area Start-Up**

This course is designed to give students insight into how technology start-ups work and as a chance to practice their problem-solving skills and gain deeper insight into the customer discovery process. The course will start in Williamstown with a review of idea development tools used in today's start-up environment, particularly those pioneered by Stanford d.School such as the Lean Start-up method, Business Model Canvas and Design Thinking. Reading will include *The Lean Start-up* by Eric Ries, *Zero to One* by Peter Thiel and Edward deBono’s *Thinking Course* as well as articles and podcasts. The class will be split into three teams of four students and paired with a Bay Area start-up looking to enter a new market, a new customer segment or are considering certain product modifications. The student teams will work on identifying customer needs, qualifying customer feedback and making recommendations to management. The class will tap into the strong Bay Area alumni network which will allow for visits to several different start-ups and fast-growing tech companies and compare how they approach their markets. The final project will be a ten-minute presentation to management. Student should submit a short statement of why they would like to participate and what they expect to learn. Adjunct Instructor Bio: Entrepreneur-in-Residence at Williams.

**Class Format:** travel

**Requirements/Evaluation:** 5-page paper; final project; short summaries of customer interactions

**Prerequisites:** none; not open to first-year students

**Enrollment Limit:** 12

**Enrollment Preferences:** preference will be given to students with a demonstrated interest in entrepreneurship

**Materials/Lab Fee:** $2,800

**Attributes:** EXPE Experiential Education Courses; TRVL Winter Study Travel Course

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Winter 2019

TVL Section: 01 TBA Vladimir Ivantsov

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Winter 2019

TVL Section: 01 TBA Tonio Palmer
SPEC 28 (W) Class of 1959 Teach NYC Urban Education Program

Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at $400 for the term. Further assistance is available for financial aid students. Adjunct Instructor Bio: Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

Class Format: wsp internship
Requirements/Evaluation: Evaluation will be based on a journal and a 5-page paper
Prerequisites: prerequisites: Sophomore, Junior or Senior standing; not open to first-year students
Enrollment Limit: 12
Enrollment Preferences: statement of interest
Materials/Lab Fee: $400
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TBA Tracy Finnegan

SPEC 35 (W) Making Pottery on the Potter's Wheel

Learning to form pottery shapes with your hands on the potter's wheel is challenging but accessible to any student who invests time and effort. This is a very old-fashioned skill--archaeologists tell us potter's wheel skills were widespread in world culture by 3000 BCE. YouTube videos will not help you to learn the subtle hand positions and pressures needed to succeed in shaping symmetrical pleasing forms. A teacher/coach will help you understand and learn these skills, but it is up to you to apply yourself with repeated practice, patience and persistence. Each class will begin with an explanatory demonstration followed by student practice on the potter's wheel. Woven into pottery making demonstrations will be presentations, in response to student interest, on various topics relating to the science and history of pottery making. Every student will have exclusive use of a potter's wheel for each class. Pottery making classes will be held in the mornings, 9 AM to 12:00 PM, at Oak Bluffs Cottage Pottery in Pownal, Vermont. We will use both stoneware and porcelain clay bodies, and will work on mugs, bowls, pitchers, plates, jars, lids, vases, and bottles, and will finish these shapes by trimming and adding handles, lugs, lids, spouts, and knobs. We will also work on hand-building projects. Early in the Winter Study Session there will be a 1.5-hour slide presentation held one afternoon at a location on campus. After the tenth pottery making class meeting, all completed work will be kiln-fired to biscuit, approximately 1750F. The eleventh meeting will be devoted to glazing your biscuited pieces. Glazing techniques will include pouring, dipping, layering, brushing, and stamping, and using wax resist and other masking techniques to develop pattern and design. The completed work will then be glaze-fired to cone 5, approximately 2150F. The last meeting, held at Oak Bluffs Cottage Pottery early in the new semester, will be devoted to a "final project positive-orientation critique" in the studio of your finished work. Adjunct Instructor Bio: Ray Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont, 10 minutes north of the Williams College campus. All class meetings except the slide show take place at Oak Bluffs Cottage Pottery. Learn more about Ray Bub at www.raybub.com

Class Format: mornings, 9am-12pm; plus 1 afternoon powerpoint slide presentation, and 1 final 1-hour critique session early in the spring semester at times to be arranged
Requirements/Evaluation: attendance at all class sessions and enthusiasm for learning the craft of pottery making
Prerequisites: none
Enrollment Limit: 9
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: $385
Distributions: (D1)
Attributes: EXPE Experiential Education Courses
STAT 12 (W)  writing sample and brief application  
Crosslistings: MUS12 / STAT12  

Primary Crosslisting 

_The Sacred Harp_ is a tunebook, a style, a community, and a tradition. One of the most distinctly American forms of music, with a continuous tradition dating back over 150 years, shape-note music continues to be sung in amateur communities around the country—and increasingly, the world. In the reading portion of the course, we will study the history and current culture of shape-note singing. We will discuss issues of tradition and community, including shifts and tensions with respect to geographical region, religious affiliation, and race. Meanwhile, we will engage in the actual practice of shape-note singing. For those with little formal training in music, this will include a quick introduction in the basics of music, but it will also highlight unique aspects of the Sacred Harp style in comparison to Western classical music, including the four-shape system of solfège. In addition to singing in class, we will visit one of the regular weekly singings in Northampton (mandatory). For the final project, students will have the opportunity to write a paper analyzing the tradition or stylistic aspects of the music; to write one or more tunes and compare them stylistically to those found in _The Sacred Harp_; or to undertake a quantitative analysis of the tunebook's music and its use in recorded singings. Assignments throughout the course will include smaller versions of these varied options, including short composition exercises and responses to the readings.  Adjunct Instructor Bio: Micah Walter received his A.M. in Music from Harvard University and his B.A. in Music and Linguistics from Haverford College. He is interested particularly in non-performative forms of music, and the impact music and community have on each other. He feels strongly that all people, regardless of training, should be able to participate in music-making in a fulfilling way. An active Sacred Harp singer, he has attended all-day singings and conventions in seven states and written over thirty tunes. 

Requirements/Evaluation: 10-page paper; final project; musical composition with commentary

Prerequisites: some previous singing or music-reading experience helpful

Enrollment Limit: 30

Enrollment Preferences: seniority

Materials/Lab Fee: $10 plus cost of books

Attributes: EXPE Experiential Education Courses

THEA 14 (W) Classic and Contemporary Musical Theater  
Crosslistings: MUS14 / THEA14  

Secondary Crosslisting 

This Winter Study will give participants an opportunity to study and perform numbers for one or more singers in great American musicals and European light operas. You have sung a solo, you have sung in chorus—now practice the exacting art of singing an ensemble on stage. The course will culminate with a performance of ensembles, solos, and duets from a variety of musical theater shows. Other ensembles from European models may also be included. Singers, actors, and pianists are all welcome to participate. The course is intended especially for singers who wish to have some stage time, and for actors who wish to work on their singing. Adjunct Instructor Bio: Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill’s "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an Associate Artist in the Music Department at Williams College. He can be reached at kklbler@williams.edu.

Class Format: afternoons

Requirements/Evaluation: a student may fulfill the requirements of the course by performing challenging numbers from the great American songbook in the final class public performance

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: the instructor will communicate with those wishing to register either in person or via email

Materials/Lab Fee: none
THEA 15 (W) Shadow Puppetry
Crosslistings: ARTS15 / THEA15

Primary Crosslisting

The ancient art of shadow puppetry has seen a resurgence in contemporary art and theater. William Kentridge writes, “It is in the very limitations of shadows that we learn...It is in the gap between the object and its representation that the image emerges, the gap we fill in.” In this course, students will explore a range of techniques in shadow theater and build towards a culminating performance. We will survey the history of the form, from Asian traditions such as wayang kulit, through Victorian shadow plays, to the uses of shadow by contemporary theater makers and artists (e.g. William Kentridge, Kara Walker). Shadow puppeteer Karen Zasloff and visiting artists will guide students in creating shadow imagery from flat cutouts, sculpted objects and their bodies, and choreographing scenes on a classroom overhead projector and translucent screen. In small groups, we will interpret excerpts of prose and poetry through these handmade projections, exploring relationships among text, image sequences and music, culminating in a public performance. We will meet three times/week for three-hour sessions, with additional supervised lab and rehearsal periods according to our needs. Some basic equipment will be supplied, but students will be expected to purchase some of the materials. Adjunct Instructor Bio: Karen Zasloff has created performances in the US and abroad with shadows, toy theater, giant puppets and video, on themes of political violence and the unconscious. She has performed in NY at PS1, Saint Ann's Warehouse, National Sawdust, PS122 and Here Arts Center, and for 20 years with the Bread and Puppet Theater. Her drawings feature in “Banished”, which premiered at Sundance 2007. Recent projects focus on Rwanda and South Africa, including a Fulbright with the Handspring Puppet Company.

Requirements/Evaluation: short presentations and works in progress
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: students will be asked to submit a letter of interest
Materials/Lab Fee: $215
Attributes: EXPE Experiential Education Courses

THEA 20 (W) Performing Self-Portraiture in the Age of Instagram
Crosslistings: THEA20 / WGSS20 / ARTS20

Primary Crosslisting

What does it mean to represent your own body? How do we craft compelling performances of self in a social media marketplace that treats our bodies as currency? In this studio course, we look at the lineage of the self-portrait and the role it plays in the creation of our personal mythologies. We will consider the work of Frida Kahlo, Cindy Sherman, Carrie Mae Weems, Jacobly Satterwhite, Kim Kardashian West and others. How have artists, now and in the past, turned the camera on themselves? Is it possible to subvert the gendered and racialized gaze? Students will create their own kinetic self-portraits, exploring forms such as looping video, gifs, stop-motion, and animation. Adjunct Instructor Bio: Kameron Neal is a queer Black video artist and performance-maker based in NYC. His work has been seen and developed at Ars Nova, BAM, La MaMa, New York Theatre Workshop, Soho Rep., Digital Graffiti Festival, Vox Populi and Yale's Center for Contemporary Arts and Media. Kameron has also designed campaigns for The Public Theater, Joe's Pub, Under the Radar Festival, and Shakespeare in the Park, with the creative direction of Pentagram partner, Paula Scher.

Class Format: afternoons
Requirements/Evaluation: final performance
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: if overenrolled, students will be selected by submitting a brief statement of interest
THEA 241 (F) Performing Masculinity in Global Popular Culture

Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Secondary Crosslisting

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

Attributes: EXPE Experiential Education Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

THEA 265 (F) Digital Performance Lab

Crosslistings: THEA265 / SCST265

Primary Crosslisting

A collaborative laboratory investigating the intersection of live art and new media, this studio course explores the opportunities for (and problems of) performing through various media. Using audio, video, web-based, interactive, algorithmic, and analog platforms, students will perform research and create performances that examine liveness, broadcasting, digital stages, networking, and what it means to be both a spectator and a maker in the digital age. Students will develop technical and collaborative skills in artistic and new media production, gain fluency in contemporary theories of liveness, performance, and visual culture, and will research historical and current trends in mediatized performance practices. Platforms/technologies/media forms that may be considered include Twitter, live radio, in-ear monitors, algorithmic composition, bots, video games, live streaming, VJ software, interactive audio, sensors, soundwalks, Snapchat, VR, and surveillance.

Class Format: studio and lab

Requirements/Evaluation: bi-weekly projects and presentations, bi-weekly 2-page critical writing assignments, class participation, work ethic, and collaborative skills

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: none
THEA 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Crosslistings: THEA330 / COMP330 / AMST331

Primary Crosslisting

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafcadio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Class Format: seminar

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: none

Expected Class Size: 10

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST

Attributes: AMST Arts in Context Electives; AMST Space and Place Electives; EXPE Experiential Education Courses; FMST Related Courses

Not offered current academic year

THEA 335 (F) The Culture of Carnival

Crosslistings: COMP338 / THEA335

Primary Crosslisting

Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Class Format: studio

Requirements/Evaluation: students will be evaluated on regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade.

Prerequisites: none

Enrollment Limit: 20
**THEA 385 (S) The Sculptural Costume and It's Performance Potential**

Crosslistings: THEA385 / ARTS385

Secondary Crosslisting

A team-taught studio art / theatre course designed to explore the rich territory of the wearable sculpture and its generative role in art and performance. From ritual costumes, to Carnival, to Dada performance, to Bauhaus dance, to Helio Oiticica's Parangole, and Nick Cave's sound-suits, there has been a rich tradition where sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities within this collaborative practice. The students will produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

**Class Format:** studio

**Requirements/Evaluation:** evaluation will be based on the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** successful completion of any 200-level course in art studio or performing arts, or permission of the instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Art and Theater majors

**Expected Class Size:** 12

**Materials/Lab Fee:** $125

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

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**WGSS 113 (F) The Feminist Poetry Movement** (DPE) (WI)

Crosslistings: ENGL113 / WGSS113 / AMST113

Secondary Crosslisting

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** seminar; discussion, some lecture, project work in archives and art gallery
**Requirements/Evaluation:** three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

**DPE:** This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; EXPE Experiential Education Courses; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

**Fall 2018**

**SEM Section:** 01    TR 8:30 am - 9:45 am    Bethany Hicok

**WGSS 20 (W) Performing Self-Portraiture in the Age of Instagram**

**Crosslistings:** THEA20 / WGSS20 / ARTS20

**Secondary Crosslisting**

What does it mean to represent your own body? How do we craft compelling performances of self in a social media marketplace that treats our bodies as currency? In this studio course, we look at the lineage of the self-portrait and the role it plays in the creation of our personal mythologies. We will consider the work of Frida Kahlo, Cindy Sherman, Carrie Mae Weems, Jacobly Satterwhite, Kim Kardashian West and others. How have artists, now and in the past, turned the camera on themselves? Is it possible to subvert the gendered and racialized gaze? Students will create their own kinetic self-portraits, exploring forms such as looping video, gifs, stop-motion, and animation. Adjunct Instructor Bio: Kameron Neal is a queer Black video artist and performance-maker based in NYC. His work has been seen and developed at Ars Nova, BAM, La MaMa, New York Theatre Workshop, Soho Rep., Digital Graffiti Festival, Vox Populi and Yale's Center for Contemporary Arts and Media. Kameron has also designed campaigns for The Public Theater, Joe’s Pub, Under the Radar Festival, and Shakespeare in the Park, with the creative direction of Pentagram partner, Paula Scher.

**Class Format:** afternoons

**Requirements/Evaluation:** final performance

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** if overenrolled, students will be selected by submitting a brief statement of interest

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

**Winter 2019**

**LEC Section:** 01    TW 1:00 pm - 3:50 pm    PORG 1:00 pm - 3:50 pm    Kameron B. Neal

**WGSS 240 (F) Performing Masculinity in Global Popular Culture**

**Crosslistings:** LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

**Primary Crosslisting**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking:
does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar
Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited
Expected Class Size: 20
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Attributes: EXPE Experiential Education Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives
Not offered current academic year

WGSS 25 (W) Community Mobilization in Senegal for Public Health and Economic Empowerment
This class will take a group of 6 students to Senegal to learn about successes and challenges in grassroots organizing, with a focus on the interrelated areas of public health--especially HIV and AIDS--women's rights, and economic empowerment, including through cooperatives. We will build on established relationships in Senegal, where the instructor has taken several groups of students since 2006. That country has many lessons to teach, as a majority Muslim culture with a female Prime Minister where women have created and continue to build cooperatively owned enterprises, a West African country that has consistently kept the rate of HIV prevalence under 1%, and a diverse culture with a democratic tradition of tolerance, even celebration of ethnic difference. Our hosts, ACI's Baobab Center, have a strong record of working with visiting scholars and students to teach them local languages and orient them to Senegalese culture, as well as a deep and well-respected history of capacity-building work with local groups working on HIV, public health, women's rights, and LGBTQ issues. We will spend our first week in Dakar, the capital, with students doing homestays with Senegalese families. We will attend Wolof classes and lectures on local issues as well as visiting NGOs. In our second week we will move inland to the town of Kaolack, where we will be hosted by the Association pour la Promotion de la Femme Sénégalaise, a 30-year-old group with an extensive record of empowerment of village women through strategies ranging from small-scale credit to popular education and theater.
Requirements: Before we leave campus, each student will choose a particular focus for the trip, and do preliminary research to inform their visit--including comparative material about the US. Upon our return to campus we will meet to discuss our findings, and students will write 10-page papers drawing upon existing research as well as our conversations and experiences in Senegal.
Class Format: travel
Requirements/Evaluation: 10-page paper
Prerequisites: none; not open to first-year students
Enrollment Limit: 6
Enrollment Preferences: preference will be given to students with skills in French and a demonstrated interest in public health and/or women's economic empowerment
Materials/Lab Fee: $3,892
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Kiaran Honderich

WGSS 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE) (WI)
Crosslistings: SCST370 / ANTH371 / WGSS371
How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation—also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Class Format: seminar

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to ‘improve’ health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly ‘writing chats’ with instructor.

Attributes: EXPE Experiential Education Courses; PHLH Methods in Public Health; SCST Related Courses;

Fall 2018

SEM Section: 01  W 1:10 pm - 3:50 pm  Kim Gutschow

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Film and Media Studies is a vibrant interdisciplinary field. It studies traditional visual and audio-only forms, such as film, television and radio, as well as new media such as podcasts, video installations, interactive video projects, video games, augmented reality, animation, streaming video and other forms that will undoubtedly emerge in the future. Given the explosive growth in the variety of moving-image media, and their penetration into entertainment, art, science and public discourse, the study of film and related media must encompass a variety of theoretical approaches and must cultivate a number of specific skills in production and analysis. Production and analysis feed into each other, together providing the necessary tools for understanding why and how the moving image generates meaning in the world. The field of film and media studies thus unites numerous aspects of production, theoretical lenses of analysis and interpretation, and critical understanding of the complex relations between media and larger social and cultural forces.

Students interested in Film and Media Studies will naturally take different paths through the numerous relevant courses offered at Williams. It is however strongly recommended that they seek a balance between production courses (most of which are offered by Art Studio, Computer Science, and Theatre) and theoretical courses (offered by numerous departments in Divisions I and II). This will help students to think critically both about and with moving images, in the same way that they think with and about words.

Currently, students interested in film and media can major in the field only through the Contract Major. Guidance on course selection (with or without the aim of completing the contract major in film and media studies) can be sought from the faculty with whom students take the first couple of film and media courses. In addition, professors Morgan McGuire (Computer Science), Bojana Mladenovic (Philosophy), and Shawn Rosenheim (English) have volunteered to serve as advisors to students interested in this field.

**FMST Core Courses**

**AFR 241 (S) The Banlieue in Literature, Music, and Film**

Crosslistings: RLFR240 / AFR241 / COMP281

Secondary Crosslisting

In this course we will read, watch, and listen to various constructions of the banlieue in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

- **Class Format:** seminar
- **Requirements/Evaluation:** journaling, presentation, in-class discussion, and final project
- **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
- **Prerequisites:** RLFR 105 and above
- **Enrollment Limit:** 20
- **Enrollment Preferences:** French majors, certificate, Africana and Comparative literature students
- **Expected Class Size:** 15
- **Distributions:** (D1)
- **Distribution Notes:** meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
- **Attributes:** FMST Core Courses

*Not offered current academic year*

**AFR 261 (F) Haitian and French Caribbean Literatures and Films**

Crosslistings: COMP283 / AFR261 / RLFR261

Secondary Crosslisting

Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking
Caribbean such as the idea of Haiti as the First Black republic and the poorest nation in the Western hemisphere and of Martinique and Guadeloupe as the "French" Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling "intimist" stories (Ferly). This course focuses on the diverging paths by Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus gender, slavery, identity, exile, migration, imperialism, culture, and (non) sovereignty.

Class Format: seminar

Requirements/Evaluation: in-class discussions, journaling, steps towards final project, final project and presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: French majors, French certificate, Africana and Comparative Literature students

Enrollment Limit: 15

Enrollment Preferences: 105 and above, French majors, French certificate, Africana and Comparative Literature students

Expected Class Size: 10

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR

Attributes: FMST Core Courses

Not offered current academic year

AFR 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Crosslistings: AFR283 / AMST283 / WGSS283 / ENGL286

Secondary Crosslisting

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Class Format: seminar

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR or AMST; meets Division 1 requirement if registration is under ENGL

Attributes: FMST Core Courses; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01  W 1:10 pm - 3:50 pm  Kai M. Green

AFR 315 (S) Blackness 2.0: Race, Film and New Technologies

Crosslistings: AMST315 / AFR315 / SCST315
Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of 'new' technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the 'real' vs 'virtual' world; emoji wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation based on participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an original multimedia project.

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 15

**Distributions:** (D2)

**Attributes:** AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses

Spring 2019

**SEM Section:** 01   TR 9:55 am - 11:10 am   Rhon S. Manigault-Bryant

**AFR 321 (F) Trending Black: Race & Social Media in the 21st Century**

The 21st Century ushered in new and exciting ways for people to communicate digitally. With the creation of social media outlets like Facebook, Twitter, Instagram, and more recently Vine, connecting with the world is literally one click, or selfie away. Though much of the attention around social media is focused on people with race and educational privilege, people of color have created their own spaces to curate, articulate, and produce culture. Through the methods of rhetorical criticism, critical discourse analysis, cultural criticism and ethnography, we will investigate the ways Africana cultures, specifically in the United States, utilize social media to shape community and influence popular culture. This course will give students hands-on experience analyzing various texts, and a deeper understanding of rhetorical methodologies.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based upon class participation, response papers, and a final research project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Distributions:** (D2)

**Attributes:** AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses

Not offered current academic year

**AFR 325 (F) Television, Social Media, and Black Women 'Unscripted'**

Crosslistings: AFR325 / WGSS325

**Primary Crosslisting**

Nene Leaks, Shonda Rhimes, Oprah Winfrey, Kerry Washington and now Lavern Cox and Melissa Harris-Perry have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed--these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television ('scripted' and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.
AMST 205 (F)  Chicana/o Film and Video
Crosslistings: LATS203 / ARTH203 / AMST205 / WGSS203
Secondary Crosslisting
Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: film screenings will be scheduled as a lab
Requirements/Evaluation: evaluation will be based on one short paper, mid-term exam, final exam and take home essays
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 20
Distributions: (D2)
Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; ARTH post-1600 Courses; FMST Core Courses; GBST Borders, Exiles + Diaspora Studies Electives; LATS Core Electives

Fall 2018
LEC Section: 01    WF 11:00 am - 12:15 pm M 7:00 pm - 9:40 pm   C. Ondine Chavoya

AMST 229 (S)  Reel Jesus: Reading the Christian Bible and Film in the U.S.A.  (WI)
Crosslistings: REL229 / AMST229
Secondary Crosslisting
In this course we examine some of the ways that Christian biblical narratives have appeared in late twentieth-century and early twenty-first century Hollywood movies, looking in particular at films such as The Matrix (1999), The Passion of the Christ (2004), Jesus Christ Superstar (1973), The Shawshank Redemption (1994), The Omen (1976), Children of Men (2006), and The Book of Eli (2010). What are the overt and subtle ways that these films seek to interpret and employ biblical texts? Why do they draw upon the texts they do and read them as they read them? What can cinematic interpretations of biblical texts reveal to us about how these texts are used in broader U.S. culture, especially to crystallize and reflect certain political, economic, ethnic, racial, sexual, and social parameters of U.S. cultures? How does an awareness of this scriptural dimension in a work of "popular culture" affect our interpretation of both the film and the scriptural text's meanings? How do varying interpretations of biblical texts help us to
understand cinematic meaning? By assuming that we can read both biblical texts and films in multiple and contradictory ways, this class can use film as the occasion for interpreting, analyzing, and debating the meanings, cultural functions, and affective responses generated by biblical narratives in film. Finally, this course asks us to analyze the implications of ways in which we read texts and films. For this interdisciplinary course we will read selected biblical and extra-canonical texts, including selections from canonical and non-canonical gospels, the letters of Paul, and the book of Revelation, but our focus will be on the way that movies (and the people who make them and watch them) make meaning out of these biblical texts.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation based on participation, short writing exercises (1-pg response papers), one 3-pg analytical essay that will also be revised, a 6-pg synthetic midterm essay, and a final 10-pg review essay

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 12

**Distributions:** (D2) (WI)

**Attributes:** AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses;

Not offered current academic year

**AMST 231 (S) Approaches to Media Studies: Analyzing Mediated Difference**

Crosslistings: AMST231 / LATS231 / WGSS232

**Secondary Crosslisting**

Media’s influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hand-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minoritarian communities.

**Class Format:** seminar

**Requirements/Evaluation:** participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies and Women’s Gender & Sexuality Studies majors by seniority

**Expected Class Size:** 10

**Distributions:** (D2)

**Attributes:** AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

**AMST 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film**

Crosslistings: AFR283 / AMST283 / WGSS283 / ENGL286

**Secondary Crosslisting**

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and
visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

**Class Format:** seminar

**Requirements/Evaluation:** facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

**Expected Class Size:** 20

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS, AFR or AMST; meets Division 1 requirement if registration is under ENGL

**Attributes:** FMST Core Courses; WGSS Racial Sexual + Cultural Diversity Courses

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**AMST 304 (S) Asian American Writing and the Visual Arts**

**Crosslistings:** AMST304 / COMP307 / ENGL388

**Primary Crosslisting**

This course examines the intersection of Asian American writing and the visual arts in a range of works: graphic novels, art criticism, collaborative projects between poets and visual artists, works that combine textual and visual elements, ekphrastic poetry, poetry "inspired by" paintings, video work, digital poetry, among others. Writers and artists to be discussed include Mei-mei Berssenbrugge, Theresa Cha, Patty Chang, Mel Chin, Bhanu Kapil, Janice Lee, Tan Lin, Yoko Ono, Adrian Tomine, and John Yau.

**Class Format:** seminar

**Requirements/Evaluation:** two papers, short assignments, presentation, participation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 15

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP

**Attributes:** AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses

**Not offered current academic year**

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**AMST 315 (S) Blackness 2.0: Race, Film and New Technologies**

**Crosslistings:** AMST315 / AFR315 / SCST315

**Secondary Crosslisting**

Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of 'new' technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the 'real' vs 'virtual' world; emoji wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation based on participation and attendance, creation and maintenance of a personal blog, structural analyses for
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Africana Studies concentrators
Expected Class Size: 15
Distributions: (D2)
Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses

Spring 2019
SEM Section: 01    TR 9:55 am - 11:10 am     Rhon S. Manigault-Bryant

AMST 333 (S)  An American Family and “Reality” Television  (WI)
Crosslistings: COMP316 / AMST333 / ARTH310 / WGSS312
Secondary Crosslisting
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called “Reality TV.” In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the “American dream.” Documenting the family’s life over the course of eight months, the series chronicled the dissolution of the Louds’ marriage and broadcast the “coming out” of eldest son Lance Loud, the first star of reality television. In this class, we will view the An American Family series in its entirety, research the program’s historical reception, and analyze its influence on broadcast and film media, particularly on “reality” television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.
Class Format: seminar
Requirements/Evaluation: class presentations, research assignments, and final 16- to 20-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: junior majors, followed by senior majors
Expected Class Size: 14
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS
Attributes: AMST Arts in Context Electives; ARTH post-1600 Courses; FMST Core Courses;
Not offered current academic year

AMST 346 (F)  Latinas/os and the Media: From Production to Consumption  (WI)
Crosslistings: LATS346 / AMST346
Secondary Crosslisting
This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?
Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page
ARAB 401 (S) Topics in Advanced Arabic I: Contemporary Arab Cinema

Crosslistings: ARAB401 / COMP403

Primary Crosslisting

The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

Class Format: lecture
Requirements/Evaluation: essays, presentations, final paper, exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARAB 302
Enrollment Limit: none
Expected Class Size: 5
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ARAB
Attributes: FMST Core Courses

Not offered current academic year

ARAB 415 (S) Beyond Headlines: Surveying the Arab Landscape through Arabic Media

How does Arabic media represent the Arab landscape? This course will explore Arabic media as a window to the understanding of modern Arab thought and culture. It will discuss Arabic media as a vehicle through which issues of political, historical, social, and economic significance in the Arab world are discussed, debated, and analyzed. Some issues include political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization. The course will explore these issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources.

Class Format: lecture
Requirements/Evaluation: active participation in class, assignments, blogs, quizzes, presentation, final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARAB 302
Enrollment Limit: 12
Enrollment Preferences: Arabic majors
**ARTH 203 (F) Chicana/o Film and Video**  
Crosslistings: LATS203 / ARTH203 / AMST205 / WGSS203  
Secondary Crosslisting  
Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood “border” and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.  
Class Format: film screenings will be scheduled as a lab  
Requirements/Evaluation: evaluation will be based on one short paper, mid-term exam, final exam and take home essays  
Prerequisites: none  
Enrollment Limit: 30  
Expected Class Size: 20  
Distributions: (D1)  
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH  
Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; ARTH post-1600 Courses; FMST Core Courses; GBST Borders, Exiles + Diaspora Studies Electives; LATS Core Electives  

Fall 2018  
LEC Section: 01    WF 11:00 am - 12:15 pm M 7:00 pm - 9:40 pm    C. Ondine Chavoya

**ARTH 310 (S) An American Family and "Reality" Television (WI)**  
Crosslistings: COMP316 / AMST333 / ARTH310 / WGSS312  
Primary Crosslisting  
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called “Reality TV.” In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the “American dream.” Documenting the family’s life over the course of eight months, the series chronicled the dissolution of the Louds’ marriage and broadcast the “coming out” of eldest son Lance Loud, the first star of reality television. In this class, we will view the An American Family series in its entirety, research the program’s historical reception, and analyze its influence on broadcast and film media, particularly on “reality” television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.  
Class Format: seminar  
Requirements/Evaluation: class presentations, research assignments, and final 16- to 20-page research paper  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Limit: 19  
Enrollment Preferences: junior majors, followed by senior majors  
Expected Class Size: 14
Distributions:  (D1) (WI)  
Distribution Notes:  meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS  
Attributes:  AMST Arts in Context Electives;  ARTH post-1600 Courses;  FMST Core Courses;  
Not offered current academic year

**ARTH 367 (S)  Documentary Fictions**  
Crosslistings: ENGL367 / ARTH367  
Secondary Crosslisting  
Documentary Fictions investigates the history of reality-based film and video. Using readings drawn from cultural studies, film history and literary theory, we will consider films ranging from *Nanook of the North* through *Grizzly Man* and *Citizenfour*. How do contemporary technologies of representation (medical imaging, FaceTime, video surveillance) inflect our sense of the world, and of ourselves?  
Class Format:  seminar  
Requirements/Evaluation:  several written exercises; two or three media exercises; two multimedia essays  
Extra Info:  may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites:  a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor  
Enrollment Limit:  20  
Enrollment Preferences:  English majors; Art History majors; prospective English majors  
Expected Class Size:  20  
Distributions:  (D1)  
Attributes:  ENGL Literary Histories C;  FMST Core Courses  
Not offered current academic year

**ARTS 107 (S)  Creating Games  (QFR)**  
Crosslistings: CSCI107 / ARTS107  
Secondary Crosslisting  
The game is unique as the only broadly-successful interactive art form. Games communicate the experience of embodying a role by manipulating the player's own decisions, abstraction, and discrete planning. These three elements are the essence of computation, which makes computer science theory integral to game design. Video games also co-opt programming and computer graphics as new tools for the modern artist. As a result, games are collaborative interdisciplinary constructs that use computation as a medium for creative expression. Students analyze and extend contemporary video and board games using the methodology of science and the language of the arts. They explore how computational concepts like recursion, state, and complexity apply to interactive experiences. They then synthesize new game elements using mathematics, programming and both digital and traditional art tools. Emphasis is on the theory of design in modern European board games. Topics covered include experiment design, gameplay balance, minimax, color theory, pathfinding, game theory, composition, and computability.  
Class Format:  lecture and studio  
Requirements/Evaluation:  evaluation will be based on participation, studio work, and quizzes  
Extra Info:  may not be taken on a pass/fail basis  
Prerequisites:  none; no programming or game experience is assumed  
Enrollment Limit:  24  
Enrollment Preferences:  first-year students  
Expected Class Size:  24  
Department Notes:  not open to students who completed a Computer Science course numbered 136 or above; does not count toward the Art Major  
Materials/Lab Fee:  lab fee of $25 will be added to the student's term bill  
Distributions:  (D3) (QFR)  
Distribution Notes:  meets Division 3 requirement if registration is under CSCI; meets Division 1 requirement if registration is under ARTS
ARTS 124 (F) Introductory Video

In this course we explore how the proliferation of video has transformed the way we relate our own image, and that of others. Video has become a platform for hypervisibility. In an era of selfies, live-streaming, state sanctioned violence (and its digital record), how might we use video as a tool of empathy and accountability? We will pursue answers to these questions through the act of making. In this introductory level course students will gain facility in Adobe Premiere and other post-production tools in the Adobe Creative Suite. Students will explore camera technique, lighting, and how to work with appropriated footage. We will look at early and contemporary video works in order to situate the work being made in class. Video Art will also be contextualized within vernacular applications of video. Through regular technical exercises, readings, and group critiques, students will learn how to use video as critical tool in their practice.

Class Format: studio

Requirements/Evaluation: discussion, participation, and the technical and conceptual strength of the projects, with consideration given to individual development

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: current and prospective Art majors

Expected Class Size: 12

Distributions: (D1)

Attributes: FMST Core Courses

ARTS 260 (S) Objects in Video, Video as Object

In a world where the screen is often taken for granted, how might we begin to dissect the ways video has transformed visual perception? This course will focus on video installation and how video is transformed by its physical context. We will examine how videos shift our relationship to objects in space. Students will experiment with lighting and set building, paying particular attention to how surfaces are transformed by the lens. We will also explore projection mapping, built installation, and the peculiarities of the screen. We will look at works by artists who have emphasized the physicality or immateriality of video through installation and web-based art. We will read a variety of texts, charting the shifting role video has played in contemporary society. Through weekly assignments and regular critiques, we will begin to unpack how the videos we make contact with daily can shift our relationship with our own bodies and our surrounding environment.

Class Format: studio

Requirements/Evaluation: discussion, participation, and the technical and conceptual strength of the projects, with consideration given to individual development

Prerequisites: 100 level video course

Enrollment Limit: 12

Enrollment Preferences: current and prospective Art majors

Expected Class Size: 12

Materials/Lab Fee: $125

Distributions: (D1)

Attributes: FMST Core Courses

CHIN 226 (S) Chinese Film and Its Significant Others
From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the $527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2016, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Class Format: lecture
Requirements/Evaluation: attendance and participation, short response papers (1-2 pages each), one final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors
Expected Class Size: 15
Distributions: (D1)
Attributes: FMST Core Courses
Not offered current academic year

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "past" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies.

Class Format: tutorial
Requirements/Evaluation: attendance and participation, five short papers, five short critiques of a partner's paper, one final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: current or prospective Chinese, Asian Studies, and Comparative Literature majors
Expected Class Size: 10
Distributions: (D1) (WI)
Attributes: FMST Core Courses;
Not offered current academic year

COMP 153 (F) Japanese Film
Crosslistings: JAPN153 / COMP153
Primary Crosslisting
From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. All texts are translated or subtitled. All levels welcome.

**Class Format:** lecture

**Requirements/Evaluation:** attendance, participation, some responses, two papers (5-7 pages), test

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** students majoring in a related field

**Expected Class Size:** 20

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under ASST

**Attributes:** FMST Core Courses

Not offered current academic year

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**COMP 221 (F) Hollywood Film**

Crosslistings: ENGL204 / COMP221

**Secondary Crosslisting**

For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres—including action films, horror films, thrillers and romantic comedies—and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including *Psycho*, *Casablanca*, *The Godfather*, *Schindler's List*, *Bridesmaids*, *Groundhog Day*, and *12 Years a Slave*. In addition to the assigned reading, students will be required to attend free screenings of course films on Sunday evenings at Images Cinema.

**Class Format:** lecture

**Requirements/Evaluation:** mandatory attendance at free Sunday 8:00 pm film screenings at Images, two 2-page essays analyzing a short film sequence, two editing exercises (produce a clip and an ~2-page essay), one midterm, and a final exam

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 60

**Enrollment Preferences:** English majors

**Expected Class Size:** 60

**Distributions:** (D1)

**Attributes:** AMST Arts in Context Electives; ENGL Literary Histories C; FMST Core Courses

Not offered current academic year

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**COMP 246 (S) Bloody Vampires: From Fiction to Film and Fashion** (WI)

Crosslistings: COMP246 / ENGL287

**Primary Crosslisting**

This course explores the figure of the vampire and seeks to explain the popular appeal such a fictive creature has been enjoying for over two centuries. What kind of fears and fantasies does it crystallize? And what kind of discourse about sexuality, death, and disease does it validate? What does its mere existence reveal about gender and ethnicity? We will examine the emergence of the vampire in gothic literature of the late 18th and 19th centuries, its omnipresence in cinema in the 20th century and investigate its resurgence in 21st-century pop culture. In order to gain a deeper understanding of the figure of the vampire, we will read poems by August Bürger and Goethe, the first vampire story by John Polidori, novels by
Sheridan LeFanu and Bram Stoker, and contemporary vampire fiction by Anne Rice and Stephenie Meyer. We will watch the films Nosferatu by Murnau and Herzog, Dracula by Browning and Coppola, the Dance of Vampires by Polanski, The Hunger by Scott, Blade by Norrington, Twilight by Hardwicke, and Daybreakers by Spierig, as well as episodes of the TV series Buffy the Vampire Slayer, True Blood, and The Vampire Diaries. We will also discuss music video clips by Lady Gaga and Marilyn Manson, and fashion shows by Alexander McQueen, John Galliano and Vivienne Westwood.

Class Format: seminar
Requirements/Evaluation: three 5-page papers and a 10- to 12-page final rewrite
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students majoring or considering a major in language or literature
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: FMST Core Courses;
Not offered current academic year

COMP 258 (F) Film and Media Studies: An Introduction
Crosslistings: COMP258 / ENGL274

Secondary Crosslisting
This team-taught interdisciplinary course introduces students to concepts and skills central to the study of moving images. After familiarizing ourselves with the basic elements--visual, narrative and auditory--necessary for formal analysis, we will develop critical tools for understanding film and media in their historical and social contexts. We will discuss influential ideas, theories, and methods in the discipline of film and media studies. Students will learn to respond to works drawn from a wide range of forms: fiction and nonfiction film, animation, television, video games, and emerging forms of virtual reality. Throughout, our emphasis will be on the diverse ways in which moving pictures create meaning. How can we best think about the reciprocal relations between film, new media, and contemporary life? This course will be presented through a mixture of lectures, discussions, and exercises.

Class Format: lecture/discussion/studio
Requirements/Evaluation: class attendance and participation; frequent (probably weekly) writing assignments that will include several short responses, three essays (1000-2000 words), three production exercises; and a final long paper or project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: no prior production experience is required
Enrollment Limit: 30
Enrollment Preferences: open to first-year students; approximately 2/3 of places will be reserved for first- and second-year students
Expected Class Size: 30
Distributions: (D1)
Attributes: FMST Core Courses
Not offered current academic year

COMP 281 (S) The Banlieue in Literature, Music, and Film
Crosslistings: RLFR240 / AFR241 / COMP281

Secondary Crosslisting
In this course we will read, watch, and listen to various constructions of the banlieue in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Class Format: seminar
Requirements/Evaluation: journaling, presentation, in-class discussion, and final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
**Prerequisites:** RLFR 105 and above

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors, certificate, Africana and Comparative literature students

**Expected Class Size:** 15

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR

**Attributes:** FMST Core Courses

**Not offered current academic year**

**COMP 283 (F) Haitian and French Caribbean Literatures and Films**

**Crosslistings:** COMP283 / AFR261 / RLFR261

**Secondary Crosslisting**

Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking Caribbean such as the idea of Haiti as the First Black republic and the poorest nation in the Western hemisphere and of Martinique and Guadeloupe as the "French" Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling "intimist" stories (Ferly). This course focuses on the diverging paths by Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus gender, slavery, identity, exile, migration, imperialism, culture, and (non) sovereignty.

**Class Format:** seminar

**Requirements/Evaluation:** in-class discussions, journaling, steps towards final project, final project and presentation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** French majors, French certificate, Africana and Comparative Literature students

**Enrollment Limit:** 15

**Enrollment Preferences:** 105 and above, French majors, French certificate, Africana and Comparative Literature students

**Expected Class Size:** 10

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR

**Attributes:** FMST Core Courses

**Not offered current academic year**

**COMP 294 (S) Philosophy and Narrative Fiction (WI)**

**Crosslistings:** PHIL294 / COMP294

**Secondary Crosslisting**

What is it for a novel, a story, a play or a film to be a *philosophical* narrative? It is not enough for it merely to be about a character who happens to be a philosopher; nor is it just that philosophical positions are reviewed in the narrative, as in Gaarder’s *Sophie’s World*. Milan Kundera tried to answer this question by saying that a good philosophical novel does not serve philosophy but, on the contrary, tries to “get hold of a domain that (...) philosophy had kept for itself. There are metaphysical problems, problems of human existence, that philosophy has never known how to grasp in all their concreteness and that only the novel can seize.” If Kundera is right, fictional narratives (such as novels) sometimes do the philosophical work that philosophy cannot do for itself. What kind of work is that, and how is it accomplished? Why can’t argumentative prose—philosophers’ preferred form of expression—clearly say, and moreover prove, what literature, theatre and film illustrate, show and display? One possible answer which we will examine is that, while many philosophers recognize that there are intimate connections between what we believe, feel and do, philosophical argumentation by its very nature appeals to belief alone; narrative art, by contrast, can simultaneously engage our reason, emotions, imagination and will, thus resulting not only in deepening our understanding, but also in transformation of the self. To properly address a number of interrelated questions concerning philosophy in literature and film, and philosophical problems of meaning, interpretation and evaluation of narrative fiction, we will discuss both narrative works of art and theoretical approaches to their analysis. We will consider the ways in which narrative fiction presents and engages its audience in philosophical reflections on personal identity, nature of the self, interpersonal relationships, memory, time, human existence, freedom, and the meaning in life. The choice of literary works and films to be discussed will to some extent depend on students’ interest. Most of the authors will come
from this list, however: Sartre, de Beauvoir, Kafka, Dostoyevsky, Thomas Mann, Camus, Ecco, Kundera, Borges, Charlie Kaufman, Bergman, Tarkovsky, Resnais, Kurosawa, Bunuel, Kubrick, Godard, Visconti and Guillermo del Toro. The theoretical aspect of the course will involve close readings of selected articles in contemporary aesthetics, philosophy of literature and philosophy of film.

Class Format: tutorial

Requirements/Evaluation: weekly film screenings on Monday nights (7-10 pm); tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who can demonstrate informed interest in the course and who can commit the time that the course will require

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP

Attributes: FMST Core Courses; PHIL Contemporary Value Theory Courses; Not offered current academic year

COMP 295 (F) Philosophy of Film and Film Theory (WI)

Crosslistings: COMP295 / PHIL295

Secondary Crosslisting

Philosophy of film is a relatively young, but very rich and rapidly growing field. Its central question--What is film?--has been approached and framed in many different ways; naturally, the answers to that question, and the theoretical assumptions that underlie the answers, differ as well. This course will offer a selective overview of the debates that characterized philosophy of film since the early 20th century. Starting with early film theorists (such as Munsterberg, Arnheim, Bazin, and Soviet formalists), we will examine how their insights and disagreements influenced later developments in continental and analytic philosophy of film, and in film theory. While looking at film as art, as document, as experiment and as entertainment, we will always keep in sight specific theoretical assumptions that underlie different understandings of film, and different critical approaches to the medium.

Some of the questions we will ask are: What is the nature of filmic representation? Does film accurately capture reality, as no other art does? Does it advance our thinking and increase our knowledge of the world? Or is it a supreme illusion, a dream-like escape, the domain in which the viewer’s unconscious wishes are magically fulfilled? How does film generate meaning? Is film a creation of a single artist - the director, the author - or is it a result of a loosely synchronized and not quite coherent collaboration of many different people, each guided by her or his particular vision? Is there a room for the notion of collective intention in filmmaking? What is the nature of audience's response to film? Why do we seek to experience through film fear and anguish that we avoid in our daily lives? Are there ethical considerations that should govern both film production and spectatorship? Finally, is there a reason for philosophy of film and film theory to exist as a separate field? Is philosophy of film really autonomous, independent from traditional philosophical disciplines which help generate its central questions, such as aesthetics, philosophy of art, epistemology, ontology, semiotics, ethics, social and political philosophy? Is film today really distinct from a number of new, emerging visual media? How should we think about the boundaries and methods of theorizing about film?

Class Format: seminar

Requirements/Evaluation: this is a reading, writing & viewing intensive class; evaluation will be based on class participation, 5 short response papers (about 800 words each), & two 5 pages long papers

Extra Info: the second of which will be due after the end of classes; class attendance and Tuesday evening film screenings are mandatory

Extra Info 2: may not be taken on a pass/fail basis

Prerequisites: none; open to first year students

Enrollment Limit: 19

Enrollment Preferences: Philosophy majors and intended majors; students especially interested in film; and by seniority

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP

Attributes: FMST Core Courses; PHIL Contemporary Value Theory Courses;
COMP 296 (S)  Chinese Film and Its Significant Others
Crosslistings: CHIN226 / COMP296
Secondary Crosslisting
From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the $527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2016, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Class Format: lecture
Requirements/Evaluation: attendance and participation, short response papers (1-2 pages each), one final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors
Expected Class Size: 15
Distributions: (D1)
Attributes: FMST Core Courses

COMP 297 (F)  Present Past: The Politics of Memory in Contemporary Chinese Literatures and Films (WI)
Crosslistings: CHIN237 / COMP297
Secondary Crosslisting
What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "past" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant-readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies.

Class Format: tutorial
Requirements/Evaluation: attendance and participation, five short papers, five short critiques of a partner's paper, one final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: current or prospective Chinese, Asian Studies, and Comparative Literature majors
Expected Class Size: 10
Distributions: (D1) (WI)
Attributes: FMST Core Courses
Not offered current academic year
COMP 298 (S) Introduction to French and Francophone Film
Crosslistings: COMP298 / RLFR228
Secondary Crosslisting
In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, '30s and '40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, French collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembene, Mambety, Malle, Varda, Palsy, Peck, and Sissako. Conducted in French.
Class Format: seminar
Requirements/Evaluation: response papers, midterm paper, TV show, colloquium
Extra Info: not available for the fifth course option
Prerequisites: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Limit: 15
Enrollment Preferences: RLFR 201, 202, or 203, or by permission of instructor
Expected Class Size: 12
Distributions: (D1)
Attributes: FMST Core Courses
Not offered current academic year

COMP 307 (S) Asian American Writing and the Visual Arts
Crosslistings: AMST304 / COMP307 / ENGL388
Secondary Crosslisting
This course examines the intersection of Asian American writing and the visual arts in a range of works: graphic novels, art criticism, collaborative projects between poets and visual artists, works that combine textual and visual elements, ekphrastic poetry, poetry "inspired by" paintings, video work, digital poetry, among others. Writers and artists to be discussed include Mei-mei Berssenbrugge, Theresa Cha, Patty Chang, Mel Chin, Bhanu Kapil, Janice Lee, Tan Lin, Yoko Ono, Adrian Tomine, and John Yau.
Class Format: seminar
Requirements/Evaluation: two papers, short assignments, presentation, participation
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: American Studies majors
Expected Class Size: 15
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP
Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses
Not offered current academic year

COMP 316 (S) An American Family and "Reality" Television (WI)
Crosslistings: COMP316 / AMST333 / ARTH310 / WGSS312
Secondary Crosslisting
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream."
Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the An American Family series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Class Format: seminar
Requirements/Evaluation: class presentations, research assignments, and final 16- to 20-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: junior majors, followed by senior majors
Expected Class Size: 14
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS
Attributes: AMST Arts in Context Electives; ARTH post-1600 Courses; FMST Core Courses;
Not offered current academic year

COMP 341 (F) Cinematic Representations of Work and Migration after the Wall
Crosslistings: COMP341 / WGSS341

Primary Crosslisting
The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Agustin, Angela Melitopoulos, Lauren Berlant and Mieke Bal, Films will likely include: Illegal, Working Man's Death, NordSud.com, Lichter (Lights), Code Unknown, The Flower Bridge, Occident, Since Otar Left, Losers and Winners, Whores Glory, Le Havre and Time Out.

Class Format: seminar
Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 200-level ENGL or COMP course, or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature and Women's Gender & Sexuality majors
Expected Class Size: 10
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS
Attributes: FMST Core Courses

Not offered current academic year

COMP 403 (S) Topics in Advanced Arabic I: Contemporary Arab Cinema
Crosslistings: ARAB401 / COMP403

Secondary Crosslisting
The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will
analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

Class Format: lecture

Requirements/Evaluation: essays, presentations, final paper, exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARAB 302

Enrollment Limit: none

Expected Class Size: 5

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ARAB

Attributes: FMST Core Courses

Not offered current academic year

CSCI 107 (S) Creating Games (QFR)

Crosslistings: CSCI107 / ARTS107

Primary Crosslisting

The game is unique as the only broadly-successful interactive art form. Games communicate the experience of embodying a role by manipulating the player's own decisions, abstraction, and discrete planning. Those three elements are the essence of computation, which makes computer science theory integral to game design. Video games also co-opt programming and computer graphics as new tools for the modern artist. As a result, games are collaborative interdisciplinary constructs that use computation as a medium for creative expression. Students analyze and extend contemporary video and board games using the methodology of science and the language of the arts. They explore how computational concepts like recursion, state, and complexity apply to interactive experiences. They then synthesize new game elements using mathematics, programming and both digital and traditional art tools. Emphasis is on the theory of design in modern European board games. Topics covered include experiment design, gameplay balance, minimax, color theory, pathfinding, game theory, composition, and computability.

Class Format: lecture and studio

Requirements/Evaluation: evaluation will be based on participation, studio work, and quizzes

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; no programming or game experience is assumed

Enrollment Limit: 24

Enrollment Preferences: first-year students

Expected Class Size: 24

Department Notes: not open to students who completed a Computer Science course numbered 136 or above; does not count toward the Art Major

Materials/Lab Fee: lab fee of $25 will be added to the student's term bill

Distributions: (D3) (QFR)

Distribution Notes: meets Division 3 requirement if registration is under CSCI; meets Division 1 requirement if registration is under ARTS

Attributes: FMST Core Courses;

Not offered current academic year

CSCI 371 (F) Computational Graphics (QFR)

PhotoShop, medical MRIs, video games, and movie special effects all programmatically create and manipulate digital images. This course teaches the fundamental techniques behind these applications. We begin by building a mathematical model of the interaction of light with surfaces, lenses, and an imager. We then study the data structures and processor architectures that allow us to efficiently evaluate that physical model.

Students will complete a series of programming assignments for both photorealistic image creation and real-time 3D rendering using C++, OpenGL, and GLSL. These assignments cumulate in a multi-week final project. Topics covered in the course include: projective geometry, ray tracing,
bidirectional surface scattering functions, binary space partition trees, matting and compositing, shadow maps, cache management, and parallel processing on GPUs.

Class Format: lecture, with optics laboratory exercises

Requirements/Evaluation: evaluation based on assignments, projects, and exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136 and CSCI 237 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Distributions: (D3) (QFR)

Attributes: FMST Core Courses;

Not offered current academic year

CSCI 372 (F) Visual Media Revolution (QFR)

We live at the beginning of the second revolution in visual media. Two centuries ago, the camera and the Jacquard loom introduced machines for creating art. By automating the artist's hand, they also forced questions of how objective technique gives rise to subjective meaning and where the border lies between mechanical and human contributions. Those progenitors eventually led to digital film, computer games, and digital content creation for architecture and industrial design. Today, accessible and pervasive computation provokes a second revolution. Augmented reality, 3D scanning, 3D printing, virtual reality, and computational photography are exploding into mainstream experience. Where previous digital media refined analog practice through evolution, these are forms that could not exist without computation. As the world seeks the promise of new visual forms, we find that fundamentals of earlier media remain valid and take them as our guide. This tutorial investigates the technology of emerging computational media and explores their impact on the relationship between process and aesthetics.

Class Format: This class will follow the meeting structure of a tutorial, with groups of three or four

Requirements/Evaluation: oral presentations and short papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 256

Enrollment Limit: 18

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 18

Distributions: (D3) (QFR)

Attributes: FMST Core Courses;

Not offered current academic year

ENGL 204 (F) Hollywood Film

Crosslistings: ENGL204 / COMP221

Primary Crosslisting

For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres--including action films, horror films, thrillers and romantic comedies--and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including Psycho; Casablanca; The Godfather; Schindler's List; Bridesmaids; Groundhog Day; and 12 Years a Slave. In addition to the assigned reading, students will be required to attend free screenings of course films on Sunday evenings at Images Cinema.

Class Format: lecture

Requirements/Evaluation: mandatory attendance at free Sunday 8:00 pm film screenings at Images, two 2-page essays analyzing a short film sequence, two editing exercises (produce a clip and an ~2-page essay), one midterm, and a final exam

Extra Info: may not be taken on a pass/fail basis
ENGL 213 (S) Making Radio

This course has two aims. The first is to teach the necessary skills (including interview technique, field recording, editing, and scoring) to make broadcast-worthy audio nonfiction. The second is to use this process to investigate fundamental aspects of narrative. How does a story build a contract with listeners? What's the role of the narrator? How can one appropriately speak for (and sometimes against) another person? This is not a course in journalism, but rather an experiment in documentary cinema for the ear. We'll do some reading in radio history and technique, and will listen to exemplary works (including episodes of This American Life, RadioLab, Love & Radio, and Serial), but most of our time--and this is a time-consuming course--will be spent making and critiquing each other's pieces. Students will produce five or six pieces total, at least two of which must develop out of interviews with strangers.

Class Format: seminar
Requirements/Evaluation: five short audio pieces; attendance and active participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: sophomores; English majors; students with radio or studio art training
Expected Class Size: 10
Distributions: (D1)
Attributes: FMST Core Courses

Spring 2019
SEM Section: 01    MR 2:35 pm - 3:50 pm    Shawn J. Rosenheim

ENGL 274 (F) Film and Media Studies: An Introduction

Crosslistings: COMP258 / ENGL274
Primary Crosslisting

This team-taught interdisciplinary course introduces students to concepts and skills central to the study of moving images. After familiarizing ourselves with the basic elements--visual, narrative and auditory--necessary for formal analysis, we will develop critical tools for understanding film and media in their historical and social contexts. We will discuss influential ideas, theories, and methods in the discipline of film and media studies. Students will learn to respond to works drawn from a wide range of forms: fiction and nonfiction film, animation, television, video games, and emerging forms of virtual reality. Throughout, our emphasis will be on the diverse ways in which moving pictures create meaning. How can we best think about the reciprocal relations between film, new media, and contemporary life? This course will be presented through a mixture of lectures, discussions, and exercises.

Class Format: lecture/discussion/studio
Requirements/Evaluation: class attendance and participation; frequent (probably weekly) writing assignments that will include several short responses, three essays (1000-2000 words), three production exercises; and a final long paper or project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: no prior production experience is required
Enrollment Limit: 30
Enrollment Preferences: open to first-year students; approximately 2/3 of places will be reserved for first- and second-year students

Expected Class Size: 30

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

ENGL 286 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Crosslistings: AFR283 / AMST283 / WGSS283 / ENGL286

Secondary Crosslisting

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Class Format: seminar

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR or AMST; meets Division 1 requirement if registration is under ENGL

Attributes: FMST Core Courses; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01 W 1:10 pm - 3:50 pm Kai M. Green

ENGL 287 (S) Bloody Vampires: From Fiction to Film and Fashion (WI)

Crosslistings: COMP246 / ENGL287

Secondary Crosslisting

This course explores the figure of the vampire and seeks to explain the popular appeal such a fictive creature has been enjoying for over two centuries. What kind of fears and fantasies does it crystallize? And what kind of discourse about sexuality, death, and disease does it validate? What does its mere existence reveal about gender and ethnicity? We will examine the emergence of the vampire in gothic literature of the late 18th and 19th centuries, its omnipresence in cinema in the 20th century and investigate its resurgence in 21st-century pop culture. In order to gain a deeper understanding of the figure of the vampire, we will read poems by August Bürger and Goethe, the first vampire story by John Polidori, novels by Sheridan LeFanu and Bram Stoker, and contemporary vampire fiction by Anne Rice and Stephenie Meyer. We will watch the films Nosferatu by Murnau and Herzog, Dracula by Browning and Coppola, the Dance of Vampires by Polanski, The Hunger by Scott, Blade by Norrington, Twilight by Hardwicke, and Daybreakers by Spierig, as well as episodes of the TV series Buffy the Vampire Slayer, True Blood, and The Vampire Diaries. We will also discuss music video clips by Lady Gaga and Marilyn Manson, and fashion shows by Alexander McQueen, John Galliano and Vivienne Westwood.

Class Format: seminar
**ENGL 367 (S)  Documentary Fictions**

Crosslistings: ENGL367 / ARTH367

**Primary Crosslisting**

Documentary Fictions investigates the history of reality-based film and video. Using readings drawn from cultural studies, film history and literary theory, we will consider films ranging from *Nanook of the North* through *Grizzly Man* and *Citizenfour*. How do contemporary technologies of representation (medical imaging, FaceTime, video surveillance) inflect our sense of the world, and of ourselves?

**Class Format:** seminar

**Requirements/Evaluation:** several written exercises; two or three media exercises; two multimedia essays

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** English majors; Art History majors; prospective English majors

**Expected Class Size:** 20

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C; FMST Core Courses

Not offered current academic year

**ENGL 388 (S)  Asian American Writing and the Visual Arts**

Crosslistings: AMST304 / COMP307 / ENGL388

**Secondary Crosslisting**

This course examines the intersection of Asian American writing and the visual arts in a range of works: graphic novels, art criticism, collaborative projects between poets and visual artists, works that combine textual and visual elements, ekphrastic poetry, poetry "inspired by" paintings, video work, digital poetry, among others. Writers and artists to be discussed include Mei-mei Berssenbrugge, Theresa Cha, Patty Chang, Mel Chin, Bhanu Kapil, Janice Lee, Tan Lin, Yoko Ono, Adrian Tomine, and John Yau.

**Class Format:** seminar

**Requirements/Evaluation:** two papers, short assignments, presentation, participation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 15

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP

**Attributes:** AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses

Not offered current academic year
JAPN 153 (F) Japanese Film

Crosslistings: JAPN153 / COMP153

Secondary Crosslisting

From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. All texts are translated or subtitled. All levels welcome.

Class Format: lecture

Requirements/Evaluation: attendance, participation, some responses, two papers (5-7 pages), test

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: students majoring in a related field

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ASST

Attributes: FMST Core Courses

Not offered current academic year

LATS 203 (F) Chicana/o Film and Video

Crosslistings: LATS203 / ARTH203 / AMST205 / WGSS203

Primary Crosslisting

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: film screenings will be scheduled as a lab

Requirements/Evaluation: evaluation will be based on one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; ARTH post-1600 Courses; FMST Core Courses; GBST Borders, Exiles + Diaspora Studies Electives; LATS Core Electives

Fall 2018

LEC Section: 01    WF 11:00 am - 12:15 pm M 7:00 pm - 9:40 pm   C. Ondine  Chavoya

LATS 231 (S) Approaches to Media Studies: Analyzing Mediated Difference
Crosslistings: AMST231 / LATS231 / WGSS232

Primary Crosslisting

Media’s influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hand-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minoritarian communities.

Class Format: seminar

Requirements/Evaluation: participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality Studies majors by seniority

Expected Class Size: 10

Distributions: (D2)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

LATS 346 (F) Latinas/os and the Media: From Production to Consumption (WI)

Crosslistings: LATS346 / AMST346

Primary Crosslisting

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Class Format: seminar

Requirements/Evaluation: evaluation to be based on student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; FMST Related Courses; LATS Core Electives;

Fall 2018

SEM Section: 01    TF 2:35 pm - 3:50 pm     Maria Elena Cepeda

MUS 149 (F) The Language of Film Music

Crosslistings: AMST231 / LATS231 / WGSS232

Primary Crosslisting

Media’s influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hand-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minoritarian communities.

Class Format: seminar

Requirements/Evaluation: participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality Studies majors by seniority

Expected Class Size: 10

Distributions: (D2)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

LATS 346 (F) Latinas/os and the Media: From Production to Consumption (WI)

Crosslistings: LATS346 / AMST346

Primary Crosslisting

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Class Format: seminar

Requirements/Evaluation: evaluation to be based on student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; FMST Related Courses; LATS Core Electives;

Fall 2018

SEM Section: 01    TF 2:35 pm - 3:50 pm     Maria Elena Cepeda

MUS 149 (F) The Language of Film Music
Filmmakers have relied on music from the earliest days of silent movies (often accompanied by live musical performance) to our present age of slickly-produced YouTube videos. Along the way, trends have arisen (and have been artfully thwarted) in countless film scores, whether constructed from preexisting works or specially crafted by composers like Max Steiner, Bernard Herrmann, John Williams, James Horner, Alexandre Desplat, or Björk. In this class, we will look at and listen to films from different periods and cultures, observing which techniques evolved, which have changed very little, and considering when an idea is borrowed and when it might actually be new. We will also discuss the impact this language has on the experience of the viewer, and how film music functions in the wider culture. Assignments will consist of listening/viewing, responding in writing, and re-interpreting film clips with music you will compose or borrow.

Class Format: lecture/discussion

Requirements/Evaluation: assignments, quizzes, midterm essay, final creative project; midterm and final will also involve viewing/listening

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: given to juniors and seniors

Expected Class Size: 19

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

MUS 276 (F)  Music and the Internet

Since the release of Napster in 1999, the Internet's relationship with music has been sometimes elevating and sometimes adversarial. While it has granted listeners access to broad music libraries and musicians access to large audiences, the Internet has also exposed listeners to legal action, taxed artists with dwindling royalties, and disrupted and reshaped the recording and publishing industries. This course examines how the Internet has affected music at every level, from its creation to its distribution and consumption. Topics will include music written for online spaces, musical performances that take place online, music and online gaming, live music that refers to the Internet, the financial and philosophical background of music file formats, changing notions of musical ownership, censorship of music online, music's place in memes, and the user experience in (and attitudes toward music projected by) services like iTunes, YouTube, Spotify, and musically.

Class Format: lecture/discussion

Requirements/Evaluation: 4-page midterm paper, 8-page final paper, one presentation, two mid-semester creative projects

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 14

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under SCST

Attributes: FMST Core Courses

Not offered current academic year

PHIL 294 (S)  Philosophy and Narrative Fiction  (WI)

Crosslistings: PHIL294 / COMP294

Primary Crosslisting

What is it for a novel, a story, a play or a film to be a philosophical narrative? It is not enough for it merely to be about a character who happens to be a philosopher; nor is it just that philosophical positions are reviewed in the narrative, as in Gaarder's Sophie's World. Milan Kundera tried to answer this question by saying that a good philosophical novel does not serve philosophy but, on the contrary, tries to "get hold of a domain that (...) philosophy had kept for itself. There are metaphysical problems, problems of human existence, that philosophy has never known how to grasp in all their concreteness and that only the novel can seize." If Kundera is right, fictional narratives (such as novels) sometimes do the philosophical work that philosophy cannot do for itself. What kind of work is that, and how is it accomplished? Why can't argumentative prose—philosophers' preferred form of expression—clearly say, and moreover prove, what literature, theatre and film illustrate, show and display? One possible answer which we will examine is that, while many philosophers recognize that there are intimate connections between what we believe, feel and do, philosophical argumentation by
its very nature appeals to belief alone; narrative art, by contrast, can simultaneously engage our reason, emotions, imagination and will, thus resulting not only in deepening our understanding, but also in transformation of the self. To properly address a number of interrelated questions concerning philosophy in literature and film, and philosophical problems of meaning, interpretation and evaluation of narrative fiction, we will discuss both narrative works of art and theoretical approaches to their analysis. We will consider the ways in which narrative fiction presents and engages its audience in philosophical reflections on personal identity, nature of the self, interpersonal relationships, memory, time, human existence, freedom, and the meaning in life. The choice of literary works and films to be discussed will to some extent depend on students' interest. Most of the authors will come from this list, however: Sartre, de Beauvoir, Kafka, Dostoyevsky, Thomas Mann, Camus, Ecco, Kundera, Borges, Charlie Kaufman, Bergman, Tarkovsky, Resnais, Kurosawa, Bunuel, Kubrick, Godard, Visconti and Guillermo del Toro. The theoretical aspect of the course will involve close readings of selected articles in contemporary aesthetics, philosophy of literature and philosophy of film.

Class Format: tutorial

Requirements/Evaluation: weekly film screenings on Monday nights (7-10 pm); tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Limit: 10

Enrollment Preferences: students who can demonstrate informed interest in the course and who can commit the time that the course will require

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP

Attributes: FMST Core Courses;

Not offered current academic year

PHIL 295 (F) Philosophy of Film and Film Theory (WI)

Crosslistings: COMP295 / PHIL295

Primary Crosslisting

Philosophy of film is a relatively young, but very rich and rapidly growing field. Its central question--What is film?--has been approached and framed in many different ways; naturally, the answers to that question, and the theoretical assumptions that underlie the answers, differ as well. This course will offer a selective overview of the debates that characterized philosophy of film since the early 20th century. Starting with early film theorists (such as Munsterberg, Arnheim, Bazin, and Soviet formalists), we will examine how their insights and disagreements influenced later developments in continental and analytic philosophy of film, and in film theory. While looking at film as art, as document, as experiment and as entertainment, we will always keep in sight specific theoretical assumptions that underlie different understandings of film, and different critical approaches to the medium. Some of the questions we will ask are: What is the nature of filmic representation? Does film accurately capture reality, as no other art does? Does it advance our thinking and increase our knowledge of the world? Or is it a supreme illusion, a dream-like escape, the domain in which the viewer's unconscious wishes are magically fulfilled? How does film generate meaning? Is film a creation of a single artist - the director, the author - or is it as a result of a loosely synchronized and not quite coherent collaboration of many different people, each guided by her or his particular vision? Is there a room for the notion of collective intention in filmmaking? What is the nature of audience's response to film? Why do we seek to experience through film fear and anguish that we avoid in our daily lives? Are there ethical considerations that should govern both film production and spectatorship? Finally, is there a reason for philosophy of film and film theory to exist as a separate field? Is philosophy of film really autonomous, independent from traditional philosophical disciplines which help generate its central questions, such as aesthetics, philosophy of art, epistemology, ontology, semiotics, ethics, social and political philosophy? Is film today really distinct from a number of new, emerging visual media? How should we think about the boundaries and methods of theorizing about film?

Class Format: seminar

Requirements/Evaluation: this is a reading, writing & viewing intensive class; evaluation will be based on class participation, 5 short response papers (about 800 words each), & two 5 pages long papers

Extra Info: the second of which will be due after the end of classes; class attendance and Tuesday evening film screenings are mandatory

Extra Info 2: may not be taken on a pass/fail basis

Prerequisites: none; open to first year students

Enrollment Limit: 19
Enrollment Preferences: Philosophy majors and intended majors; students especially interested in film; and by seniority

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP

Attributes: FMST Core Courses; PHIL Contemporary Value Theory Courses;

Not offered current academic year

REL 229 (S) Reel Jesus: Reading the Christian Bible and Film in the U.S.A. (WI)

Crosslistings: REL229 / AMST229

Primary Crosslisting

In this course we examine some of the ways that Christian biblical narratives have appeared in late twentieth-century and early twenty-first century Hollywood movies, looking in particular at films such as The Matrix (1999), The Passion of the Christ (2004), Jesus Christ Superstar (1973), The Shawshank Redemption (1994), The Omen (1976), Children of Men (2006), and The Book of Eli (2010). What are the overt and subtle ways that these films seek to interpret and employ biblical texts? Why do they draw upon the texts they do and read them as they read them? What can cinematic interpretations of biblical texts reveal to us about how these texts are used in broader U.S. culture, especially to crystallize and reflect certain political, economic, ethnic, racial, sexual, and social parameters of U.S. cultures? How does an awareness of this scriptural dimension in a work of "popular culture" affect our interpretation of both the film and the scriptural text's meanings? How do varying interpretations of biblical texts help us to understand cinematic meaning? By assuming that we can read both biblical texts and films in multiple and contradictory ways, this class can use film as the occasion for interpreting, analyzing, and debating the meanings, cultural functions, and affective responses generated by biblical narratives in film. Finally, this course asks us to analyze the implications of ways in which we read texts and films. For this interdisciplinary course we will read selected biblical and extra-canonical texts, including selections from canonical and non-canonical gospels, the letters of Paul, and the book of Revelation, but our focus will be on the way that movies (and the people who make them and watch them) make meaning out of these biblical texts.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation based on participation, short writing exercises (1-pg response papers), one 3-pg analytical essay that will also be revised, a 6-pg synthetic midterm essay, and a final 10-pg review essay

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses;

Not offered current academic year

RLFR 206 (F) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE) (WI)

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Class Format: seminar

Requirements/Evaluation: three response papers, one short essay on film adaption, one video essay with a student partner

Extra Info: not available for the fifth course option

Prerequisites: students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on
RLFR 228 (S) Introduction to French and Francophone Film
Crosslistings: COMP298 / RLFR228

Primary Crosslisting
In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, '30s and '40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, French collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembene, Mambety, Malle, Varda, Palcy, Peck, and Sissako. Conducted in French.

Class Format: seminar
Requirements/Evaluation: response papers, midterm paper, TV show, colloquium
Extra Info: not available for the fifth course option
Prerequisites: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Limit: 15
Enrollment Preferences: RLFR 201, 202, or 203, or by permission of instructor
Expected Class Size: 12
Distributions: (D1)
Attributes: FMST Core Courses

Not offered current academic year

RLFR 240 (S) The Banlieue in Literature, Music, and Film
Crosslistings: RLFR240 / AFR241 / COMP281

Primary Crosslisting
In this course we will read, watch, and listen to various constructions of the banlieue in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Class Format: seminar
Requirements/Evaluation: journaling, presentation, in-class discussion, and final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 105 and above
Enrollment Limit: 20
Enrollment Preferences: French majors, certificate, Africana and Comparative literature students
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Attributes: FMST Core Courses

Not offered current academic year
RLFR 261 (F) Haitian and French Caribbean Literatures and Films
Crosslistings: COMP283 / AFR261 / RLFR261

Primary Crosslisting

Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking Caribbean such as the idea of Haiti as the First Black republic and the poorest nation in the Western hemisphere and of Martinique and Guadeloupe as the “French” Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling “intimist” stories (Ferly). This course focuses on the diverging paths by Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus gender, slavery, identity, exile, migration, imperialism, culture, and (non) sovereignty.

Class Format: seminar

Requirements/Evaluation: in-class discussions, journaling, steps towards final project, final project and presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: French majors, French certificate, Africana and Comparative Literature students

Enrollment Limit: 15

Enrollment Preferences: 105 and above, French majors, French certificate, Africana and Comparative Literature students

Expected Class Size: 10

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR

Attributes: FMST Core Courses

Not offered current academic year

RLSP 208 (S) The Spanish Civil War in Literature and Film

The Spanish Civil War (1936-1939) has generated a vast bibliography and filmography that to this day reflect widely antagonistic interpretations of the conflict itself, its roots, and its impact. From the Spanish perspective, the war is the most important single event in understanding modern Spain. The ideals, passions, and consequences of the Spanish Civil War still divide Spaniards and have been recreated and relived by writers, artists, and filmmakers, and debated by historians. The course will begin with a historical introduction to the origins, development, and outcome of the war. Was the Spanish war a national struggle or an international struggle played out on Spanish soil? Along with studying internal Spanish political divisions, we will also consider the impact of the foreign policy positions of other countries—including Germany, Italy, the United States, and Russia—vis-à-vis Spain, as well as the role of the thousands of foreign volunteers who formed the International Brigades and came from all over the world to fight against Franco. With this historical basis, we will see how the themes and issues of the war are reflected in Spanish poetry, short fiction, novels, and films from the time of the war up through the present day. Readings will include works by Ayala, Cernuda, Neruda, Goytisolo, Sender, Fernan-Gomez, and Matute. Films will include documentaries as well as classic and contemporary features. Conducted in Spanish.

Class Format: seminar

Requirements/Evaluation: evaluations will be based on lively class participation, an oral report, short written assignments, and two papers

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

SCST 276 Music and the Internet

Since the release of Napster in 1999, the Internet's relationship with music has been sometimes elevating and sometimes adversarial. While it has granted listeners access to broad music libraries and musicians access to large audiences, the Internet has also exposed listeners to legal action, taxed artists with dwindling royalties, and disrupted and reshaped the recording and publishing industries. This course examines how the Internet has affected music at every level, from its creation to its distribution and consumption. Topics will include music written for online spaces, musical performances that take place online, music and online gaming, live music that refers to the Internet, the financial and philosophical background of music file formats, changing notions of musical ownership, censorship of music online, music's place in memes, and the user experience in (and
attitudes toward music projected by services like iTunes, YouTube, Spotify, and musically.

Class Format: lecture/discussion

Requirements/Evaluation: 4-page midterm paper, 8-page final paper, one presentation, two mid-semester creative projects

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 14

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under SCST

Attributes: FMST Core Courses

Not offered current academic year

SCST 315 (S) Blackness 2.0: Race, Film and New Technologies

Crosslistings: AMST315 / AFR315 / SCST315

Secondary Crosslisting

Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of ‘new’ technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the ‘real’ vs ‘virtual’ world; emoji wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.

Class Format: seminar

Requirements/Evaluation: evaluation based on participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an original multimedia project.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

Distributions: (D2)

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am    Rhon S. Manigault-Bryant

WGSS 203 (F) Chicana/o Film and Video

Crosslistings: LATS203 / ARTH203 / AMST205 / WGSS203

Secondary Crosslisting

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/o in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood “border” and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: film screenings will be scheduled as a lab

Requirements/Evaluation: evaluation will be based on one short paper, mid-term exam, final exam and take home essays
**WGSS 232 (S) Approaches to Media Studies: Analyzing Mediated Difference**

Crosslistings: AMST231 / LATS231 / WGSS232

**Secondary Crosslisting**

Media's influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hand-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minoritarian communities.

**Class Format:** seminar

**Requirements/Evaluation:** participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality Studies majors by seniority

**Expected Class Size:** 10

**Distributions:** (D2)

**Attributes:** AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; ARTH post-1600 Courses; FMST Core Courses; GBST Borders, Exiles + Diaspora Studies Electives; LATS Core Electives

**Not offered current academic year**

**WGSS 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film**

Crosslistings: AFR283 / AMST283 / WGSS283 / ENGL286

**Primary Crosslisting**

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

**Class Format:** seminar
Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR or AMST; meets Division 1 requirement if registration is under ENGL

Attributes: FMST Core Courses; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
SEMs Section: 01 W 1:10 pm - 3:50 pm Kai M. Green

WGSS 312 (S) An American Family and “Reality” Television (WI)
Crosslistings: COMP316 / AMST333 / ARTH310 / WGSS312

Secondary Crosslisting
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called “Reality TV.” In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the “American dream.” Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the An American Family series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Class Format: seminar

Requirements/Evaluation: class presentations, research assignments, and final 16- to 20-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: junior majors, followed by senior majors

Expected Class Size: 14

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS

Attributes: AMST Arts in Context Electives; ARTH post-1600 Courses; FMST Core Courses;

Not offered current academic year

WGSS 325 (F) Television, Social Media, and Black Women 'Unscripted'
Crosslistings: AFR325 / WGSS325

Secondary Crosslisting
Nene Leaks, Shonda Rhimes, Oprah Winfrey, Kerry Washington and now Lavern Cox and Melissa Harris-Perry have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed--these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in
television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

Class Format: seminar

Requirements/Evaluation: evaluation in this course will be based upon class participation, response papers, one 10 page paper, and a formal class presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first, second, third, and fourth year students. If over enrolled, preference will be given to third and fourth year students

Expected Class Size: 13

Distributions: (D2)

Attributes: FMST Core Courses

Not offered current academic year

WGS 341 (F) Cinematic Representations of Work and Migration after the Wall

Crosslistings: COMP341 / WGSS341

Secondary Crosslisting

The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Águstin, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: Illegal, Working Man's Death, NordSud.com, Lichter (Lights), Code Unknown, The Flower Bridge, Occident, Since Otar Left, Losers and Winners, Whore's Glory, Le Havre and Time Out.

Class Format: seminar

Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 200-level ENGL or COMP course, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and Women's Gender & Sexuality majors

Expected Class Size: 10

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS

Attributes: FMST Core Courses

Not offered current academic year

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FMST Related Courses

AMST 236 (S) Making Things Visible: Adventures in Documentary Work

Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Secondary Crosslisting

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary
photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

**Class Format:** seminar

**Requirements/Evaluation:** full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 12

**Department Notes:** In addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work.

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under AMST or SOC; meets Division 1 requirement if registration is under ARTH or ENGL

**Attributes:** EXPE Experiential Education Courses; FMST Related Courses

Spring 2019

LAB Section: 02  F 1:00 pm - 4:00 pm  Barry Goldstein, Olga Shevchenko

SEM Section: 01  W 1:10 pm - 3:50 pm  Olga Shevchenko, Barry Goldstein

**AMST 241 (F) Performing Masculinity in Global Popular Culture**

Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

**Secondary Crosslisting**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

**Class Format:** seminar

**Requirements/Evaluation:** masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** in the event of over-enrollment, a short statement of interest will be solicited

**Expected Class Size:** 20

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
AMST 331 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Crosslistings: THEA330 / COMP330 / AMST331

Secondary Crosslistings

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafcadio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Class Format: seminar

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: none

Expected Class Size: 10

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST

Attributes: AMST Arts in Context Electives; AMST Space and Place Electives; EXPE Experiential Education Courses; FMST Related Courses

Not offered current academic year

AMST 332 (S) Race, Gender, and Performance from Literature to Social Media

Crosslistings: COMP339 / THEA322 / AMST332 / LATS335 / WGSS330

Secondary Crosslistings

How can contemporary performance expand ideas and practices of belonging in the United States, as figured through race, gender, and sexuality? This spring course will begin with readings of dramatic literature including Suzan-Lori Parks's Venus, David Henry Hwang's M. Butterfly, and Young Jean Lee's The Shipment to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. We will develop shared vocabulary and methodologies of performance studies, including readings by scholars including J.L. Austin, Judith Butler, and José Esteban Muñoz. This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces?

Class Format: seminar

Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS

Attributes: ASAM Related Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives; WGSS Racial Sexual + Cultural Attributes: EXPE Experiential Education Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year
AMST 346 (F) Latinas/os and the Media: From Production to Consumption (WI)
Crosslistings: LATS346 / AMST346

Secondary Crosslisting
This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Class Format: seminar

Requirements/Evaluation: evaluation to be based on student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; FMST Related Courses; LATS Core Electives;

Fall 2018

ARTH 221 (F) History of Photography

This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photography's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to “the real.” By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.

Class Format: lecture

Requirements/Evaluation: two short papers, mid-term, and final exam

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Distributions: (D1)

Attributes: ARTH post-1600 Courses; FMST Related Courses

Fall 2018

LEC Section: 01   TR 8:30 am - 9:45 am     Catherine N. Howe
Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Secondary Crosslisting

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Class Format: seminar

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Department Notes: In addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work.

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under AMST or SOC; meets Division 1 requirement if registration is under ARTH or ENGL

Attributes: EXPE Experiential Education Courses; FMST Related Courses

Spring 2019

LAB Section: 02   F 1:00 pm - 4:00 pm   Barry Goldstein, Olga Shevchenko

SEM Section: 01   W 1:10 pm - 3:50 pm   Olga Shevchenko, Barry Goldstein

ASST 271 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture

Crosslistings: ASST271 / REL271 / WGSS279 / COMP279

Secondary Crosslisting

"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yogoe) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviancies from "the normal" as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation--including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper
COMP 111 (F) The Nature of Narrative (WI)
Crosslistings: COMP111 / ENGL120

Primary Crosslisting
This course focuses on the nature and function of narrative using a wide range of texts from different periods, traditions and genres. We will analyze the ways in which works of fiction communicate their concerns; in other words: how do they say what they say? And why does “how’ matter as much as, if not more than, “what”? We will also look at film, articles, and other relevant texts, accompanying the readings with a few pertinent theoretical texts. The authors we will study may include Homer, Cervantes, Kleist, Kafka, Zweig, García Márquez, Rankine, and Farhadi. All readings in English, although those with foreign language competency are invited to make comparisons with the original where possible.

Class Format: seminar
Requirements/Evaluation: meaningful class participation, two short papers, and a final paper of 10 pages, which will consist of a draft and a final version
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students considering a major in Comparative Literature and/or who have studied a foreign language
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: FMST Related Courses;
Not offered current academic year

COMP 209 (F) Dolls, Puppets and Automatons (WI)

Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later in the shape of puppets, dolls, or automatons for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automatons, regarded both as uncanny Doppelgänger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Felisberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka and at photographs by Hans Bellmer, watch a ballet by Kurt Joos and films by Fritz Lang and Ridley Scott, and watch fashion shows by Alexander McQueen, Jean-Paul Gaultier, and Viktor & Rolf. Conducted in English.

Class Format: seminar
Requirements/Evaluation: active class participation, one oral presentation, three 5- to 8-page papers
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors, or those considering a major in Comparative Literature
Expected Class Size: 12
Distributions: (D1) (WI)
COMP 279 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture

Crosslistings: ASST271 / REL271 / WGSS279 / COMP279

Secondary Crosslisting

"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean ygoe) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeance spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviances from "the normal" as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation--including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: REL, ASST, WGSS, and COMP majors will be given preference

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under REL, ASST or WGSS; meets Division 1 requirement if registration is under COMP

Attributes: FMST Related Courses

Not offered current academic year

COMP 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Crosslistings: THEA330 / COMP330 / AMST331

Secondary Crosslisting

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafradio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Class Format: seminar

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none
COMP 339 (S) Race, Gender, and Performance from Literature to Social Media

Crosslistings: COMP339 / THEA322 / AMST332 / LATS335 / WGSS330

Secondary Crosslisting

How can contemporary performance expand ideas and practices of belonging in the United States, as figured through race, gender, and sexuality? This spring course will begin with readings of dramatic literature including Suzan-Lori Parks’s *Venus*, David Henry Hwang’s *M. Butterfly*, and Young Jean Lee’s *The Shipment* to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. We will develop shared vocabulary and methodologies of performance studies, including readings by scholars including J.L. Austin, Judith Butler, and José Esteban Muñoz. This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces?

Class Format: seminar

Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS

Attributes: ASAM Related Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Not offered current academic year


This course provides an opportunity to develop an understanding of the theoretical and practical concepts underlying 2- and 3-dimensional computer graphics. The course will emphasize hands-on studio/laboratory experience, with student work focused around completing a series of projects. Students will experiment with modeling, color, lighting, perspective, and simple animation. As the course progresses, computer programming will be used to control the complexity of the models and their interactions. Lectures, augmented by guided viewings of state-of-the-art computer generated and enhanced images and animations, will be used to deepen understanding of the studio experience.

Class Format: lecture/laboratory

Requirements/Evaluation: evaluation will be based on progress in project work and two examinations

Prerequisites: this course is not open to students who have successfully completed a CSCI course numbered 136 or above

Enrollment Limit: 36

Enrollment Preferences: first-year students and sophomores who have not previously taken a computer science course

Expected Class Size: 36

Distributions: (D3) (QFR)

Attributes: FMST Related Courses;
ENGL 120 (F) The Nature of Narrative  (WI)
Crosslistings: COMP111 / ENGL120

Secondary Crosslisting
This course focuses on the nature and function of narrative using a wide range of texts from different periods, traditions and genres. We will analyze the ways in which works of fiction communicate their concerns; in other words: how do they say what they say? And why does "how" matter as much as, if not more than, "what?" We will also look at film, articles, and other relevant texts, accompanying the readings with a few pertinent theoretical texts. The authors we will study may include Homer, Cervantes, Kleist, Kafka, Zweig, García Márquez, Rankine, and Farhadi. All readings in English, although those with foreign language competency are invited to make comparisons with the original where possible.

Class Format: seminar
Requirements/Evaluation: meaningful class participation, two short papers, and a final paper of 10 pages, which will consist of a draft and a final version
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students considering a major in Comparative Literature and/or who have studied a foreign language
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: FMST Related Courses;

Not offered current academic year

ENGL 214 (S) Playwriting  (WI)
Crosslistings: THEA214 / ENGL214

Secondary Crosslisting
A studio course designed for those interested in writing and creating works for the theatre. The course will include a study of playwriting in various styles and genres, a series of set exercises involving structure and the use of dialogue, as well as individual projects. We will read and we will write, beginning with small exercises and working toward a longer final project. Students will be expected to share in and respond to each other's work on a weekly basis, and to present their own work regularly. At the end of the term, we will share our collaborative work with the community as part of an open studio experience.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on attendance, completion of all class assignments, and class participation
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Theatre and English majors
Expected Class Size: 14
Distributions: (D1) (WI)
Attributes: FMST Related Courses;

Not offered current academic year

ENGL 237 (S) Making Things Visible: Adventures in Documentary Work
Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Secondary Crosslisting
Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a
number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Class Format: seminar

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Department Notes: In addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work.

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under AMST or SOC; meets Division 1 requirement if registration is under ARTH or ENGL

Attributes: EXPE Experiential Education Courses; FMST Related Courses

Spring 2019

LAB Section: 02  F 1:00 pm - 4:00 pm  Barry Goldstein, Olga Shevchenko

SEM Section: 01  W 1:10 pm - 3:50 pm  Olga Shevchenko, Barry Goldstein

ENGL 368 (S) Ireland in Film

In 1909, James Joyce was briefly the manager of one of Dublin's first cinemas. The medium of film has long attracted Irish writers: as a means to explore and represent the country's political and cultural history, to interrogate the very notion of "Irishness", and to promote their work to a wider audience. In turn, Ireland has long provided a rich subject for Hollywood fantasy, often being portrayed by non-Irish directors as either a mythic space for emerald-green romanticism, or, more darkly, as a place of political terror and enduring ideological rivalries. In this course we will view and discuss major films from the canon of Irish cinema, to assess the country's newly ascendant film movement. We will consider the impact of commercial considerations, and the powerful influence of British and American films (and especially those offering competing representations of Ireland), on Irish filmmakers. We will also read the literary texts on which some films were based, so as to weigh the strengths and limitations of the medium as a resource for writers who initially worked only in print. This course will introduce participants to the technical vocabulary of film art, as well as to major developments in modern Irish history and culture. Films to be viewed will likely include: Man of Aran, The Informer, The Quiet Man, Eat the Peach, In the Name of the Father, Butcher Boy, Intermission, Into the West, The Field, The Crying Game, December Bride, The Commitments, Michael Collins, Ondine, Six Shooter, In Bruges and The Guard; and we will also assess one or more short independent films such as Budawanny and Adam and Paul. Special attention will be given to the work of Neil Jordan, Jim Sheridan, Terry George, and Martin McDonagh.

Class Format: seminar

Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to first-year students

Enrollment Limit: 19

Enrollment Preferences: English majors

Expected Class Size: 19

Distributions: (D1)

Attributes: ENGL Post-1900 Courses; FMST Related Courses
ENVI 368 (F)  Technology and Modern Society

Crosslistings: ENVI368 / SOC368

Secondary Crosslisting

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Class Format: seminar

Requirements/Evaluation: two short papers, a midterm exam, and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

Distributions: (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives; FMST Related Courses; HSCI Interdepartmental Electives; SCST Elective Courses

Not offered current academic year

INTR 223 (S)  Image, Imaging, and Imagining: The Brain and Visual Arts

Crosslistings: NSCI318 / INTR223 / PSYC318

Secondary Crosslisting

This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating mental images and then directing the artist’s motor output. We will first examine the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work. Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the influence of neurological and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non-artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how “outsider” artists have portrayed brain syndromes and mental states. Students will conduct an empirical laboratory project that will explore their own experimental question in response to the course material. The class will include field trips to local museums.

Class Format: seminar and empirical lab course

Requirements/Evaluation: evaluation will be based on a midterm, participation in class discussions, and a poster presentation of the empirical project

Extra Info: satisfies one semester of Division III requirement

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 101, an ARTH or ARTS course, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Studio Art majors; Psychology majors and Neuroscience concentrators

Expected Class Size: 12

Distributions: (D3)

Distribution Notes: meets Division 3 requirement if registration is under PSYC or INTR
LATS 241 (F) Performing Masculinity in Global Popular Culture

Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Secondary Crosslisting

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

Attributes: EXPE Experiential Education Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

LATS 335 (S) Race, Gender, and Performance from Literature to Social Media

Crosslistings: COMP339 / THEA322 / AMST332 / LATS335 / WGSS330

Secondary Crosslisting

How can contemporary performance expand ideas and practices of belonging in the United States, as figured through race, gender, and sexuality? This spring course will begin with readings of dramatic literature including Suzan-Lori Parks's Venus, David Henry Hwang's M. Butterfly, and Young Jean Lee's The Shipment to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. We will develop shared vocabulary and methodologies of performance studies, including readings by scholars including J.L. Austin, Judith Butler, and José Esteban Muñoz. This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces?

Class Format: seminar

Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS

Not offered current academic year
LATS 346 (F)  Latinas/os and the Media: From Production to Consumption  (WI)
Crosslistings: LATS346 / AMST346

Primary Crosslisting
This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages
Extra Info:  may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course
Enrollment Limit: 12
Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority
Expected Class Size: 12
Distributions: (D2) (WI)
Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; FMST Related Courses; LATS Core Electives;

Fall 2018
SEM Section: 01    TF 2:35 pm - 3:50 pm     Maria Elena Cepeda

NSCI 318 (S)  Image, Imaging, and Imagining: The Brain and Visual Arts
Crosslistings: NSCI318 / INTR223 / PSYC318

Secondary Crosslisting
This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating mental images and then directing the artist's motor output. We will first examine the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work. Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the influence of neurological and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non-artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how "outsider" artists have portrayed brain syndromes and mental states. Students will conduct an empirical laboratory project that will explore their own experimental question in response to the course material. The class will include field trips to local museums.

Class Format: seminar and empirical lab course
Requirements/Evaluation: evaluation will be based on a midterm, participation in class discussions, and a poster presentation of the empirical project
Extra Info:  satisfies one semester of Division III requirement
Extra Info 2:  may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 101, an ARTH or ARTS course, or permission of instructor
Enrollment Limit: 12
Enrollment Preferences:  Studio Art majors; Psychology majors and Neuroscience concentrators
Expected Class Size: 12
**REL 271 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture**

Crosslistings: ASST271 / REL271 / WGSS279 / COMP279

**Primary Crosslisting**

"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yogoe) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviancies from "the normal" as it is constructed in a given culture and time period—-they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation—including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

**Class Format:** seminar

**Requirements/Evaluation:** attendance and participation, weekly responses, final 15- to 18-page research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** REL, ASST, WGSS, and COMP majors will be given preference

**Expected Class Size:** 15

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under REL, ASST or WGSS; meets Division 1 requirement if registration is under COMP

**Attributes:** FMST Related Courses

Not offered current academic year

**SOC 219 (S) Images and Society**

"This is obvious!" is what we say when we believe our point is irrefutable. But images are far less obvious than we may like to think. This course will create a forum for discussing the role of images in our lives, as well as the place of the visual in social inquiry. It will explore the variety of ways in which images—and even vision itself—are shaped by the social and cultural context in which they are embedded, develop skills for critical analysis of existing representations, and address the analytical possibilities and limitations of the study of signs and images. The course will touch upon a range of visual material, from advertising to paintings, but the bulk of the course is dedicated to photography, both as an object of visual analysis and as, increasingly, a research method in social sciences. Topics for discussion include debates around truth in photography and the politics of representation, changing uses of photography in institutional settings, different photographic cultures and their anthropological and sociological significance, as well as the use of photography in social research. Primary sources for the discussions will be drawn from a variety of spheres, from Soviet propaganda posters to Indian studio portraiture, and will include the images we encounter in everyday life, media, politics, academia, "high" art and pop culture.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, several response papers, a midterm paper and a take-home final
SOC 236 (S) Making Things Visible: Adventures in Documentary Work

Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Primary Crosslisting

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Class Format: seminar

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Department Notes: In addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work.

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST or SOC; meets Division 1 requirement if registration is under ARTH or ENGL

Attributes: EXPE Experiential Education Courses; FMST Related Courses

Spring 2019

LAB Section: 02  F 1:00 pm - 4:00 pm  Barry Goldstein, Olga Shevchenko

SEM Section: 01  W 1:10 pm - 3:50 pm  Olga Shevchenko, Barry Goldstein

SOC 240 (F) Performing Masculinity in Global Popular Culture

Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Secondary Crosslisting

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire
genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

Attributes: EXPE Experiential Education Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

SOC 368 (F) Technology and Modern Society

Crosslistings: ENVI368 / SOC368

Primary Crosslisting

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Class Format: seminar

Requirements/Evaluation: two short papers, a midterm exam, and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

Distributions: (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives; FMST Related Courses; HSCI Interdepartmental Electives; SCST Elective Courses

Not offered current academic year

THEA 214 (S) Playwriting (WI)

Crosslistings: THEA214 / ENGL214

Primary Crosslisting

A studio course designed for those interested in writing and creating works for the theatre. The course will include a study of playwriting in various styles and genres, a series of set exercises involving structure and the use of dialogue, as well as individual projects. We will read and we will write, beginning with small exercises and working toward a longer final project. Students will be expected to share in and respond to each other’s work on a weekly basis, and to present their own work regularly. At the end of the term, we will share our collaborative work with the community as part of an open studio experience.

Class Format: seminar
THEA 241 (F) Performing Masculinity in Global Popular Culture

Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Secondary Crosslisting

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Extra Info: not available for the fifth course option

THEA 322 (S) Race, Gender, and Performance from Literature to Social Media

Crosslistings: COMP339 / THEA322 / AMST332 / LATS335 / WGSS330

Secondary Crosslisting

How can contemporary performance expand ideas and practices of belonging in the United States, as figured through race, gender, and sexuality? This spring course will begin with readings of dramatic literature including Suzan-Lori Parks's Venus, David Henry Hwang's M. Butterfly, and Young Jean Lee's The Shipment to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. We will develop shared vocabulary and methodologies of performance studies, including readings by scholars including J.L. Austin, Judith Butler, and José Esteban Muñoz. This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces?

Class Format: seminar

Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper

Extra Info: not available for the fifth course option
THEA 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Crosslistings: THEA330 / COMP330 / AMST331

Primary Crosslisting

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafcadio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Class Format: seminar

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none
Enrollment Limit: 12
Expected Class Size: 10
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST
Attributes: AMST Arts in Context Electives; AMST Space and Place Electives; EXPE Experiential Education Courses; FMST Related Courses

Not offered current academic year

WGSS 240 (F) Performing Masculinity in Global Popular Culture

Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Primary Crosslisting

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes - had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper
WGSS 279 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture
Crosslistings: ASST271 / REL271 / WGSS279 / COMP279

"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yogoe) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviancies from "the normal" as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation--including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: REL, ASST, WGSS, and COMP majors will be given preference

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under REL, ASST or WGSS; meets Division 1 requirement if registration is under COMP

Attributes: FMST Related Courses

Not offered current academic year

WGSS 330 (S) Race, Gender, and Performance from Literature to Social Media
Crosslistings: COMP339 / THEA322 / AMST332 / LATS335 / WGSS330

Primary Crosslisting

How can contemporary performance expand ideas and practices of belonging in the United States, as figured through race, gender, and sexuality? This spring course will begin with readings of dramatic literature including Suzan-Lori Parks's Venus, David Henry Hwang's M. Butterfly, and Young Jean Lee's The Shipment to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. We will develop shared vocabulary and methodologies of
performance studies, including readings by scholars including J.L. Austin, Judith Butler, and José Esteban Muñoz. This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces?

Class Format: seminar

Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS

Attributes: ASAM Related Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Not offered current academic year

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MAJOR—French Language and Literature

The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French-speaking world. Emphasis is placed on the changes in form and subject matter from the early modern period to the contemporary era.

The major consists of nine courses. One of these courses must be the 400-level senior seminar during the student’s final year at the College.

Students entering the major program at the 200-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

MAJOR—French Studies

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time, they should submit a feasibility plan that articulates their projected program.

The French Studies major consists of ten courses satisfying the following requirements:

- at least five RLFR courses in French language, literature, film, or culture;
- the RLFR senior seminar during the student’s final year at the College;
- Electives: The remaining courses needed to complete the major must be drawn from at least three different departments and relate primarily to an aspect of the cultures, histories, societies, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

  - AFR 360 Political Thought Frantz Fanon
  - ARTH 254 Manet to Matisse
  - HIST 390 Haitian and French Revolutions
  - RLFR 101-450 All courses in French and Francophone language, literature, film, and culture

THE DEGREE WITH HONORS IN FRENCH

Students majoring in French may apply to be admitted to the Honors Program in French upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader). This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and
if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent reading, researching (in relevant archives or with field work), and compiling a more detailed bibliography.

Upon their return to Williams, candidates will devote to their thesis two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in French and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in French. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

THE CERTIFICATE IN FRENCH

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher.

For students with no prior study of French, the course sequence will consist of RLFR 101-102, RLFR 103, RLFR 104, and three additional courses, with at least one of these at the 200-level or higher taken at Williams. For students starting the sequence at RLFR 103 or higher, six additional courses must be taken, including at least three French courses at the 200-level or higher. For these students starting at French 103 or higher, two electives may be taken in other departments: one elective should be in French or Francophone culture (art, literature, theatre, music) and the other in French or Francophone civilization (history, political science, philosophy).

PLACEMENT

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101 level must take this test, regardless of their previous preparation.

STUDY ABROAD

We encourage all students of French to complement their courses at Williams with the life-changing experience of studying abroad in a Francophone country. In particular, French majors and certificate students are strongly advised to complete part of the requirements for the major or certificate by studying abroad, for either a semester or a year. Most study abroad programs require applicants to have completed a fifth-semester French course in college (French 105) or higher before they go abroad. Credit for up to a total of 4 courses towards the major or certificate can be granted for either a semester or a full year abroad, at the discretion of the Romance Languages Department. Students who are planning to get credit for their study abroad courses should meet with a French faculty member in advance, to review the courses they intend to take abroad. Normally, only courses that focus on French language or Francophone literature, history, politics, art, and culture may be counted towards the major or certificate. The final assignment of course credit will be authorized in consultation with the student's French advisor, once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance; students should thus provide not only their study abroad transcript, but retain course materials (including syllabi, papers, exams, and other projects) for potential review back at Williams. While students can gain credit for 100-, 200-, and 300-level courses during their time abroad, the 400-level senior seminar must be taken during the senior year at Williams. Early planning is essential: Students interested in studying abroad are strongly urged to attend the yearly Francophone Study Away Information Session (held each October) during their first year or sophomore year. Students will receive credit for only those study abroad programs recommended and approved by the Dean of Study Away and the Romance Languages Department. Williams has long-term affiliations with the following programs: Hamilton College (Paris), Sweet Briar College (Paris), CUPA (Paris), Middlebury College (Paris), Wellesley College (Aix-en-Provence), Boston University (Grenoble), and both SIT and CIEE (in Morocco, Senegal, and Madagascar). For more on all approved study-abroad programs, see the webpages for the French program (french.williams.edu) and Study Away (study-away.williams.edu/programs). Finally, the Department does not administer proficiency exams (for study abroad, fellowships, or job applications) to students who have not completed a French course at Williams; and most study abroad programs will not accept students who have not taken any college courses in French (at Williams) prior to their application. Students should thus plan well ahead (as early as their first year and sophomore year) to take appropriate courses at Williams, before applying for and taking part in study abroad programs in the Francophone world.

RLFR 13 (W) Creative Portraiture in the Darkroom
Crosslistings: ARTS13 / RLFR13

Primary Crosslisting

In this course we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use a view camera (a large format camera used shortly after the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, and sensitive media and use them as tools to make creative portraits in the darkroom. By the end of the course students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Adjunct Instructor Bio: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Photaumnales in Beauvais, France and at the Biennale Internationale des rencontres Photographiques de Guyane.

Class Format: mornings

Requirements/Evaluation: 2- to 3-page paper; formal public exhibit

Prerequisites: knowledge of black and white analog photography is preferred, but not required

Enrollment Limit: 10

Enrollment Preferences: Art major and minors then random

Materials/Lab Fee: $120

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 WRF 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Daniel Goudrouffe

RLFR 30 (W) Honors Essay: French

To be taken by candidates for honors other than by thesis route.

Class Format: honors essay

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Jennifer L. French

RLFR 31 (W) Senior Thesis: French

To be taken by students registered for French 493-494.

Class Format: thesis

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Jennifer L. French

HON Section: 02 TBA Brian Martin

RLFR 99 (W) Independent Study: French

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
**Class Format:** independent study

**Distributions:** (D1)

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Winter 2019

**IND Section:** 01    TBA     Jennifer L. French

**RLFR 101 (F) Introduction to French Language and Francophone Cultures**

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

**Class Format:** the class meets five hours a week

**Requirements/Evaluation:** evaluation in both semester-long courses will be based on active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams

**Extra Info:** students registered for RLFR 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLFR 101 and 102) are taken

**Extra Info 2:** not available for the fifth course option

**Prerequisites:** none; for students who have never formally studied French; students who have previously studied French must take the French Placement Test during First Days

**Enrollment Limit:** 20

**Enrollment Preferences:** all are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission

**Expected Class Size:** 20

**Distributions:** (D1)

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Fall 2018

**LEC Section:** 01    M-F 9:00 am - 9:50 am     Brian Martin

**RLFR 102 (S) Introduction to French Language and Francophone Cultures**

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

**Class Format:** the class meets five hours a week

**Requirements/Evaluation:** evaluation in both semester-long courses will be based on active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams

**Extra Info:** students registered for RLFR 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLFR 101 and 102) are taken

**Prerequisites:** none; for students who have taken less than two years of high school French

**Enrollment Limit:** 20

**Enrollment Preferences:** first- and second-year students and those with compelling justification for admission

**Expected Class Size:** 20

**Distributions:** (D1)
RLFR 103 (F)  Intermediate Studies in French Language and Francophone Cultures
As a continuation of French 101-102, this dynamic first-semester intermediate course is designed to help you improve your French, while at the same time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing your communication skills and learn to express your opinions and ideas; improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world. Conducted in French.

Class Format: lecture; the class meets five days per week
Requirements/Evaluation: active class participation, workbook and grammar exercises, short compositions, chapter tests, midterms, and final exam
Prerequisites: RLFR 101-102, or by placement test
Enrollment Limit: 20
Enrollment Preferences: all are welcome, but if overenrolled, preference is given to first-year and second-year students and those with compelling justification for admission
Expected Class Size: 20
Department Notes: students should seriously consider taking RLFR 103 AND 105 if they intend to enroll in more advanced French literature courses at the 200-level and above, or if they anticipate studying in France or a Francophone country during their junior year
Distributions: (D1)

Fall 2018

RLFR 104 (S)  Intermediate French II: Advanced Intermediate Studies in French
As a continuation of French 103, this course is primarily conceived to enable students to express themselves with fluency and to easily comprehend the spoken and written language. Leveraging imitation and pastiche as a springboard toward original creation, students will read passages taken from French and francophone literature, watch interviews and cinematic productions, listen to French-language music, and examine art and photography made in francophone settings, all while developing a wide range of vocabulary and cultivating their oral and written expression. Conducted in French.

Class Format: class meets two hours a week plus a third conference hour with French teaching associates
Requirements/Evaluation: class participation, short papers, oral class presentations, quizzes and exams
Extra Info: not available for the fifth course option
Prerequisites: RLFR 103; this course is primarily for continuing RLFR 103 students; students who have placed at the advanced intermediate level on the placement exam should register for RLFR 105
Enrollment Limit: 20
Enrollment Preferences: continuing 103 students and potential French majors
Expected Class Size: 20
Department Notes: after successfully completing RLFR 104, students may register for RLFR 201
Distributions: (D1)

Spring 2019

RLFR 105 (F)  Advanced French: Advanced Studies in French Language and Francophone Culture
In this course, we will concentrate on expanding your vocabulary and polishing your written and oral skills while focusing on the analysis of French and Francophone cultures and the concepts that define them. In particular, we will explore three themes: *aimer, avoir peur, and le passé colonial* de la France as they relate to national identity in France, North Africa, and the French Caribbean. We will read short literary, theoretical and historical texts, and explore the production of popular culture and how it informs contemporary France. At the same time, we will review and practice advanced grammar concepts. *Conducted in French.*

**Class Format:** lecture/conference

**Requirements/Evaluation:** class participation, short papers, presentations and quizzes, final project

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** RLFR 104, placement exam, or by permission of instructor

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distributions:** (D1)

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**RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction**

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1830 to 2010, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ermans, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, grammar exercises, two short papers, midterm, and final paper

**Extra Info:** not available for the fifth course option

**Prerequisites:** exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

**Expected Class Size:** 20

**Distributions:** (D1)

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**RLFR 202 (F) War and Resistance: Two Centuries of War Literature in France (1804-2016)**

Crosslistings: RLFR202 / WGSS201

**Primary Crosslisting**

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying “Let us dishonor war!” From the Gallic Wars against Caesar (during the first century BC) to the recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will
focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Anglo, Pontecorvo, and Duras. Conducted in French.

Class Format: seminar

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: exceptional performance in RLFR 105; successful performance in RLFR 106 or 107; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS

Not offered current academic year

RLFR 203 (F) Introduction to Francophone Literatures

Crosslistings: AFR204 / COMP282 / RLFR203

Primary Crosslisting

What is the Francophone world comprised of? Who speaks French today and why? What does the idea of Francophonie really mean? Is this term really relevant? Why, how, and by whom is this idea being criticized? How does the littérature-monde manifesto fit within these interrogations? Is the French-speaking world merely a linguistic community or is it also a political, cultural, and economic project? Last but not least, why is the idea of Francophonie so important for France? We will answer these questions through the lens of literary and cinematic texts from Québec, Sénégal, Vietnam, France (l'hexagone), and Haïti among others.

Class Format: seminar

Requirements/Evaluation: presentation, journaling, final project, participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: RLFR 105 and above, placement exam or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate, Africana and Comp. Lit

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR

Attributes: GBST African Studies Electives; GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

RLFR 204 (F) Intro to French Literature: French Drama from Classicism to the Theatre of the Absurd

What can we learn about French society through its theater? This course proposes to examine the evolution of French plays from the 17th to the 20th century within their political, social and cultural contexts. Readings plays by Molière, Beaumarchais, Musset, Anouilh, Beckett and Ionesco will allow students to see how the theater as a genre engages the public through self-reflection and analysis. Readings will be complemented by theoretical texts and film versions of the plays. Questions regarding the nature of the play itself (dramatic structure), the role of space and the role of language, the importance of acting and the public's involvement will be examined and will evolve, into a mini staging of our own.

Class Format: seminar

Requirements/Evaluation: one short response paper weekly; 2 short essays and one final paper
Prerequisites: RLFR 105 or permission of instructor

Enrollment Preferences: open to those who have completed RLFR 105, 107 or a 200 level course; if overenrolled, preference will be given to French majors

Distributions: (D1)

Not offered current academic year

RLFR 206 (F) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE) (WI)

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Class Format: seminar

Requirements/Evaluation: three response papers, one short essay on film adaption, one video essay with a student partner

Extra Info: not available for the fifth course option

Prerequisites: students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers, in literary texts and their film adaptations. WI: This course is WI because students write three response, 4-page papers and one 7-page script for the narration in their video essay.

Attributes: FMST Core Courses;

Fall 2018

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

RLFR 215 (F) The French Adventure: Word, Sound, and Image in the Digital Age

The French Adventure examines celebrated French literary texts (from the Middle Ages to Modernity) that draw on the theme of adventure, putting them into dialogue with their graphic novel and filmic adaptations (from the twentieth and twenty-first centuries). This course seeks to explore the phenomena of word (written or spoken), image (still or moving), and sound, as well as their interactions in today's environment of multimedia and digital immersion. Why have we seen an explosion of graphic novels and films depicting French literary classics in recent decades? How can these visual and audiovisual renderings enhance our appreciation for and understanding of written texts, and what aspects of the written word remain untranslatable to the world of the image? To address these questions, we will study a series of literary texts that depict historical moments from the late Middle Ages, to Absolute Monarchy, to the Belle Époque. From our visual vantage point of the twenty-first century, we will gain familiarity with the defining figures and events that these texts represent, from the fifteenth to the twentieth centuries. At the same time, we will interrogate the French-language graphic novel adaptations of each text, as well as portions of American-made filmic representations to consider questions of patrimoine, visual culture, and (trans)national identity. Conducted in French.

Class Format: seminar

Requirements/Evaluation: active class participation, reading journal (with written reflections), quizzes, discussion leading, and final paper

Prerequisites: successful performance in RLFR 105, RLFR 106, or another RLFR 200-level course; or by placement test; or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 10
Distributions: (D1)

Fall 2018
SEM Section: 01  MR 1:10 pm - 2:25 pm  Theresa Brock

RLFR 220 (S)  Fairy Tales: Love and Politics at the Sun King’s Court
This course explores the literary and historical development of love and politics in 17th-century France. These two motifs dominated courtly life at Versailles during the reign of Louis XIV, the Sun King. Since cultural and artistic creations tend to dialogue with social circumstances, the literature of this time period—which critics have sometimes called the "Grand Siècle"—develops different schools of thought on the interactions between politics and love. Some authors approached these interactions from an idealistic or innocent perspective, while others had a more pessimistic or realistic outlook. Together, we will examine why and how each trajectory formed while also investigating the roles of literary genre and authorial gender. As part of our explorations, students will compose their own, original fairy tales and will also adapt a written tale into an in-class theatrical performance. Conducted in French.

Class Format: seminar

Requirements/Evaluation: active class participation, quizzes, a midterm paper, an original fairy tale, an in-class performance of the fairy tale in groups

Prerequisites: successful performance in RLFR 105, RLFR 106, or another RLFR 200-level course; or by placement test; or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 15

Distributions: (D1)

Spring 2019
SEM Section: 01  Cancelled

RLFR 224 (S)  Sexuality and Seduction in Nineteenth and Twentieth-Century France  (DPE)
Crosslistings: WGSS224 / RLFR224

Primary Crosslisting
In 1857, both Flaubert's Madame Bovary and Baudelaire's Les Fleurs du mal were put on trial for sexual indecency and "crimes against public morality." In 1868, Le Figaro attacked Zola's novel Thérèse Raquin as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers, a midterm, and a longer final paper

Extra Info: not available for the fifth course option

Prerequisites: exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if overenrolled, preference will be given to French majors and certificate students, Women's, Gender, and Sexuality Studies majors, and those with compelling justification for admission

Expected Class Size: 18
Department Notes: if the course is overenrolled, students will submit a form online

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS. DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Spring 2019

SEM Section: 01    TR 11:20 am - 12:35 pm     Brian Martin

RLFR 225 (F) Remembering the Great War: The First World War in Literature and Film (DPE)

Crosslistings: RLFR225 / COMP224

Secondary Crosslisting

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawning of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jünet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. Readings and Discussions in English.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Distributions: (D1) (DPE)

Distribution Notes: DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity during WW1. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Fall 2018

SEM Section: 01    MW 11:00 am - 12:15 pm     Brian Martin

RLFR 226 (S) Black France/France Noire

Crosslistings: RLFR226 / AFR226

Primary Crosslisting
On the eve of the new millennium, the year 1998 saw the emergence in France of "Black studies à la française" (Ndiaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority "made itself more visible" (Faes and Smith). This course examines a wide range of discursive practices through which athletes, artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone. It retraces the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of affirmation and contestation. Following a study of the interwar period (1918-1939), when the work of "negritude women" (Sharpley-Whiting) such as "afro-latinité" spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembé, Françoise Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. Conducted in French.

Class Format: seminar
Requirements/Evaluation: response papers, midterm paper, TV show, colloquium
Extra Info: not available for the fifth course option
Prerequisites: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French and Africana Studies concentrators
Expected Class Size: 12
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR
Not offered current academic year

RLFR 228 (S) Introduction to French and Francophone Film
Crosslistings: COMP298 / RLFR228
Primary Crosslisting
In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, '30s and '40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, French collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembene, Mambety, Malle, Varda, Païcy, Peck, and Sissako. Conducted in French.
Class Format: seminar
Requirements/Evaluation: response papers, midterm paper, TV show, colloquium
Extra Info: not available for the fifth course option
Prerequisites: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Limit: 15
Enrollment Preferences: RLFR 201, 202, or 203, or by permission of instructor
Expected Class Size: 12
Distributions: (D1)
Attributes: FMST Core Courses
Not offered current academic year

RLFR 229 (S) Coffee, Sugar, Wigs, and Desks: Writing and Material Life in Early Modern France (WI)
Crosslistings: RLFR229 / COMP299
Primary Crosslisting
This tutorial considers the relationship between slavery, colonial commerce, and the burgeoning market in material and cultural goods. We look at France's "consumer revolution" through the lens of four material objects--sugar, coffee, wigs, and desks--to consider how eighteenth-century concepts
of race, gender, and social status related to taste, sociability, appearance, and writerly identity. Readings by Voltaire, Aulnoy, Genlis, Bernardin de Saint-Pierre, and others will be paired with critical texts from literary and material historians as well as objects found in local collections.

Class Format: tutorial
Requirements/Evaluation: five papers and five responses
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 105, a 200-level course, or instructor permission
Enrollment Limit: 10
Enrollment Preferences: first- and second-year students
Expected Class Size: 10
Distributions: (D1) (WI)

Not offered current academic year

RLFR 240 (S)  The Banlieue in Literature, Music, and Film
Crosslistings: RLFR240 / AFR241 / COMP281
Primary Crosslisting
In this course we will read, watch, and listen to various constructions of the banlieue in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Class Format: seminar
Requirements/Evaluation: journaling, presentation, in-class discussion, and final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 105 and above
Enrollment Limit: 20
Enrollment Preferences: French majors, certificate, Africana and Comparative literature students
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Attributes: FMST Core Courses

Not offered current academic year

RLFR 250 (S)  Women in Print:Gender, Power, and Publishing in Seventeenth-and Eighteenth-Century France
What did it mean to publish--or not--"as a woman" in seventeenth- and eighteenth-century France? Why did writers adopt or reject a feminine pen name at a time of women's legal, economic, and social subordination? Readings from Scudéry, La Fayette, Guilleragues, Graffigny, Gouges, and Duras will be informed by contemporary theoretical and historical work on gender, authorship, and women's participation in political, religious, and public life. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, two short presentations, two short papers, final paper
Prerequisites: RLFR 201, 202, or 203, or by placement test, or by permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French, Comparative Literature, Women's, Gender and Sexuality Studies majors, and those with compelling justification for admission
Expected Class Size: 20
Distributions: (D1)

Not offered current academic year

RLFR 260 (F)  Reading Comics from the French-Speaking World
From political cartoons and satire of the 19th century to contemporary graphic novels, the *bande dessinée* has a long history in the French-speaking world. We will read classics such as Astérix and Tintin, and contemporary BD from France, Québec, Côte d'Ivoire, Morocco, Rwanda, and Guadeloupe to analyze how they tackle subjects such as nation, empire, sexuality, biography, war and human rights. We will pay attention to the visual form and critical theory of the genre. *Conducted in French.*

**Class Format:** seminar

**Requirements/Evaluation:** weekly response papers, two short papers, presentation and final research project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** RLFR 201, 202, or 203, or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students, Comparative Literature majors

**Expected Class Size:** 15

**Distributions:** (D1)

Not offered current academic year

**RLFR 261 (F) Haitian and French Caribbean Literatures and Films**

Crosslistings: COMP283 / AFR261 / RLFR261

**Primary Crosslisting**

Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking Caribbean such as the idea of Haiti as the First Black republic and the poorest nation in the Western hemisphere and and of Martinique and Guadeloupe as the "French" Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling "intimist" stories (Ferly). This course focuses on the diverging paths by Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus gender, slavery, identity, exile, migration, imperialism, culture, and (non) sovereignty.

**Class Format:** seminar

**Requirements/Evaluation:** in-class discussions, journaling, steps towards final project, final project and presentation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** French majors, French certificate, Africana and Comparative Literature students

**Enrollment Limit:** 15

**Enrollment Preferences:** 105 and above, French majors, French certificate, Africana and Comparative Literature students

**Expected Class Size:** 10

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR

**Attributes:** FMST Core Courses

Not offered current academic year

**RLFR 300 (F) Albert Camus and the Philosophy of Living (DPE)**

Why is Albert Camus so well known? Why has this XXth century humanist, writer and philosopher, touched so many lives? From exile to kinship, from despair to resistance and rebellion, Camus invites us to reflect on the human condition with lucidity and the knowledge that happiness and serenity can cohabit with incomprehension and injustice. We are like Sisyphus, as he rolls the rock back up the hill over and over again, he has time to think of his condition, realizing that in spite of the struggle and because of it, he can find meaning and happiness in life. What remains to define is what is "happiness"? We will examine in depth Camus' major works of fiction: the novels (*L'Etranger*, *La Peste*) and short stories (*in L'Exil et le royaume, L'Envers et l'endroit*), his philosophical essay (*Le Mythe de Sisyphe*) one political work (*Lettres à un ami allemand*) and his last posthumous novel (*Le Premier Homme*). Students must be prepared to actively discuss these works and their themes as we interpret them. *Conducted in French.*

**Class Format:** seminar
Requirements/Evaluation: oral presentations, two papers (5 pages each), one final paper (8-10 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: any RLFR 200 level at Williams or permission of the instructor
Enrollment Limit: 15
Enrollment Preferences: French majors or certificate candidates
Expected Class Size: 15
Materials/Lab Fee: packet
Distributions: (D1) (DPE)
Distribution Notes: DPE: In this course we will focus on the themes of exile, religion, social injustice and inequalities through the works of Camus. Many discussions will center on the responsibility individual has to refute injustice, rebel against it, and find a balance in a humanistic approach

Fall 2018
SEM Section: 01 Cancelled

RLFR 305 (F) Where We Are & Where We Go: Spaces & Places of Contemporary France
How do people in France give meaning to the spaces they inhabit or move through? What does it mean to be from “here” or “there”? Through contemporary French literature and cultural analysis, we will explore these questions in the urban landscapes of major French cities, including Lyon, Marseilles, Nantes, and Angoulême. We will focus on literary representations of the home, the street, the park, the grocery store, and the train, and discuss the ways videos, press articles, photographs, and websites depict neighborhoods, festivals, and street theater. We will also examine a variety of theories that will help us conceptualize urban space and interpret these literary and cultural texts on city life in contemporary France. Readings to include texts by Annie Ernaux, Patrick Modiano, Leïla Sebbar, Didier van Cauwelaert, Yasmina Reza, Jean Rolin, Marie Darrieussecq, and Xavier Houssin. Conducted in French.

Class Format: seminar
Requirements/Evaluation: class participation, several short essays (1-2 pages), midterm essay (5 pages), digital mapping project, and final oral presentation (based on midterm)
Extra Info: not available for the fifth course option
Prerequisites: strong performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-level course; or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors & certificate students; those with compelling justification for admission; seniors returning from study abroad (Francophone countries) particularly welcome
Expected Class Size: 20
Distributions: (D1)

Fall 2018
SEM Section: 01 TR 9:55 am - 11:10 am Carl B. Cornell

RLFR 309 (F) Contemporary Short Stories from North Africa
Crosslistings: RLFR309 / AFR307
Primary Crosslisting
Short stories are the vibrant center of the literary landscape in North Africa today. Written in French, Arabic and sometimes Amazigh languages, short stories provide timely interventions in political and social discourse. In this course, we will read short stories that use humor and satire to address the effects of globalization on local communities, that experiment with language to portray war and revolution, and that seek to create a new space for the discussion of gender. We will also analyze films, sociological texts and Moroccan, Algerian and Tunisian online newspapers in order to explore contemporary transformations of life in North Africa. Readings by Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zalzaf, Ahmed Bouzfour, Soumaya Zahy and Fouad Laroui among others. Conducted in French.

Class Format: seminar/discussion
**RLFR 310 (S) Le Moyen Âge en images: Decoding the Middle Ages**

This seminar investigates questions of visual culture and textual analysis in the Middle Ages. Although different from today's multimedia and digital environment, the Middle Ages boasted its own form of visual culture that will enable us to draw meaningful connections between medieval literature and history and modern-day debates on gender and sexuality. To explore these connections, we will study literary texts from the 12th-16th centuries in modern French translation, making comparisons to *bandes dessinées* that seek to visualize each text from a twenty-first-century perspective. We will investigate the points of overlap and divergence between the original texts and accompanying comics to ask why and how today's artists are returning to the literature and culture of the Middle Ages, especially in a time of globalization and technological immersion. For example: How might our findings inform our outlook on international politics, as well as gender-based forms of activism, such as the #MeToo movement, among other forms of social and political engagement? *Conducted in French*

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, reading journal (with written reflections), quizzes, mid-semester project: une bande dessinée, and final paper

**Prerequisites:** successful performance in RLFR 106 or another RLFR 200-level course; or by placement test; or permission of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

**Expected Class Size:** 12

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR

**Attributes:** GBST African Studies Electives

Not offered current academic year

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**RLFR 316 (S) Paris on Fire: Incendiary Voices from the City of Light (1830-2015)**

Crosslistings: WGSS315 / RLFR316

**Primary Crosslisting**

During the 1830s, Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous urban energy, captured in countless paintings, photographs, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repetitively sparked with incendiary passion and political protest. As fires raged during the riots in 2005, many heard the echo of Hitler's ominous 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? And following the recent terrorist attacks in Paris in 2015, many wonder what lies ahead for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. *Conducted in French.*
Class Format: seminar
Requirements/Evaluation: active class participation, midterm exam, and two to three papers
Extra Info: not available for the fifth course option
Prerequisites: strong performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-level course; or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; and those with compelling justification for admission
Expected Class Size: 20
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Attributes: GBST Urbanizing World Electives
Not offered current academic year

RLFR 318 (F) Twentieth-Century French Novel: From Adversity to Modernity
Crosslistings: COMP318 / RLFR318
Primary Crosslisting
In his futurist novel Paris in the Twentieth Century (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor of bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth-century novels and their focus on adversity and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France's engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jelloun, Djébar. Films to include works by Fassbinder, Annaud, Loret, Ducastel, Martineau, Téchiné, Charef. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, midterm exam, and two to three papers
Prerequisites: a 200-level course; or by placement test; or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission; seniors returning from study abroad (in France or other Francophone countries) are particularly welcome
Expected Class Size: 20
Distributions: (D1)
Not offered current academic year

RLFR 326 (S) Molière in Performance
Like Shakespeare, the work of France's greatest playwright is less a timeless monument than a living body perpetually in motion. This course offers a dual approach to the theater of Molière. The first half of the semester will focus on readings and analysis of printed plays in the context of the seventeenth century. The second half of the semester focuses on a collective project that combines student research and performance of a single play. Possible works: Les Femmes savantes, L'Ecole des femmes, Le Misanthrope, L'Avare, Le Bourgeois gentilhomme. Throughout the semester, we will explore the dynamic relationships between tradition and innovation, elite and popular culture, actors and audience, past and present. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, one presentation, two short papers, final performance project and accompanying final paper
Prerequisites: RLFR 201, 202, or 203, or by placement test, or by permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French, Comparative Literature, Theater, and Women's, Gender and Sexuality Studies majors, and those with compelling justification for admission
Expected Class Size: 20
Distributions: (D1)

Not offered current academic year

RLFR 410 (S)  Senior Seminar: Landscapes of Movement and Migration in French
How do migration and movement construct and disrupt landscapes of identity—home, city and nation—in the French-speaking world? How do migration and movement contribute to conditions of alienation, nostalgia and violence? This seminar explores such fundamental questions and asks us to think about how in an increasingly mobile and de-territorialized world, place is imagined, experienced and remembered. Over the course of the semester, we will examine theoretical texts on memory, space, identity and movement, and analyze literary and film narratives of migration that focus on: the immigration experience in France, the construction of an Atlantic identity between Africa, the Caribbean, Europe and the Americas, internal migration between the country and the city, clandestine migration between Africa and Europe, population displacement due to war, and the possibility of creating portable places of memory. Works by Nora, Benjamin, Deleuze, Barthes, Charef, Chamoiseau, Glissant, Diome, Condé, Mernissi, Poulain, Pineau, Sembene, and Binebine among others. Conducted in French.
Class Format: seminar
Requirements/Evaluation: weekly 1-page response papers, short mid-term paper and a final research paper
Extra Info: qualified students in first, second, or third years of their career at Williams can enroll in the Senior Seminar with the permission of the instructor; however, this will not replace the senior seminar requirement in the senior year of French majors
Prerequisites: any RLFR course above 203, or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: seniors French majors or completing the certificate in French, but open to advanced students of French
Expected Class Size: 10
Distributions: (D1)
Not offered current academic year

RLFR 412 (S)  Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers
Crosslistings: RLFR412 / WGSS408
Primary Crosslisting
In 1834, Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, and the domestically-abused Gervaise became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.
Class Format: seminar
Requirements/Evaluation: active class participation, midterm exam, and two to three papers
Prerequisites: a 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor
Enrollment Limit: 16
Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission
RLFR 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE) (WI)
Crosslistings: RLFR414 / COMP414

Primary Crosslisting

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughedir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

Class Format: seminar
Requirements/Evaluation: three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay
Extra Info: not available for the fifth course option
Prerequisites: 200 RLFR level courses
Enrollment Limit: 19
Enrollment Preferences: French and Comparative Literature majors and certificate students
Expected Class Size: 10
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. WI: This course is writing-intensive because it includes 9 pages of response papers; 1 page with a thesis statement, methodology, and works cited list; plus 10 pages of script for video essay

Spring 2019
SEM Section: 01 MR 1:10 pm - 2:25 pm Sophie F. Saint-Just

RLFR 415 (S) Senior Seminar: Banned In France: Literature and Censorship in the Eighteenth-Century

This seminar will explore the role of censorship in eighteenth-century France, another complex period transformed in part by unprecedented access to knowledge. Students will critically assess a range of works that were, before or after publication, repressed or altered by various religious and civil authorities, editors, publishers, and, in some cases, audiences. Discussions will focus on the formal and thematic content of each work, as well as its broader place in Enlightenment and French Revolutionary literature and culture. Analysis of such historically-specific concepts as tolerance, obscenity, and public censorship will be supported by critical work and commentary from the eighteenth century and the present day. As a central feature of the course, students will conduct a semester-long research project that will draw on readings which may include Voltaire, Diderot, Rousseau, Sade, Beaumarchais, Chénier, Gouges, Charrière, Staël, and others. Key issues include copyright and the literary market, self-censorship, public opinion and public censure, gender and canon formation, blasphemy, pornography, and the politics of incitement. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, weekly online postings, semester-long research project involving an abstract and annotated bibliography at mid-term, and final research paper
Prerequisites: any 200-level RLFR course
Enrollment Limit: 15
Enrollment Preferences: senior French majors or students completing the Certificate in French, but open to advanced students of French
Expected Class Size: 15
Distributions: (D1)
Not offered current academic year

RLFR 493 (F) Senior Thesis: French
French senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Distributions: (D1)

Fall 2018
HON Section: 01    TBA    Jennifer L. French

RLFR 494 (S) Senior Thesis: French
French senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Distributions: (D1)

Spring 2019
HON Section: 01    TBA    Jennifer L. French

RLFR 497 (F) Independent Study: French
French independent study.
Class Format: independent study
Distributions: (D1)

Fall 2018
IND Section: 01    TBA    Jennifer L. French

RLFR 498 (S) Independent Study: French
French independent study.
Class Format: independent study
Distributions: (D1)

Spring 2019
IND Section: 01    TBA    Jennifer L. French

RLFR 511 (F) Intensive French Grammar and Translation
This course is designed to offer students a thorough and systematic review of sentence structures and grammar to develop a reading knowledge of French. Through this intensive study, students will learn to decipher the subtleties of the written language, and as they become more confident they will start translating a variety of short excerpts. Students are also expected to learn and develop a wide lexical range centered on art history and criticism, but not limited to it.
Class Format: classes meet twice weekly and are conducted in English
Requirements/Evaluation: evaluation will be based on class participation, papers, a midterm, and a final examination
Prerequisites: a strong interest and need to learn French
Enrollment Preferences: although this course is to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll by permission of the instructor

Distributions: (D1)

Fall 2018
LEC Section: 01    TR 8:30 am - 9:45 am    Pramila Kolekar

RLFR 512 (S)  Readings in French Art History and Criticism
This course is designed to provide Graduate Program students and interested others with knowledge of French acquired through translation and interpretation. The core of this course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of art history. The material read (excerpts from museum catalogues; the Gazette des Beaux-Arts and other publications; Salons by Diderot, Baudelaire, and Thoré; artists on their works; and critics such as Francastel, Ch. Sterling, M. Faré, Valéry, Focillon) will be analyzed in form and content, translated or summarized, in order to develop the skills and understand the techniques necessary for reading French accurately. Grammar will be reviewed in context.

Class Format: seminar

Requirements/Evaluation: evaluation is based on class participation, papers, a midterm, and a final examination

Prerequisites: RLFR 511 or permission of instructor; undergraduates are welcome with permission of instructor

Distributions: (D1)

Spring 2019
LEC Section: 01    TR 8:30 am - 9:45 am    Pramila Kolekar
MAJOR

The Geosciences major offers an understanding of the evolution of our planet and its interacting global systems. In this era of global change, geoscience provides the tools that can help us learn to live sustainably with our environment, and appreciate our place within the vastness of Earth history. Forces within the Earth create mountain ranges and ocean basins and drive the movements of continents. Wind, water and ice shape the surface of the Earth, making and changing the landscapes around us. Sedimentary rocks and the fossils within them teach us how life and climate have evolved over the vastness of time.

Geosciences graduates have a wide range of career options, both with and without graduate training. The many choices include environmental consulting, hazard assessment, hydrology, gemology, the energy and mining industries, outdoor education, and research and teaching in universities, colleges, and secondary schools. Many students choose to double-major in fields as diverse as Art, Economics, History, Physics, Mathematics, English, and Philosophy, and often find jobs where they can apply the synergies of their Geosciences double major. No matter what field they enter, all our Geosciences graduates pursue their lives and careers with a deeper appreciation for the natural world around them.

The major is designed to provide a solid grounding in the geosciences while being adaptable enough to accommodate diverse paths driven by student interests. There are no required courses, but students work through the menu below, which allows a lot of scheduling flexibility.

The Geosciences major includes at least one and at most two 100-level courses:

- GEOS 100 Introduction to Weather and Climate
- GEOS 101 The Co-Evolution of Earth and Life
- GEOS 102 An Unfinished Planet
- GEOS 103 Global Warming and the Reshaping of Landscapes
- GEOS 104 Oceanography

At least two 200-level courses selected from this group:

- GEOS 201 Geomorphology
- GEOS 202 Mineralogy
- GEOS 205 Earth Resources
- GEOS 210/MAST 211 Oceanographic Processes
- GEOS 212/BIOL 211 Paleobiology
- GEOS 214 Mastering GIS
- GEOS 215 Climate Changes

At least two 300-level courses selected from this group:

- GEOS 301 Structural Geology
- GEOS 302 Sedimentology
- GEOS 303 Igneous and Metamorphic Petrology

At least one of the following 400-level courses:

- GEOS 401 Global Tectonics and the Rise of Mountains
Finally, students must take enough electives to bring the total to a minimum of nine courses.

PREPARATION FOR GRADUATE SCHOOL

Although many of our majors take geoscience jobs after graduation, many choose to go to graduate school, and most graduate programs will expect students to have a background in mathematics as well as a year or so of study in related sciences, in addition to the requirements of the Geosciences major. Students considering graduate work in geosciences should therefore consult with faculty to ensure that they plan wisely. The selection of outside courses will depend on the field in which a student wants to specialize. Graduate programs in solid-earth geosciences commonly expect entering students to have taken courses in chemistry. For those going into environmental geosciences, courses in chemistry, computer science and/or statistics are recommended. For those considering geobiology programs, biology courses are important. For students entering planetary geology, physics is recommended.

THE DEGREE WITH HONORS IN GEOSCIENCES

The degree with honors in Geosciences provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, culminating in a thesis that demonstrates outstanding achievement of an original and innovative nature. In addition to the major requirements listed above, those who are candidates for the degree with honors take the following sequence in the Fall, Winter Study, and Spring of their senior year:

GEOS 493-031-494 Senior Research and Thesis

The principal considerations in admitting a student to a program of independent research are interest and motivation, mastery of fundamental material and skills, and ability to pursue independent study successfully. Interested students should talk to members of the department about project options at any time, but generally no later than January of the Junior year.

STUDY AWAY

Students planning to study off-campus should meet as early as possible with the Department Chair to plan and to discuss how potential courses might be used in the major. Although most study-away programs do not offer geoscience courses, there are some that dovetail well with Geosciences. Examples include the Williams-Mystic program, the Frontiers Abroad program at Canterbury University in New Zealand, and the program at the University of Otago in New Zealand. Courses offered at Norwegian Technical Universities and at several universities in the United Kingdom have also been accepted. Up to two geoscience courses taken away from Williams can be counted toward the nine-course major. Be sure to meet with a Geosciences faculty advisor or Department Chair to discuss your plans and ideas for off-campus work.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Generally not until after a student returns and can provide course material for review (e.g. Syllabus and/or completed work such as exams, portfolios, lab reports and the like).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings, assignments, evaluation criteria.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. A maximum of two courses can be credited toward major requirements.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Students should consult with the chair or other department faculty members to plan ahead and make sure that requirements can be met.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then
GEOS 11 (W) River Restoration in Practice
River restoration is a growing billion-dollar international industry. Since the environmental movement began in the 1960s and 1970s, renewed interest in the beauty and benefits of healthy streams has resulted in increased research, funding, and applied restoration of rivers, streams, wetlands, and riparian corridors. The restoration of rivers and streams comes in many different forms including dam removal and in-channel habitat restoration. In this course, we'll learn about the history of restoration and the basics of fluvial geomorphology and hydrology. We will gain applied knowledge and experience with the practice of restoration through a combination of lectures, classroom exercises, conversations with restoration advocates and practitioners, field trips and field data collection. A final practicum will involve the design of a restoration project. The course will generally be structured around three sections: Science: Week 1 will primarily involve lectures and classroom exercises and discussion of the literature, learning about the history and evolution of river restoration as well as the basics of the science that drives restoration. Data Collection and Analysis: Week 2 will focus on data collection and analysis typically required for river restoration projects. This will include topographic surveying, geomorphic and habitat mapping, pebble counts, stream discharge measurements, GIS mapping, and hydraulic modeling. Intensive Practicum: Small groups of students will be given a real restoration project example to research, analyze, and design. This practicum will include data collection, GIS analysis, flow modeling, and design plan sheets describing the restoration plan. The class will meet on average 8 hours per week and will include up to 3 day-long field trips. Students should expect to be outside for portions of the day collecting field data in/near rivers in winter conditions. Adjunct Instructor Bio: Nick Nelson is a fluvial geomorphologist and regional director for Inter-Fluve, a river and wetland restoration company. He has assessed hundreds of miles of river and designed/managed the removal of more than a dozen dams in New England. He has lectured at the University of MN, Tufts University, University of TN, and currently teaches courses at Northeastern University and the Harvard Graduate School of Design.

Class Format: afternoons
Requirements/Evaluation: students will be evaluated based on their final group design submittal
Prerequisites: none, though some background in GIS and a scientific field (geology, biology, ecology, etc.) will be useful
Enrollment Limit: 15
Enrollment Preferences: background in scientific fields of study
Materials/Lab Fee: $16
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 Cancelled

GEOS 12 (W) Geology of the National Parks
Crosslistings: ENVI12 / GEOS12
Primary Crosslisting
A vicarious trip through a variety of national parks of the U.S. and Canada to appreciate the geological basis of their spectacular scenery. Areas will be selected to portray a wide range of geological processes (volcanism, desert and coastal erosion, mountain building, glaciation, etc.). We will meet most mornings during the first two weeks for highly illustrated classes supplemented by the interpretation of topographic and geologic maps and by out-of-class study of rock samples. Reading will be from a paperbound text (PARKS AND PLATES) and from short publications by the U.S. Geological Survey and by natural history associations linked to the parks. The second part of the month will involve independent meetings with the instructor to prepare an oral report about the geology of a park of the student's choice. These reports during the last week will be comprehensive and well-illustrated, using PowerPoint and pertinent maps and samples. A detailed outline and bibliography will be distributed by the presenter at the time of the report.

Class Format: mornings
Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: preference to first-year students
Materials/Lab Fee: approximately $125 for books

Winter 2019
LEC Section: 01  M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am  Bud Wobus

GEOS 22 (W) Geosciences Research
Students will spend part of Winter Study doing fieldwork collecting data. Back at Williams, they will analyze the data. Each student will have responsibility for a subset of the data, and the individual sub-projects will contribute to the overall research.
Class Format: to be arranged with instructor
Requirements/Evaluation: final project
Prerequisites: two Geosciences courses; permission of the instructor required before registering for the course
Enrollment Limit: 3
Expected Class Size: 3
Materials/Lab Fee: $0
Not offered current academic year

GEOS 31 (W) Senior Thesis: Geosciences
To be taken by students registered for Geosciences 493-494.
Class Format: thesis
Distributions: (D3)

Winter 2019
HON Section: 01  TBA  Mea S. Cook

GEOS 99 (W) Independent Study: Geosciences
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D3)

Winter 2019
IND Section: 01  TBA  Mea S. Cook

GEOS 100 (S) Introduction to Weather and Climate
Crosslistings: GEOS100 / ENVI100
Primary Crosslisting
How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that oceans and glaciers interact with the climate. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and learning how to run a climate model on a computer.
Class Format: lecture
GEOS 101 (F)  The Co-Evolution of Earth and Life
Crosslistings: GEOS101 / ENVI105

Primary Crosslisting
Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States.

Class Format: lecture; one laboratory per week plus one all-day field trip

Requirements/Evaluation: evaluation will be based on lab work, short quizzes, midterms, an independent project, and a final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first-years and sophomores
Expected Class Size: 40
Distributions: (D3)
Attributes: EXPE Experiential Education Courses
plate tectonics model—one of the fundamental scientific accomplishments of the past century—to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook, a primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast.

**Class Format:** lecture, three hours per week; lab (several involving field work), two hours per week; one required all-day field trip on the last Monday of the semester to the Connecticut Valley and the highlands of western Massachusetts

**Requirements/Evaluation:** evaluation will be based on two hour-tests, weekly lab work, and a scheduled final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 40

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EXPE Experiential Education Courses

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**GEOS 103 (F) Global Warming and Environmental Change**

Crosslistings: ENVI103 / GEOS103

**Primary Crosslisting**

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape the Earth's surface are tied to temperature and precipitation, and as those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where we call home. Our ability to cope with the changes also depends are where we are, with low-income nations the least able to implement costly adaptive strategies. In this course, we will take a tour of the planet, investigating how climate change is altering landscapes and the natural processes that support them. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as freshwater and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate.

**Class Format:** lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/occasional field trips

**Requirements/Evaluation:** evaluation based on written reports from laboratories, class participation, weekly quizzes, a midterm and final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 48

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EXPE Experiential Education Courses; SCST Related Courses

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**Fall 2018**

LEC Section: 01  MWF 11:00 am - 11:50 am  José A. Constantine
LAB Section: 02  M 1:00 pm - 3:00 pm  José A. Constantine
LAB Section: 03  W 1:00 pm - 3:00 pm  José A. Constantine
GEOS 104 (S) Oceanography
Crosslistings: MAST104 / ENVI104 / GEOS104

Primary Crosslisting
The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.

Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip
Requirements/Evaluation: evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 48
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 48
Distributions: (D3)
Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses
Not offered current academic year

GEOS 201 (F) Geomorphology
Crosslistings: GEOS201 / ENVI205

Primary Crosslisting
Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. We emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on geomorphic processes is strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction - planned or unplanned-- with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and imagery.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains
Requirements/Evaluation: evaluation will be based on two hour exams, a project, lab work and class participation
Prerequisites: any 100-level GEOS course or permission of instructor
Enrollment Limit: 18
Expected Class Size: 15
Distributions: (D3)
Attributes: AMST Space and Place Electives; ENVI Natural World Electives; EVST Environmental Science; EXPE Experiential Education Courses

Fall 2018
LEC Section: 01    TR 11:20 am - 12:35 pm    José A. Constantine
LAB Section: 02    R 1:00 pm - 4:00 pm    José A. Constantine

GEOS 202 (S) Mineralogy
This course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals--Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical
emission spectroscopy; wavelength- and energy-dispersive x-ray spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section.

Class Format: lecture, three hours per week; laboratory, three hours per week; independent study of minerals in hand specimen; one afternoon field trip

Requirements/Evaluation: evaluation will be based on one hour test, lab work, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: one 100-level GEOS course or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year

Expected Class Size: 12

Distributions: (D3)

Attributes: EXPE Experiential Education Courses; MTSC Courses

Spring 2019

LEC Section: 01    TR 8:30 am - 9:45 am     Bud Wobus
LAB Section: 02    T 1:00 pm - 4:00 pm     Bud Wobus

GEOS 205 (F)  Earth Resources

Crosslistings: ENVI207 / GEOS205

Primary Crosslisting

The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging—all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding Earth’s resources increases. Finding new deposits and managing those we have requires insight into the geology that underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses.

Class Format: lecture

Requirements/Evaluation: one hour exam, a final exam, lab exercises, and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: one 100-level GEOS course or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: sophomores and Geosciences majors

Expected Class Size: 18

Distributions: (D3)

Attributes: ENVI Natural World Electives

Not offered current academic year

GEOS 210 (F)  Oceanographic Processes

Crosslistings: GEOS210 / MAST211

Secondary Crosslisting

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean’s role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.
**Class Format:** lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Extra Info:** offered only at Mystic Seaport

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses

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**Fall 2018**
LEC Section: 01  TBA     Lisa A. Gilbert

**Spring 2019**
LEC Section: 01  TBA     Lisa A. Gilbert

**GEOS 212 (S) Paleobiology**

Crosslistings: BIOL211 / GEOS212

**Primary Crosslisting**

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' superb fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth. We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York.

**Class Format:** lecture/laboratory; field trip to the Paleozoic of New York State

**Requirements/Evaluation:** evaluation will be based on lab assignments, short quizzes and writing assignments, and a final exam

**Prerequisites:** any 100-level GEOS course or BIOL 102, 203 or 205

**Enrollment Limit:** 15

**Enrollment Preferences:** sophomores and juniors

**Expected Class Size:** 12

**Department Notes:** does not satisfy the distribution requirement in the Biology major

**Distributions:** (D3)

**Attributes:** EXPE Experiential Education Courses; MAST Interdepartmental Electives

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**Spring 2019**
LEC Section: 01  TR 9:55 am - 11:10 am     Phoebe A. Cohen
LAB Section: 02  W 1:00 pm - 4:00 pm     Phoebe A. Cohen

**GEOS 214 (S) Mastering GIS**

Crosslistings: GEOS214 / ENVI214

**Primary Crosslisting**

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field
data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

**Class Format:** lecture, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** based on weekly lab exercises, weekly quizzes, a research project, and a midterm and final exam

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** at least one introductory course in BIOL, ENVI, or GEOS

**Enrollment Limit:** 20

**Enrollment Preferences:** Geosciences and Biology majors and Environmental Studies majors and concentrators

**Expected Class Size:** 20

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EVST Methods Courses; EXPE Experiential Education Courses

Spring 2019

LEC Section: 01  MW 11:00 am - 12:15 pm  José A. Constantine
LAB Section: 02  M 1:00 pm - 4:00 pm  José A. Constantine
LAB Section: 03  W 1:00 pm - 4:00 pm  José A. Constantine

**GEOS 215 (F) Climate Changes**

Crosslistings: GEOS215 / ENVI215

**Primary Crosslisting**

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change.

**Class Format:** lecture, three hours per week; one three-hour lab per week

**Requirements/Evaluation:** evaluation will be based on lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

**Prerequisites:** 100-level course in GEOS, CHEM, or PHYS or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Geosciences majors

**Expected Class Size:** 14

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EVST Environmental Science; EXPE Experiential Education Courses; MAST Interdepartmental Electives; SCST Related Courses

Fall 2018

LEC Section: 01  MWF 9:00 am - 9:50 am  Mea S. Cook
LAB Section: 02  W 1:00 pm - 4:00 pm  Mea S. Cook

**GEOS 220 (S) Evolution of and on Volcanic Islands** (WI)

Crosslistings: ENVI219 / GEOS220

**Primary Crosslisting**
Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics.

Class Format: tutorial
Requirements/Evaluation: evaluation based on five written papers.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: 100-level GEOS course or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: geosciences majors and students with a demonstrated interest in geosciences
Expected Class Size: 10
Distributions: (D3) (WI)
Attributes: ENVI Natural World Electives;
Not offered current academic year

GEOS 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WI)
Crosslistings: GEOS221 / ENVI222

Primary Crosslisting

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process.

Class Format: tutorial
Requirements/Evaluation: weekly papers and a final oral presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: second-year students, Geosciences and Environmental Studies third- and fourth-year students
Expected Class Size: 10
Distributions: (D3) (WI)
Distribution Notes: WI: This course will involve significant writing in terms of weekly assignments.
Attributes: EXPE Experiential Education Courses;
GEOS 234 (S) Introduction to Materials Science  (QFR)
Crosslistings: GEOS234 / PHYS234

Secondary Crosslisting

Materials Science is the study of how the microscopic structure of materials—whether steel, carbon fiber, glass, wood, plastic, or mayonnaise—determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week), plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: based on weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Distributions: (D3) (QFR)

Attributes: MTSC Courses;

Not offered current academic year

GEOS 255 (F) Environmental Observation
Crosslistings: GEOS255 / ENVI255

Primary Crosslisting

To study the environment, we need to observe and measure it. We collect data—numbers that represent system states—and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, LIDAR/RADAR, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, biosphere, and erosion processes. Students will carry out a research project using observation techniques covered in class to explore a part of the local environment.

Class Format: lecture

Requirements/Evaluation: Labs, one midterm exam, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one prior course in GEOS or ENVI

Enrollment Limit: 10

Enrollment Preferences: sophomores

Expected Class Size: 10

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses
GEOS 301 (F) Structural Geology (QFR)

The structure of the Earth's crust is constantly changing and the rocks making up the crust must deform to accommodate these changes. Rock deformation occurs over many scales ranging from individual mineral grains to mountain belts. This course deals with the geometric description of structures, stress and strain analysis, deformation mechanisms in rocks, and the large scale forces responsible for crustal deformation. The laboratories cover geologic maps and cross sections, folds and faults, stereonet analysis, field techniques, strain, and stress.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week

Requirements/Evaluation: evaluation will be based on weekly laboratory exercises, problem sets, a midterm exam, and a final exam; many of the labs and problem sets use geometry, algebra, and several projection techniques to solve common problems in structural geology

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: GEOS 101 or 102, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Geosciences majors

Expected Class Size: 12

Distributions: (D3) (QFR)

GEOS 302 (S) Sedimentology (WI)

Sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. This course introduces the principles of sedimentology, including sediment composition, fluid mechanics, bedform analysis, and depositional environments.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; two half-day and one all-day field trip

Requirements/Evaluation: evaluation based on lab work, writing assignments, participation in discussions, and a final paper

Extra Info: writing assignments will be thoroughly edited for style, grammar, and syntax; each student will compile their papers as a growing body of work, and each new assignment will be read and edited in the context of previous submissions

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any 100-level GEOS course AND GEOS 202 (which may be taken concurrently, with permission of instructor)

Enrollment Limit: 12

Expected Class Size: 12

Distributions: (D3) (WI)

Attributes: EXPE Experiential Education Courses; MAST Interdepartmental Electives;

Not offered current academic year

GEOS 303 (F) Igneous and Metamorphic Petrology

Using plate tectonics and the geologic assembly of New England as a template, this course explores the origin of crystalline rocks--volcanic, plutonic, and metamorphic--that comprise 94% of the Earth's crust. Field and lab studies are the crux of the course, supported by experimental work and thermodynamic principles. Chemical and mineralogical compositions and rock fabrics provide evidence for crystallization environments and tectonic settings, past and present.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; several field trips including one full day trip to central New Hampshire

Requirements/Evaluation: evaluation will be based on lab work, one hour test, and a final exam
GEOS 312 (S) Mass Extinctions: Patterns and Processes (WI)
Over the last 542 million years of Earth history, five major mass extinctions have occurred, each dramatically changing the makeup and course of life on our planet. During some of these events, over 75% of all marine animal species went extinct and groups like the dinosaurs vanished from the planet after over 100 million years of ecological dominance. This tutorial course will explore the idea of extinction from the evolution of the concept in human thought to current research on the mechanisms and patterns of extinctions through time. We will examine what makes an extinction "mass", delve into the causes and consequences of the major mass extinction events of the phanerozoic, and discuss the potential human-induced "6th extinction" event occurring in the present day.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on four 4-5-page papers, one revision, tutorial presentations, the student's effectiveness as a critic, and 1 problem set
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GEOS 101 or GEOS 212; or permission of instructor + any 200 level GEOS course
Enrollment Limit: 10
Enrollment Preferences: GEOS majors
Expected Class Size: 10
Distributions: (D3) (WI)
Not offered current academic year

GEOS 324 (S) Corals and Sea Level
Crosslistings: GEOS324 / MAST324 / ENVI324
Primary Crosslisting
In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

Class Format: lecture/laboratory
Requirements/Evaluation: short papers, labs, participation in discussion, and a research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip
GEOS 401 (F)  Global Tectonics and the Rise of Mountains

Fifty years after the sea-floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. After an introduction to the theory of plate tectonics, local field trips will illustrate how field observations can be used to reconstruct tectonic environments in ancient mountain belts. Digital elevation models integrated with geologic maps and cross-sections will be used to construct 3D models. We will also explore ways in which tectonics, climate, and erosion affect each other during the evolution of mountain ranges. Class meetings will include lectures and discussions of assigned reading. Labs will include field trips and computer-based projects.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; five field trips including one all-day trip
Requirements/Evaluation: participation during class and field trip discussions; five lab reports based on field trips, and 3 four page papers based on journal articles
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GEOS 301 or 303 or permission of instructor
Enrollment Preferences: senior Geosciences majors

Not offered current academic year

GEOS 404 (S)  Coastal Processes and Geomorphology  (QFR)

Crosslistings: ENVI404 / MAST404 / GEOS404

Primary Crosslisting

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week
Requirements/Evaluation: lab reports, tests, and an independent research project
Prerequisites: GEOS 104 or permission of instructor
Enrollment Limit: none
GEOS 405 (F) Geochemistry: Understanding Earth's Environment
Crosslistings: ENVI405 / GEOS405

Primary Crosslisting

Rocks, water, air, life: what comprises these interconnected components of the Earth system? How do they interact today, and how did these interactions differ in the past? In this course we will study how chemical elements are distributed in the Earth, cycle through the Earth system, and act together to produce a planet that is habitable. As Earth's landscapes and oceans, and the life they harbor, have evolved through time, they have left an imprint in the geological record that we can read using geochemical tools such as molecular fossils, elemental ratios, and stable and radioactive isotopes. Topics include the synthesis of elements in stars, the formation and differentiation of planet Earth; radiometric dating; the major constituents of the atmosphere, rain, rocks, rivers and the ocean; how they're linked by chemical weathering and biological activity; and reconstruction of past environments. Students will explore these topics through lecture; reading and discussing articles from the scientific literature; and collecting, analyzing and interpreting data from environmental samples.

Class Format: seminar/lab
Requirements/Evaluation: evaluation will be based on seminar discussions, papers, labs and final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: two 200-level GEOS courses and at least one of GEOS 302 or 303
Enrollment Limit: 10
Enrollment Preferences: senior Geosciences majors
Attributes: ENVI Natural World Electives
Not offered current academic year

GEOS 411 (F) Geobiology

Geobiology--the study of interactions between earth and life over geologic timescales--is a new and interdisciplinary field that has grown out of exciting advances in earth and life sciences. During this course we will examine the many ways in which organisms -- from bacteria to trees -- have left their mark on our planet. Topics include the origin of life, the rise of oxygen in the earth's atmosphere, the evolution of biomineralization, the environmental context for animal evolution, the role of microbial communities in the earth system, the emergence of land plants, and the potential for planet-life interactions elsewhere in our solar system. Geobiology incorporates tools and ideas from geochemistry, paleontology, microbiology, and sedimentology. Class time will be divided between lectures and student-led discussions of primary literature. Labs will be varied and involve everything from growing our own microbial ecosystems to querying online databases and analyzing geological, geochemical, genetic, and paleontological data.

Our field trip will take us to Upstate New York where we will sample water from a stratified lake and visit ancient microbial fossil reefs. The final project will involve writing a proposal in small groups on a geobiological topic based on the style and format of a National Science Foundation grant, and presenting the idea to the class.

Class Format: seminar; two lecture/seminars a week plus a lab
Requirements/Evaluation: labs, short papers, final grant proposal and presentation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: GEOS 212 or GEOS 312T; or GEOS 101 + any 200-level GEOS course; or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: Senior Geoscience majors
Expected Class Size: 10
Distributions: (D3)
Attributes: EXPE Experiential Education Courses

Fall 2018
SEM Section: 01    TR 9:55 am - 11:10 am     Phoebe A. Cohen
LAB Section: 02    R 1:00 pm - 4:00 pm     Phoebe A. Cohen

GEOS 493 (F) Senior Thesis: Geosciences
Geosciences senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Distributions: (D3)

Fall 2018
HON Section: 01    TBA     Mea S. Cook

GEOS 494 (S) Senior Thesis: Geosciences
Geosciences senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Distributions: (D3)

Spring 2019
HON Section: 01    TBA     Mea S. Cook

GEOS 497 (F) Independent Study: Geosciences
Geosciences independent study.
Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributions: (D3)

Fall 2018
IND Section: 01    TBA     Mea S. Cook

GEOS 498 (S) Independent Study: Geosciences
Geosciences independent study.
Class Format: lecture/discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributions: (D3)

Spring 2019
IND Section: 01    TBA     Mea S. Cook
GERMAN (Div I)
Chair: Professor Helga Druxes


On leave Fall/Spring: Professor Janneke van de Stadt. Assistant Professor C. Koné.

STUDY OF GERMAN LANGUAGE AND GERMAN-LANGUAGE CULTURE

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. German 101-W-102 stresses communicative competence and covers German grammar in full. German 103 combines a review of grammar with extensive practice in reading and conversation. German 104 aims to develop facility in speaking, writing, and reading. German 120 is a compact intensive communicative German course that strives to cover two semesters of the language in one. German 201 emphasizes accuracy and idiomatic expression in speaking and writing. German 202 combines advanced language study with the examination of topics in German-speaking cultures. Each year the department offers upper-level courses treating various topics from the German-language intellectual, cultural, and social world in which reading, discussion and writing are in German. Students who have studied German in secondary school should take the placement test given during First Days in September to determine which course to take.

STUDY ABROAD

The department strongly encourages students who wish to attain fluency in German to spend a semester or year studying in Germany or Austria, either independently or in one of several approved foreign study programs. German 104 or the equivalent is the minimum requirement for junior-year abroad programs sponsored by American institutions. Students who wish to enroll directly in a German-speaking university should complete at least 201 or the equivalent. In any case, all students considering study-abroad should discuss their language preparation with a member of the department.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

The department can tentatively pre-approve courses for major or certificate credit, based on information from the study away program or the course catalog, if direct enrollment, but final credit is only granted after review of the courses and the grades once taken.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, plus conversations with the student if necessary.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. The maximum number of credits is four.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. Students may not count language courses in other languages (e.g., Italian) for major credit, nor natural science or math courses.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

One of our majors who is pre-med thought he could take Chemistry of Biology in Germany and have it count toward the German major, but that is not the case.

THE CERTIFICATE IN GERMAN

To enhance a student’s educational and professional profiles, the department offers the Certificate in German. It requires seven courses—three fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

Students who enter Williams with previous training in German may substitute more advanced courses for the 100-level courses; they can also be...
exempted from up to two of the required courses.

The student must achieve proficiency at the level of a B in German 104 or the equivalent.

Appropriate elective courses can usually be found among the offerings of German, Art History, History, Music, Philosophy, Political Science, and Theatre.

**Required Courses**

- German 101
- German 102
- German 103
- German 104
- German 201

**Elective Courses**

- at least one course (in German or English) on German cultural history (literature, art, drama, music)
- at least one course (in German or English) on German intellectual, political, or social history

**THE MAJOR**

The German major offers students an interdisciplinary approach to German intellectual and cultural history by combining courses in German language and literature with courses in History, Philosophy, Music, and other appropriate fields.

For students who start German at Williams, the major requires a minimum of ten courses: German 101-102, 103, 104, 201 and 202; two 300-level German courses; and two electives from either German courses numbered above 202 or appropriate offerings in other departments.

For students who have acquired intermediate or greater proficiency in the language before coming to Williams, the minimum requirement is nine courses: German 202; two 300-level German courses; and six other courses selected from German courses numbered above 102 and appropriate offerings in other departments.

**Examples of appropriate courses in other departments are:**

- Art History 267 Art in Germany: 1960 to the Present
- History 239 Modern German History
- History 338 The History of the Holocaust
- Music 108 The Symphony
- Music 117 Mozart
- Music 118 Bach
- Music 120 Beethoven
- Philosophy 309 Kant

Students may receive major credit for as many as four courses taken during study abroad in Germany or Austria in the junior year.

**THE DEGREE WITH HONORS IN GERMAN**

Students earn honors by completing a senior thesis (German 493-W31-494) of honors quality.

Students interested in honors should consult with the department chair no later than April 15 of their junior year. The usual qualifications for pursuing honors are: (1) an overall GPA of 3.33 or better, (2) a departmental GPA of 3.67 or better, (3) a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

**GERM 12 (W) The Grand Hotel in Modern Fiction and Film**

Crosslistings: COMP12 / GERM12

Primary Crosslisting
The grand hotel with its dual promise of luxury and estrangement was considered a theater of social transformations in the age of travel. We will discuss novels, short stories and films that feature the hotel as a space of both class distinction and possible class confusion, of sexual taboo breaking, and gendered performance, and a transnational extension of colonialist oppression. Authors will include Edith Wharton, Thomas Mann, Vicki Baum, Ali Smith, Rick Moody. Films may include: The Last Laugh, Grand Hotel, Grand Hotel Budapest, Anomalisa, Screaming Man, Hotel Sahara, Hotel Rwanda, A Single Girl, Maid in Manhattan. We will also consider short theoretical readings on conspicuous consumption, branding, modernity and metropolitan spaces, and postcoloniality. In the present, hotel dramas focus on issues of the invisible worker, neoliberalism (Anomalisa, Single Girl), or the trauma of civil war and the raced body (Hotel Rwanda, Screaming Man), or cultural alienation and the inability to feel joy (Lost in Translation, Hotels of North America). Comedies explore the fantasy of a dramatic social climb through identity confusion in a hotel setting (Maid in Manhattan), satires highlight the confidence man/trickster who profits from social pretensions (Felix Krull, Grand Hotel). Class lines are straddled and the boundaries between death and life blurred (Hotel World, Hotel Sahara) as the hotel space becomes a riotous echo chamber, mirroring precarious lives of illegal migrants and displaced workers.

Class Format: mornings
Requirements/Evaluation: 10-page paper
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: $10 plus cost of books

Winter 2019
LEC Section: 01    MWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   Helga Druxes

GERM 16 (W)  The Life and Death of a Vanished Nation: East Germany, 1949-1990
Crosslistings: GERM16 / HIST16
Secondary Crosslisting
In 1989, in the wake of the rapid crumbling of their power in the face of massive popular resistance, the authorities in the German Democratic Republic (Deutsche Demokratische Republik, or DDR) opened the Berlin Wall. Within a year the wall had been torn down and the East German state voted itself out of existence, absorbed wholly into the belly of its larger and more powerful neighbor to the West. Suddenly, the nation born of the promise to create a genuine people's democracy and claiming the moral high ground as an anti-Fascist state had vanished, its political culture and social institutions suddenly erased. What were the promises of the regime and what happened to those promises? What were the contradictions in East German society and why and where did resistance slowly build to the point where the entire edifice came crashing down? This course will briefly chart the short history of the DDR, from the founding of the Socialist Unity Party in the Soviet occupation zone of a defeated Germany at the end of the Second World War to the total collapse of the regime in 1989/90. The course will explore key moments in the political history of the DDR, including the uprisings of 1953 and the building of the Berlin Wall in 1961. It will also focus on the social and cultural practices of East German society, exploring the nature of everyday life under the Communist regime. The course will meet twelve times -- three or four times per week (1½ -3½ hours each meeting) for the three full weeks of Winter Study. Part of the evidence for our discussions will come from the viewing and analysis of seven films, the majority of which were made in the DDR during its short existence and are essential viewing for the course. A textual history of the DDR will also be accompanied by a packet of additional reading materials that will be discussed in class.

Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: preference given to History and German majors
Materials/Lab Fee: $20 plus cost of books

Winter 2019
LEC Section: 01    TWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Chris Waters

GERM 30 (W)  Honors Project: German
To be taken by honors candidates following other than the normal thesis route.
**Class Format:** honors
**Distributions:** (D1)

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Winter 2019

HON Section: 01  TBA   Helga Druxes

**GERM 31 (W) Senior Thesis: German**

To be taken by students registered for German 493-494.

**Class Format:** thesis
**Distributions:** (D1)

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Winter 2019

HON Section: 01  TBA   Helga Druxes

**GERM 99 (W) Independent Study: German**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study
**Distributions:** (D1)

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Winter 2019

IND Section: 01  TBA   Helga Druxes

**GERM 101 (F) Elementary German**

German 101-102 is for students with no previous study of German. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. We focus initially on practice in understanding the spoken language and then move rapidly to basic forms of dialogue and self-expression. In the second semester, reading and especially writing come increasingly into play.

**Class Format:** lecture/discussion; meets five days a week

**Requirements/Evaluation:** active class participation, written homework, short compositions, oral exercises and tests

**Extra Info:** students registered for GERM 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (GERM 101 and 102) are taken

**Extra Info 2:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 18

**Expected Class Size:** 15

**Distributions:** (D1)

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Fall 2018

LEC Section: 01  M-F 10:00 am - 10:50 am   Gail M. Newman

**GERM 102 (S) Elementary German**

German 102 is a continuation of German 101, and will provide you with a further introduction to the language and cultures of German-speaking countries. You will have the opportunity to practice listening, reading, writing, and speaking in German both through in-class activities and homework
assignments. During the semester, you will learn about various cultural perspectives, products, and practices of German-speaking countries. Some of the topics that will be addressed this semester include the following: housing; housework; geography and landscape; transportation; travel plans and experiences; food and drink; cooking and ordering food at restaurants; childhood and youth; fairy tales; health and personal hygiene; family, marriage, and partnership; community issues in a multicultural society; literature, music, and film. This language course is conducted in German.

Class Format: seminar
Requirements/Evaluation: active class participation, midterm & final Exams, essays, quizzes, homework
Extra Info: students registered for GERM 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (GERM 101 and 102) are taken
Extra Info 2: not available for the fifth course option
Prerequisites: GERM 101 or equivalent
Enrollment Limit: 18
Enrollment Preferences: first-year students
Expected Class Size: 15
Distributions: (D1)

Spring 2019
SEM Section: 01 M-F 10:00 am - 10:50 am Natalie E. Lozinski-Veach

GERM 103 (F) Intermediate German I
In this course students will further develop their German language skills, by discussing a variety of cultural topics and themes in the German-speaking world. Through extensive work on expanding vocabulary, reviewing major grammar topics, conversation and composition exercises, the students will strengthen their language skills and develop cultural competency. The course focuses on real communication in meaningful contexts, to develop and consolidate students' speaking, listening, reading and writing abilities at the intermediate level. Using a variety of media, such as texts, video and audio, students will explore various themes and cultural topics in the German-speaking world. Students will have the opportunity to practice and improve their spoken and written German skills through in-class activities and homework assignments. The course is taught in German. Active and dedicated participation including homework is expected.
Class Format: seminar
Requirements/Evaluation: active class participation, midterm and final exams, quizzes, essays, homework
Prerequisites: GERM 102 or equivalent
Enrollment Limit: 18
Enrollment Preferences: first-year students
Expected Class Size: 15
Distributions: (D1)

Fall 2018
SEM Section: 01 MWF 9:00 am - 9:50 am Natalie E. Lozinski-Veach

GERM 104 (S) Intermediate German II
The prerequisite to all advanced courses in German. Practice in speaking and writing; reading in a variety of contemporary texts ranging from interviews to social documentary to short stories. Conducted in German.
Class Format: discussion, small group work
Requirements/Evaluation: daily short writing assignments, small group work, midterm, and final
Prerequisites: GERM 103 or equivalent
Enrollment Limit: 20
Expected Class Size: 15
Distributions: (D1)
Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

Class Format: tutorial
Requirements/Evaluation: regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students
Expected Class Size: 8
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight. WI: Multiple writing and rewriting assignments that build on one another, totaling 20 pages or more, plus careful attention to writing practice in class.

Fall 2018
TUT Section: T1 TBA Natalie E. Lozinski-Veach

GERM 120 (S) Turbodeutsch: Accelerated Elementary German
An accelerated version of Elementary German, covering nearly all the material of GERM 101-102 in one semester. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. Best suited to very committed students who have had no previous German, or to students who have had some previous German but who did not place into GERM 103. The course will meet every day, including three 50-minute periods on MWF and 2 75-minute periods on TR, plus a required TA session at a time to be arranged.

Class Format: seminar
Requirements/Evaluation: active participation, tests, quizzes, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: students with demonstrated need to take the language in only one semester; students also need to show a strong commitment to learning German
Enrollment Limit: 12
Enrollment Preferences: students with demonstrated need to take the language in only one semester; students also need to show a great deal of commitment to learning German
Expected Class Size: 10
Distributions: (D1)
GERM 201 (F) Reisefieber: Germans On the Road for Adventure, Wealth, Escape

We will investigate potent myths of North America and Africa that fuelled German emigration and adventurism, and we will also look at inner-German travel stories. Our subjects are from diverse backgrounds and eras: Glikl, a Jewish businesswoman and mother of fourteen deals in pearls and gold in the seventeenth century, Johann Jacob Astor makes a fortune in the fur trade and real estate, in 1882, Hermann, a young worker exchanges his cramped life in an industrial slum for the Midwest, in 1909, a German worker travels to Cameroon to build a railway line through the jungle, in 1923, Martha, a young single woman, ships out from Bremerhaven to work in the United States, in the 1990s, Louise, a descendant of the famous Jacobs coffee company seeks out the cowboy lifestyle in the American West, in 1988, Freya, a GDR peace activist is deported to the West, the 2016 documentary Heymatloz chronicles the escape of 1,000 German-Jewish academics from Nazi Germany to Atatürk’s Turkey. We may also analyze films and tales about the potent myth of the "Wild West" and noble Indians, promoted by nineteenth-century bestselling author Karl May, and their afterlife in contemporary movies.

Class Format: seminar
Requirements/Evaluation: three short oral presentations, midterm, and 10-page final project
Prerequisites: GERM 104 or see instructor
Enrollment Limit: 15
Enrollment Preferences: German majors
Expected Class Size: 8
Materials/Lab Fee: reader packet
Distributions: (D1)

Fall 2018
SEM Section: 01 MWF 10:00 am - 10:50 am Helga Druxes

GERM 202 (S) Berlin--Multicultural Metropolis Between East and West

We will examine texts and films about Berlin as a center of cultural and social transformations in the late nineteenth and twentieth centuries, with special emphasis on the post-wall period. We will move from the turn of the century (when the city's population had recently tripled in size) to the establishing of Berlin as a world capital in the 1920s, then through Nazi-era transformations, wartime destruction and the cold war division of the city. We will conclude with the reshaping of the city after the fall of the Berlin wall. Texts and films may include: Walter Benjamin, Berliner Kindheit um 1900, excerpts from Ulrich van der Heyden und Joachim Zeller's Kolonialmetropole Berlin, Walter Ruttmann, Sinfonie einer Großstadt, Irmgard Keun's Das kunstseidene Mädchen, Nazi architect Albert Speer's plans for Berlin as the fascist capital "Germania," the 1956 East German youth protest film Ecke Schönhauser, short fiction by Reiner Kunze, Aras Ören, Peter Schneider, Bodo Morshäuser, Irina Liebmann. Recent films to be included are: Sonnenallee, Goodbye, Lenin!, Berlin is in Germany, Geschwister.

Class Format: seminar/discussion
Requirements/Evaluation: frequent short writing assignments
Prerequisites: GERM 201 or equivalent
Distributions: (D1)

Not offered current academic year

GERM 202 (S) German Comics (WI)

The goal of this advanced course is to study language and culture through the exploration of German-language comics. Despite the boom in the production of comics since the reunification and the appearance of numerous talented artists in the German speaking world, German comics remain largely unknown and unrecognized abroad. This course seeks to introduce students to this rich, active genre and to deepen their understanding of it by allowing them to engage with its broad spectrum of subjects and styles. The course will address a variety of recent comics ranging from graphic novels by Tim Dinter, Line Hoven, Kati Rickenbach, and Olivia Vieweg to literary comics by Flix, Isabel Kreitz, as well as historical comics by Simon Schwartz, and Elke Steiner, not to forget German mangas Bloody Circus by Jürgen Seebeck! The course will also address a variety of genres such as humor with Der bewegte Mann by Ralf König, biography with Schiller by Horus, and autobiography with Smalltown Boy by Andreas Michalke, and Held by Flix. What are the recurrent themes in German comics? What kind of current political issues do these comics raise and what type of contemporary anxieties do they express? These are some of the questions the course seeks to answer. This course is conducted entirely in German.

Class Format: seminar
GERM 202 (S) Hansestadt Hamburg

"Wenn Du in Hamburger Hopn platt snacken kannst, dann geiht immer eine Dör mer auf". Hamburg, the second largest city in Germany (with 1.8 million inhabitants), always had a particular significance within German cultural consciousness. Part of the Hanseatic League since the Middle Ages, the Free City of Hamburg quickly became an important commercial center in Northern Europe and a prosperous city of traders and merchants. Located on the river Elbe and in close proximity to the North Sea, the city-state Hamburg is still a major port city which has long benefited trading activities and fostered an exposure to other cultures. Called the gateway to the world (because the port was for a long time the gateway to the Americas) and the Venice of the North (the city is surrounded by water and features more canals, streams, and bridges than Amsterdam), later on completely destroyed by the World War II bombing raids, Hamburg is a city of contrasts: infamous for its dialect (Plattdeutsch) as well as its red light district (St Pauli), renowned for its journalism (Der Spiegel, Die Zeit) and culture scene, famous for its culinary specialties, (the burger might have been invented there) and its sports culture (soccer, handball, basketball), Hamburg has a rich past and a multicultural present that this course will examine.

In order to gain a deeper insight into the geography, history, and culture of this fascinating city, we will read the autobiography by Hans-Jürgen Massaquoi, novels by Uwe Timm, short stories by Yoko Tawada and Siegfried Lenz, listen to songs by Hans Albers, Wolf Biermann, Udo Lindenberg, the Hip Hop band Fettes Brot, and watch movies by Fatih Akin, Sandra Nettelbeck, Christian Alvart, Özgür Yildirim, and Leander Haußmann. Taught in German.

Class Format: seminar

Requirements/Evaluation: oral presentations, four 3- to 5-page papers in German, midterm and final exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: GERM 201 or equivalent

Enrollment Limit: 12

Enrollment Preferences: German majors

Expected Class Size: 8

Distributions: (D1)

Not offered current academic year

GERM 202 (S) Stranger Things: The German Novella

Goethe's famous description of the novella as an "unheard of event" holds true to this day: scandals, murder, and the supernatural abound in this seminal German genre. Both meticulously structured and notoriously difficult to define, the novella as a form mirrors the paradoxes of its narratives. In this course, we will ask how form and content come together in the novella to engender strange occurrences that vacillate between everyday experiences and fever dreams. As we trace the development of the novella over the course of two hundred years of German literary history, we will explore how the eerie phenomena at the genre's core reflect specific historic moments only to transcend them. What is it about the German novella that creates such a particular sense of unease, and how does this genre mediate modern experience? Taught in German.

Class Format: seminar

Requirements/Evaluation: three 2-page critical responses, oral presentation, 6-page final paper

Extra Info: not available for the fifth course option

Prerequisites: GERM 201 or equivalent

Enrollment Limit: 20

Enrollment Preferences: German majors

Expected Class Size: 8
GERM 271 (S) From Kleist to Kafka
Crosslistings: COMP271 / GERM271

Primary Crosslisting

Heinrich von Kleist (1777-1811) and Franz Kafka (1883-1924) wrote some of the most puzzling and intriguing work in European literary history. From Kleist's drama *Penthesilea*, which culminates in the consumption of the hero by the heroine (literally!), to Kafka's "A Hunger Artist," profiling a man who starves for a living, the texts in the course attempt to access the most profound—and at times bizarre—regions of the human mind. Works we will read include Kleist's dramas *Prince Friedrich of Homburg*, *Amphitryon*, and *Penthesilea*, and his short stories "The Marquise of O...", "The Earthquake in Chile," "The Foundling," "St Cecilia and the Power of Music," and "The Betrothal in Santo Domingo." By Kafka we will study "The Judgment," "The Metamorphosis," "A Hunger Artist," "In the Penal Colony," "The Burrow," "A Country Doctor," and others. Literary readings will be supplemented by selected letters and essays by Kleist, and by excerpts from Kafka's diaries. *Readings and discussion in English.*

Class Format: seminar
Requirements/Evaluation: intensive participation, four 2- to 3-page response papers, one 5- to 7-page paper, final project
Prerequisites: none
Enrollment Preferences: prospective Comparative Literature majors
Expected Class Size: 15
Distributions: (D1)
Not offered current academic year

GERM 276 (S) Black Europeans (WI)
Crosslistings: AFR276 / GERM276 / COMP276

Secondary Crosslisting

This course explores the in/visibility of Black Europeans from the Enlightenment to the present with a particular focus on French, German, Austrian, Dutch, British, and Russian history. With the European Enlightenment as point of departure, the tutorial investigates the large presence of Blacks as objectified subjects in paintings and decorative artifacts of the 18th and 19th centuries while interrogating their century-long absence from European historiography until fairly recently. In this tutorial, we will start discussing the significance of the Code Noir (1685) as well as the major economic impact of the Atlantic Slave Trade on European countries such as Great Britain, France, and the Netherlands. We will read historical biographies about a handful of outstanding Black Europeans in France (composer Monsieur de Saint George), Germany (Prussian officer Gustav Sabac el Cher, philosopher Wilhelm Anton Amo), Austria (royal tutor Angelo Soliman), Holland (Prince Kwasi Boachi), and Russia (military leader Abram Petrovitch Gannibal) during the 18th and 19th centuries, study paintings and decorative artifacts of the 18th and 19th centuries depicting black servants—such as Hyacinthe Rigaud's Portrait of Marquise de Louville (1708), Nicolas Lancret's The Escaped Bird (1730), and Manet's Olympia (1863) to name a few—and watch the biopic Belle by Amma Asante (2013), narrating the life of black heiress Dido Elizabeth Belle in 18th-century England. We will also do a quick survey of 20th-century European cinema, that has until now cast very few black actors in supporting and leading roles, and we will ponder the representation of black people in recent films that were commercially successful at the box office (such as Les Intouchables by Nakache/Toledano, France 2011). Finally, we will reflect on the deep roots of European colonialism that takes the form of national debates surrounding the naming of chocolate-coated treats and licorice sweets (Têtes de nègre, Mohrenkopf, and Negerkuss) or of a controversy around cultural identity resulting from the grotesque depiction of black men in folkloric tradition (like Zwarte Piet in the Netherlands).

Class Format: tutorial
Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-years, sophomores, and juniors
GERM 300 (F) Mannweiber: Masculine Women in German Culture (WI)
The German word "Mannweib" is a literal translation of the Greek "androgynous" and is a derogatory term for a woman who acts in a masculine way. This survey course examines the recurrence of "masculine femininity" in German culture with a particular focus on literary texts, operas, paintings, and films, all crafted at turning points in German history. Why does the Mannweib emerge at times of major political and historical upheavals? How does this atypical masculine woman contribute to the construction of a German national identity? These are some of the key questions this course seeks to address. We will read the Nibelungenlied epic, poems by Freiligrath, plays by Lessing, Schiller, Goethe, Kleist, and Dürenmatt, as well as short stories by Stifter, watch operas by Wagner, and films by Sternberg and Tykwer. In all these materials featuring a Mannweib as main protagonist, we will look at the way masculine femininity is construed as unnatural and literally constructed to serve either a patriarchal or a patriotic purpose. We will also examine the misogyny underlying the artistic creation of these masculine women, either enshrined as allegories of virtue or perceived as dangerous agents of socio-political change, and ultimately doomed to rejection from the moment these misfits step out of their assigned role. Conducted in German.

Class Format: seminar
Requirements/Evaluation: oral presentations and three 3- to 5-page papers written in German
Extra Info: may not be taken on a pass/fail basis
Prerequisites: GERM 200-level courses
Enrollment Limit: 19
Enrollment Preferences: German majors and concentrators
Expected Class Size: 12
Distributions: (D1) (WI)
Not offered current academic year

GERM 304 (S) Rebels and Conformists: Postwar Germany from The 'Economic Miracle' to the Fall of the Wall (WI)
Crosslistings: GERM304 / WGSS304
Primary Crosslisting
In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country's international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them to question whether the Federal Republic was a restoration or a new beginning? In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include: Peter Weiss, Die Ermittlung, Heinrich Böll, Und sagte kein einziges Wort, Gisela Elsner, Riesenzwerge, Emine Sevgi Özdamar, Das Leben ist eine Karawanserei, Volker Braun, Unvollendete Geschichte, Alice Schwarzer, Der kleine Unterschied und seine großen Folgen, Christian Kracht, Faserland, Thomas Brussig, Wasserfarben. Films may include: Gerhard Klein, "Berlin-Ecke Schönhauser," Ulrich Plenzdorf, "Die Legende von Paul und Paula," Rainer Werner Fassbinder, "Angst essen Seele auf," Reinhard Hauff, "Messer im Kopf," Uli Edel, "Der Baader- Meinhof Komplex," Margarethe v. Trotta, "Das zweite Erwachen der Christa Klages," Heiner Carow, "Coming Out," Hans Weingartner, "Die fetten Jahre sind vorbei."

Class Format: tutorial
Requirements/Evaluation: alternating 4-page tutorial papers, and 2-page critiques
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GERM 202 and permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: German majors
GERM 310 (S)  The Holocaust in the German Imagination

How do we think about an event that unsettles the very notion of representation? An indelible part of German history and culture, the Holocaust continues to challenge the artistic imagination by simultaneously calling for and resisting interpretation. This course examines the various ways in which German-speaking writers, artists, and directors have responded to this call since the 1930s. We will explore questions of memory and postmemory, the entanglements of trauma, guilt, and testimony, as well as the tensions and continuities between Germany's rich cultural heritage and portrayals of the Holocaust. Taking into consideration different forms of artistic expression, such as literature, film, and visual art, including sites of commemoration, this class will trace the relationship between past and present. What might it mean to write and think in the language of the perpetrators? How do texts by Holocaust survivors and first-hand witnesses relate to those created by later generations? What are the differences between West and East German representations of the Shoah, and how do they differ from how immigrants in Germany or Austrian artists engage with the event? Among others, we will read texts by Paul Celan, Nelly Sachs, Anna Seghers, Ruth Klüger, Ingeborg Bachmann, Elfriede Jelinek, Peter Weiss, W. G. Sebald, and Zafer Senocak, as well as watch films by Michael Haneke, Max Färberböck, Frank Beyer, Volker Schlöndorff, Stefan Ruzowitzky, and Caroline Link. Conducted in German.

Class Format: seminar
Requirements/Evaluation: short critical papers, oral presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GERM 202 or the equivalent
Enrollment Limit: none
Enrollment Preferences: prospective German majors
Expected Class Size: 8
Distributions: (D1)
Attributes: GBST Borders, Exiles + Diaspora Studies Electives;

GERM 316 (S)  "Wer ist wir?: Recent Debates over Multiculture in Germany (WI)

German chancellor Angela Merkel controversially claimed in 2010: “Multikulti ist gescheitert.” (Multiculturalism has failed in Germany). We will investigate different perspectives on Germany's integration of minorities. In the 1960s, government labor contracts brought large numbers of foreign workers into the country and facilitated the "economic miracle." How did the newcomers adapt to life in Germany and what did they hold on to from their home cultures? How did subsequent generations experience life in Germany? What were the major political shifts that took place regarding citizenship and participation in the public sphere? How do popular media portray minorities? How do members of minority groups portray themselves? We will read texts by: Zafer Senocak, Hatice Akyün, Yoko Tawada, Marica Bodrozic, Navid Kermani, Wladimir Kaminer, Wladimir Kaminer, view feature films and documentaries, and discuss a wide range of social commentary and analyses across the political spectrum from right wing populists to left liberals: Thilo Sarrazin, Kirsten Heisig, Astrid Geisler and Christoph Schultheis, Wilhelm Heitmeyer, Alexander Häusler, Freya Klier, Mark Terkessidis, Rita Süßmuth and others.

Class Format: seminar
Requirements/Evaluation: four 5-page papers in German
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GERM 202 or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: German majors, but open to all with appropriate language skills
Expected Class Size: 8
Distributions: (D1) (WI)
Attributes: GBST Borders, Exiles + Diaspora Studies Electives;
GERM 317 (F)  The New Woman in Weimar Culture  (WI)

Crosslistings: WGSS317 / GERM317

**Primary Crosslisting**

This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War I and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Irmgard Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. *Taught in German.*

**Class Format:** taught seminar style in German for the German students and as a tutorial in English for non German speaking students

**Requirements/Evaluation:** papers and oral presentations

**Prerequisites:** for students taking it in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course

**Enrollment Limit:** 19

**Expected Class Size:** 8

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under GERM; meets Division 2 requirement if registration is under WGSS

Not offered current academic year

GERM 321 (F)  Lust, Liebe und Gewalt  (WI)

In this course, we will reflect on the intimate relationship between love, lust, and violence, examining how love and lust do not exclude violence, but rather include—if not provoke—it. In order to gain a better understanding of the dynamics formed by this fascinating triangle, we will read novels by Goethe and Schnitzler, short stories by Kleist, Hoffmann, Mann, plays by Büchner, Hauptmann and Wedekind, and watch films by Faßbinder, Haneke and Muskala. *Conducted in German.*

**Class Format:** seminar

**Requirements/Evaluation:** papers and oral presentations

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** GERM 201 or the equivalent

**Enrollment Limit:** 10

**Enrollment Preferences:** German majors

**Expected Class Size:** 10

**Distributions:** (D1) (WI)

Not offered current academic year

GERM 331 (F)  Silence, Loss, and (Non)Memory in Austria 1900-the Present  (DPE) (WI)

Crosslistings: COMP347 / GERM331

**Primary Crosslisting**

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment
surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English.

For those who do it in German, all literary readings and at least three of the papers will be in German.

Class Format: tutorial

Requirements/Evaluation: five 5-page papers, one revision, discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

Enrollment Limit: 10

Enrollment Preferences: German or Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.

Fall 2018

TUT Section: T1 TBA Gail M. Newman

GERM 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Crosslistings: COMP401 / GERM401 / WGSS401

Secondary Crosslisting

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: seminar; seminar three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Extra Info: not available for the fifth course option

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor
Expected Class Size:  20
Materials/Lab Fee:  course books and reader packet
Distributions:  (D1) (DPE)
Distribution Notes:  meets Division 1 requirement if registration is under COMP or GERM; meets Division 2 requirement if registration is under WGSS DPE: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2018
SEM Section: 01    MR 1:10 pm - 2:25 pm     Helga Druxes

GERM 493 (F) Senior Thesis: German
German senior thesis.
Class Format: independent study
Extra Info:  this is part of a full-year thesis (493-494)
Extra Info 2:  may not be taken on a pass/fail basis; not available for the fifth course option
Distributions:  (D1)

Fall 2018
HON Section: 01    TBA     Helga Druxes

GERM 494 (S) Senior Thesis: German
German senior thesis.
Class Format: independent study
Extra Info:  this is part of a full-year thesis (493-494)
Extra Info 2:  may not be taken on a pass/fail basis; not available for the fifth course option
Distributions:  (D1)

Spring 2019
HON Section: 01    TBA     Helga Druxes

GERM 497 (F) Independent Study: German
German independent study.
Class Format: independent study
Distributions:  (D1)

Fall 2018
IND Section: 01    TBA     Helga Druxes

GERM 498 (S) Independent Study: German
German independent study.
Class Format: seminar
Distributions:  (D1)
GERM 513 (F) Readings in German Art History and Criticism
This is an advanced course in German reading, focused on the literature of art history. Texts are selected from fundamental works of art history and criticism and from the writings related to concurrent seminars in the Graduate Program. The course includes a grammar review.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on written homework, quizzes, tests, and class participation
Prerequisites: GERM 511-512 or equivalent preparation (a score of 500 or higher on SAT II German Reading Test)
Enrollment Limit: 20
Enrollment Preferences: Graduate Program students; others by permission of the instructor
Expected Class Size: 12
Distributions: (D1)
Not offered current academic year

GERM 515 (F) Reading German for Beginners
German 515 is a beginning course for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students for whom the ability to read primary and secondary texts in German can be crucial. The focus of the course is on German for Art History and Criticism. In the first semester students learn the elements of grammar and acquire a core vocabulary. They begin reading and translating a variety of short texts.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on active class participation, homework, quizzes, tests, and a final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: although this course is designed to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll with permission of the instructor
Expected Class Size: 12
Distributions: (D1)

Fall 2018
SEM Section: 01 MW 8:30 am - 9:45 am Olesya Ivantsova

GERM 516 (S) Readings in German Art History and Criticism
In this continuation of German 515 students develop the skills and vocabulary necessary for reading German accurately. The course introduces advanced grammatical topics and students practice reading in a variety of textual genres. They also learn how to work with dictionaries, encyclopedias, and other reference works. Texts are selected from fundamental works of art history and criticism and from the writings related to concurrent seminars in the Graduate Program. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on active class participation, homework, quizzes, tests, and a final project
Prerequisites: GERM 515 or equivalent preparation (placement test)
Enrollment Limit: 20
Enrollment Preferences: although this course is designed to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll with permission of the instructor
Expected Class Size: 15
Distributions: (D1)
An informed engagement with the world is an indispensable part of the liberal education that is the goal of the Williams experience. The Global Studies Program enables students to achieve this goal through a cross-disciplinary and comparative curriculum. The program offers multiple tracks, on a region of the world or theme, around which students construct their global studies concentration.

Requirements

To complete the concentration, students must take a section of Global Studies 101; take a comparative course; fulfill the requirements of a track; and complete a senior exercise in the track.

Global Studies 101

All students wishing to pursue the concentration should take a section of Global Studies 101 early in their careers. The topics and regions covered will vary and be selective, but all will be designed to place cultural, political, economic and technological issues in conversation with one another to illustrate the necessity of cross-disciplinary and comparative perspectives. On occasion, students may petition to substitute a course equivalent in scope to Global Studies 101 to meet this requirement.

TRACKS

After taking Global Studies 101, students are asked to select a track that will structure their global studies curriculum. There are two types of track. The first focuses on a particular region of the world or a contact zone where multiple communities encounter one another. The second type is organized thematically and permits students to explore a cultural, political, economic or technological issue globally and comparatively. Each track is administered by faculty teaching in that track in consultation with the advisory committee. At present the program consists of the following tracks:

Area Tracks

- African Studies
- East Asian Studies
- Latin American Studies
- Middle Eastern Studies
- Russian and Eurasian Studies
- South and Southeast Asian Studies

Thematic Tracks

- Borders, Exile and Diaspora Studies
- Economic Development Studies
- Urbanizing World

To fulfill the requirements of a track, students must complete three approved courses from at least two disciplines and address their track in their senior exercise. Faculty in each track may set an additional requirement of a level of language competency for its concentrators. Students may petition to use courses completed on approved study away programs to fulfill elective requirements. Students may not count a course toward more than one requirement in the track.

Senior Exercise

All concentrators must complete a senior exercise. The senior exercise will be a substantial piece of writing (20-25 pages) that draws together concentrators’ disciplinary skills and their expertise in their track. It might be work done in the context of a senior capstone course in a relevant department or in the context of a shared seminar sponsored by the Global Studies program Concentrators will present their final senior exercise in class or in the Global Studies Colloquium.
Concentrators must also take a comparative course (i.e. a course that might not cover material directly dealing with the track, but would enrich a student's engagement through comparative inquiry.

Honors

A candidate for honors in Global Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. An honors candidate must complete their project in a semester (and Winter Study). An honors candidate will prepare a forty-page thesis or its equivalent while enrolled in the senior thesis course, 491 or 492 (and Winter Study). This course will be in addition to the courses required to fulfill the concentration.

A student wishing to become a candidate for honors in Global Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

Study Away, Research, and Internships

Although not a requirement, study away, research, and/or relevant internships are an essential component of Global Studies. Where relevant to the curriculum plan of concentrators, the program Chair, in coordination with the Study Away Advisor and the Career Center, will advise students on opportunities in these areas.

FAQ

Students MUST contact department/program BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No, but, my experience is that students do not get more than 3 study abroad courses counted towards the concentration.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Typically the introduction to Global Studies and the senior exercise cannot be fulfilled abroad.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

Students can check with the program chair to see if other courses not listed here might count as electives.

AREA TRACKS

African Studies

AFR 200 Introduction to Africana Studies
AFR 324/ARTH 324/ANTH 314/ARAB 324/COMP 324 Contemporary Art of the African Diaspora
ARTH 259/AFR 259/ARAB 259 Bilad al Sudan and Beyond: Arts of the Afro Islamic World
ARTH 419/AFR 419/ENVI 419 Going to Ground: Considering Earth in the Arts of Africa
BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
DANC 201/MUS 212/AFR 201 African Dance and Percussion
DANC 202/MUS 221/AFR 206 African Dance and Percussion
ECON 204/ENVI 234 Economics of Developing Countries
ECON 225T Global Financial Crisis and African Economic Development
GBST 252 Pillars of Apartheid: Race and Ethnicity in South Africa
GBST 368 Miracle? The Demise of the Apartheid System
HIST 104/AFR 104 Travel Narratives African History
HIST 203/AFR 203 Modern African History
HIST 303/REL 303/AFR 303/ARAB 303/GBST 303 A History of Islam in Africa
HIST 304/AFR 304 South Africa and Apartheid
HIST 307/AFR 313/ENVI 306 A History of an African City
HIST 308/WGSS 308/AFR 308 Gender and Society in Modern Africa
HIST 402 A History of Family in Africa
HIST 483/AFR 483/GBST 483 Freedom in Africa
MUS 120/AFR 113 Musics of Africa
MUS 222/AFR 223 Politics of Performance/Performing Politics in Contemporary Africa
PSCI 243/AFR 256 Politics of Africa
PSCI 249/GBST 249 From Beetroot to Zero Grazing: Comparative Responses to AIDS in Africa
RLFR 203/AFR 204 Introduction to Francophone Studies
RLFR 309 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War

East Asian Studies
ARTH 103/ASST 103 Asian Art Survey: From the Land of the Buddha to the World of the Geisha
ARTH 270/JAPN 270 Japanese Art and Culture
ARTH 274/ASST 274/ARTS 274 Chinese Calligraphy: Theory and Practice
CHIN 219 Popular Culture in Modern China
CHIN 223/ANTH 223 Ethnic Minorities in China: Past and Present
COMP 255/JAPN 255 Love and Death in Modern Japanese Literature
COMP 264/JAPN 254 Beauty, Danger, and the End of the World in Japanese Literature
COMP 266/JAPN 256 Confession and Deception in Japanese Literature
HIST 115/ASST 115 The World of the Mongol Empire
HIST 119 The Japanese Empire
HIST 121/ASST 121 The Two Koreas
HIST 212/ASST 212 Transforming the “Middle Kingdom”: China, 2000 BCE 1600
HIST 213/ASST 213 Modern China, 1600 Present
HIST 217/JAPN 217ASST 217 Early Modern Japan
HIST 218/JAPN 218/ASST 218 Modern Japan
HIST 319/WGSS 319/ASST 319 Gender and the Family in Chinese History
HIST 321/JAPN 321/ASST 321 History of U.S. Japan Relations
JAPN 260/COMP 262 Japanese Theatre and its Contemporary Context
JAPN 276/COMP 278 Premodern Japanese Literature and Performance
MUS 112/ASST 126 Musics of Asia
PSCI 247 Political Power in Contemporary China
PSCI 345 Cosmology and Rulership in Ancient Chinese Political Thought
PSCI 354/ASST 245/HIST 318 Nationalism in East Asia
REL 250/ASST 250 Scholars, Saints and Immortals: Virtue Ethics in East Asia
REL 251/ASST 251 Zen Buddhism: History and Historiography
REL 256/WGSS 256/ANTH 256/ASST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism

Latin American Studies
AFR 248/HIST 248 The Caribbean: From Slavery to Independence
ANTH 211/GBST 211 Black, Indian, and Other in Brazil
HIST 242 Latin America from Conquest to Independence
HIST 243 Modern Latin America, 1822 to the Present
HIST 245/AFR 346 History of Modern Brazil
HIST 347 Democracy and Dictatorship in Latin America
MUS 125/DANC 125 Music and Social Dance in Latin America
MUSC 126 Cuban Popular Music and Culture
PSCI 266 The United States and Latin America
PSCI 346 Race in Latin American Politics
PSCI 349 Cuba and the United States
PSCI 351 The New Left and Neoliberalism in Latin America
RLSP 203 From Modernismo to El Boom de la Novela
RLSP 204 Icons and Imaginaries: Culture and Politics in Latin America
RLSP 205/COMP 205 The Latin American Novel in Translation
RLSP 308 The Subject of Empire: Race, Gender and Power in the Colonial Era

Middle Eastern Studies
ARAB 223/COMP 223 Migrants at the Borders: Comparative Middle Eastern and Latin American Cultural Studies
ARAB 228/COMP 228 Modern Arabic Literature in Translation
ARAB 233/COMP 233 Introduction to Classical Arabic Literature
ARAB 251/COMP 251 Popular Culture in the Arab World: Youth, Populism, and Politics
ARAB 252/COMP 252/WGSS 251/HIST 309 Arab Women Memoirs: Writing Feminist History
ARAB 256/COMP 256/ENGL 284 Arab and Anglophone: Narratives Beyond Nation and Diaspora
ARTH 278 The Golden Road to Samarqand
HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East
HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/L The Modern Middle East
HIST 210/ANTH 210/ARAB 210/REL 240 The Challenge of ISIS
HIST 212/ASST 212 Transforming the "Middle Kingdom": China, 2000 BCE 1600
HIST 310/ARAB 310 Iran and Iraq
HIST 311/ARAB 311 The United States and the Middle East
HIST 409/ARAB 409/GBST 409 Crescent, Cross, and Star: Religion and Politics in the Middle East
HIST 480/ARAB 480 The Israeli Palestinian Conflict
PSCI 268 Israeli Politics
REL 231/HIST 209 The Origins of Islam: God, Empire and Apocalypse

**Russian and Eurasian Studies**

HIST 240 Muscovy and the Russian Empire
HIST 241/LEAD 241 The Rise and Fall of the Soviet Union
RUSS 203/COMP 203 Nineteenth Century Russian Literature in Translation
RUSS 204/COMP 204 From Revolution to Perestroika
RUSS 206 Topics in Russian Culture: Feasting and Fasting in Russian History
RUSS 213/GBST 213/WGSS 214/COMP 257 From Putin to Pussy Riot: Discourses of Post-Soviet Gender
RUSS 220/GBST 220/COMP 285 World War II in Russian Culture
RUSS 305/COMP 305 Dostoevsky and His Age
RUSS 306/COMP 306 Tolstoy and His Age
RUSS 343/JWST 343/GBST 343/COMP 343 Spectacles on His Nose and Autumn on his Heart: The Oeuvre of Isaac Babel

**South and Southeast Asia Studies**

ANTH 233/ASST 233/REL 253 Spiritual Crossroads: Religious Life in Southeast Asia
ANTH 272/WGSS 272 Sex and the Reproduction of Society
ECON 240 Colonialism and Underdevelopment in South Asia
HIST 117/ASST 117/GBST 117 Bombay/Mumbai: Making of a Modern Metropolis
HIST 220/ASST 222 History and Society in India and South Asia: c. 2000 to 1700s CE
HIST 221/ASST 221/GBST 221 The Making of Modern South Asia: 1750-1950 CE
HIST 388 Decolonization and the Cold War
HIST 391/ASST 391/GBST 391 When India was the World: Trade, Travel and History in the Indian Ocean
HIST 415/ASST 415/COMP 415 Gods and Kings: Historical Narratives from India
HIST 488T/GBST 488 Gandhi: Nationalism, Philosophy and Legacy
REL 245/ASST 247 Tibetan Civilization
REL 246/ANTH 246/WGSS 246/ASST 246 India's Identities: Religion, Caste, and Gender
REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation

**THEMATIC TRACKS**

**Borders, Exile and Diaspora Studies**

AFR 270 Digital Diaspora: Interrogating Race, New Media, and Black Cultural Production Online
AFR 324/ARTH 324/ANTH 314/ARAB 324/COMP 324 Contemporary Art of the African Diaspora
ARAB 223/COMP 223 Migrants at the Borders: Comparative Middle Eastern and Latin American Cultural Studies
ARAB 256/COMP 256/ENGL 284 Arab and Anglophone: Narratives Beyond Nation and Diaspora
COMP 242/ENGL 250/AMST 242 Americans Abroad
COMP 253/ARAB 253 Narratives of Placement and “Displacement” from the Global South
COMP 346/ARAB 346 Questioning the Cultural Self in Literature
COMP 352/JWST 352/RLSP 352 Writing after the Disaster: The Literature of Exile
GERM 316 “Wer ist wir?” Recent Debates over Multiculture in Germany
HIST 380 Comparative American Immigration History
HIST 396 Muslims and Europe: From the Conquest of Algeria to the Present
LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video
LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality
LATS 386/HIST 386/WGSS 386 Latinas in the Global Economy: Work, Migration, and Households
LATS 405/AMST 405 Home and Belonging: Displacements, Relocations, and Place Making
LATS 409/AMST 411/WGSS 409 Transnationalism and Difference: Comparative Perspectives
LATS 471/HIST 471 Comparative Latina/o Migrations
PSCI 225 International Security
RLFR 203/AFR 204 Introduction to Francophone Studies
RLFR 232/AFR 232 Love, Sex, Madness in Afro-diasporic Women’s Writings

Economic Development Studies
ECON 204/ENVI 234 Economics of Developing Countries
ECON 215/GBST 315 International Trade, Globalization and Its Effects
ECON 219T Global Economic History
ECON 225T Global Financial Crisis and African Economic Development
ECON 235 Urban Centers and Urban Systems
ECON 360 International Monetary Economics
ECON 362 Global Competitive Strategies
ECON 467/ECON 531 Development Successes
ECON 501 Development Economics I
ECON 504 Public Economics
ECON 505 Developing Country Macroeconomics
ECON 510/ECON 352 Finance and Development and Regulation
ECON 511 Institutions and Governance
ECON 515/ECON 359 Developing Country Macroeconomics II
ECON 516/ECON 366 International Trade and Development
ECON 535 International Financial Institutions
POEC 401 Contemporary Problems in Political Economy
PSCI 229 Global Political Economy
PSCI 341 Modern Midas? Resource Abundance and Development
REL 287/ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment
WGSS 211/ECON 211 Gender in the Global Economy

Urbanizing World
GBST 17 (W) The Third World City
Crosslistings: GBST17 / PSCI17

Secondary Crosslisting

In 2007, the world became majority urban. But most of these urbanites live not in places like New York or Tokyo but rather in places like Lagos or Mumbai, dwelling in shantytowns and working in petty commerce. Their cities' path of urbanization diverges from the "normal" one accompanying industrialization in the West and in East Asia. About this phenomenon, arguably the most important social fact in today's world, observers have adopted wildly divergent normative and theoretical stances, from the romantically optimistic to the apocalyptic. We read a few of these, including Mike Davis, Rem Koolhaas, Hernando De Soto, and Robert Neuwirth, and watch some films and videos on the subject.

Class Format: mornings

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to PSCI majors and GBST concentrators

Materials/Lab Fee: $10 plus cost of books

Winter 2019

LEC Section: 01    MTR 10:00 am - 11:50 am POR 10:00 am - 11:50 am    James E. Mahon

GBST 30 (W) Sr Proj: Global Studies

To be taken by candidates for honors in Global Studies.

Class Format: honors project

Distributions:  (D2)
GBST 31 (W) Senior Thesis: Global Studies

Global Studies senior thesis.

Class Format: independent study

Distributions: (D2)

Winter 2019
HON Section: 01 TBA James E. Mahon

GBST 99 (W) Indep. Study: Global Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D2)

Winter 2019
IND Section: 01 TBA James E. Mahon

GBST 101 (S) America and the World

Crosslistings: LEAD120 / GBST101 / PSCI120

Secondary Crosslisting

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

Class Format: lecture/discussion

Requirements/Evaluation: short papers, class participation, and final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

Distributions: (D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

GBST 101 (F) The Modern Middle East (DPE)

Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Secondary Crosslisting

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states
and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Class Format:** lecture

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB. DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

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**Fall 2018**

**LEC Section:** 01    TF 1:10 pm - 2:25 pm     Magnús T. Bernhardsson

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**GBST 101 (F)  Democracy and the State: A Comparative Study**

Crosslistings: GBST101 / PSCI150

**Primary Crosslisting**

This introductory course examines major western political theories and ideologies, such as Liberalism and Marxism, and then examines their application in selected regional case studies. The social contract theories of Hobbes, Locke and Rousseau form the basis of the course.

**Class Format:** seminar

**Requirements/Evaluation:** short papers, final exam

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first year students

**Expected Class Size:** 15

**Distributions:** (D2)

Not offered current academic year

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**GBST 117 (S)  Bombay/Mumbai: Making of a Modern Metropolis  (WI)**

Crosslistings: HIST117 / GBST117 / ASST117

**Secondary Crosslisting**

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history
of its most important city.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar; not open to juniors or seniors

Expected Class Size: 15-19

Distributions: (D2) (WI)

Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia;

Spring 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm    Aparna Kapadia

GBST 141 (S)  Bandits and Warlords

Crosslistings: LEAD141 / GBST141 / PSCI141

Secondary Crosslisting

A leading scholar once quipped that political communities "qualify as our largest examples of organized crime." He wasn't far off: governments are meant to protect their citizenry, but as the #bringbackoursgirls or the KONY 2012 campaigns reveal, sometimes they fail. Bandits emerge, racketeers flourish, and warlords replace governments. By looking at Boko Haram, Séléka rebels, Al-Shabaab, Somali pirates and the Lords Resistance Army, this course explores the conditions that lead to the collapse of government protection and its replacement by bandits and warlords. We will then use this understanding to examine prominent examples of banditry and warlordism in Latin America, the Middle East and Europe.

Class Format: lecture

Requirements/Evaluation: class participation, five short papers and a final exam

Prerequisites: none; open only to first-years and sophomores

Enrollment Limit: 50

Enrollment Preferences: first-years

Expected Class Size: 40

Distributions: (D2)

Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

GBST 210 (S)  The Challenge of ISIS

Crosslistings: HIST210 / REL240 / ANTH210 / ARAB210 / GBST210

Secondary Crosslisting

What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahidin and Taliban, and al-Qaeda, the course will go on to investigate how ISIS derives important aspects of its ideology and organization from these earlier movements and how it deviates from them. We will look at unique aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time. Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.
GBST 211 (S) Transitions to Democracy
Crosslistings: GBST211 / PSCI213

Primary Crosslisting

Under what circumstances do authoritarian regimes democratize and what is required to sustain the liberalization of the political system? This comparative course looks at a sample of societies characterized by strong ethnic, religious or racial cleavages.

Class Format: seminar
Requirements/Evaluation: short papers, final exam
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 15
Distributions: (D2)

GBST 212 (F) Foundations of China
Crosslistings: ANTH212 / CHIN214 / REL218 / HIST214 / GBST212

Secondary Crosslisting

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Class Format: lecture
Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors
Expected Class Size: 25
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under CHIN; meets Division 2 requirement if registration is under ANTH, REL, HIST OR GBST
GBST 213 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender (DPE)
Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213

Secondary Crosslisting

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. All readings will be in English, and all films with have English subtitles.

Class Format: seminar

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

GBST 214 (S) Contemporary Russian Culture and Politics
Crosslistings: GBST214 / RUSS214 / PSCI294 / COMP220

Secondary Crosslisting

This course explores select aspects of contemporary Russian society and politics through literary works and films of post Soviet Russia. We will study the social and political settings of particular plots and opportunities not only in fiction and film but as they emerge in the lived reality of Russians since 1991. In addition to novels and short stories by some of the best contemporary Russian authors, we will read scholarly materials explaining the social and political trends characteristic of Russia's post-socialist transformation under Boris Yeltsin and Vladimir Putin's leadership. Analysis of the political and social processes will be framed in a comparative approach, drawing on parallels and differences with countries of Eastern Europe. All course readings will be in English. Knowledge of Russian is not required.

Class Format: lecture

Requirements/Evaluation: short response essays; final exam; class participation
GBST 215 (S)  Asian-American Identities in Motion: Global Approaches to Dance
Crosslistings: DANC214 / THEA215 / AMST214 / GBST215

Secondary Crosslisting
The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Class Format: seminar
Requirements/Evaluation: evaluation includes reading responses and essays, class participation, and presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

GBST 215 (F)  Performance Ethnography: Global Approaches to Dance
Crosslistings: ANSO214 / THEA215 / AMST214 / DANC214 / GBST215

Secondary Crosslisting
The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement and performance ethnography. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) will read ethnographic studies of dance and performance practices from different parts of the world, and (iii) will do field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and will include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance experience required.

Class Format: seminar
Requirements/Evaluation: class participation, reading responses and essays, fieldwork and field notes, and presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none
Enrollment Limit: 15
GBST 216 (S)  Urbanism in the Ancient World  (WI)
Crosslistings: ANTH216 / GBST216

Secondary Crosslisting

This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Class Format: tutorial

Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores; or majors in Anthropology or Sociology

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: GBST Urbanizing World Electives;

Not offered current academic year

GBST 220 (S)  World War II in Russian Culture
Crosslistings: RUSS220 / COMP285 / GBST220

Secondary Crosslisting

This course traces the development of state-sponsored collective memory of the Great Patriotic War, as the Eastern front of World War II is called in Russia, and its counter-narratives. The veritable cult of the war, as it was shaped by the late Soviet period, took decades to coalesce and went through multiple stages. The relative disregard in the immediate post-war years under Stalin was followed by the striking re-enactments in literature and film of the period of Khruschev's Thaw. The memory of the war for new generations was further defined in state-sponsored memorials, museums and public events under Brezhnev. While Soviet ideology was discredited in the wake of the USSR's collapse, ordinary Russians and politicians alike continue to this day to see Russia's victory over Nazi Germany with pride and as part of their national identity. This course explores the contradictory elements that make up the images and narratives of the war -- in novels, short stories, feature films, and oral histories -- which bring together state violence and individual freedom, patriotism and oppression, remembrance and forgetting. After an initial acquaintance with the colossal human cost of the war, we will examine the artistic, cultural and political traditions of addressing the national trauma that have evolved in the official and unofficial discourses of the war. The search for a "usable past" of the war continues in contemporary Russia, breaching previously suppressed topics yet also obfuscating public attempts to critically examine people's experiences of the war beyond the inherited Soviet myths.

Class Format: seminar

Requirements/Evaluation: class participation, research paper, final exam
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: RUSS and COMP majors
Expected Class Size: 10-15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST
Attributes: GBST Russian + Eurasian Studies Electives
Not offered current academic year

GBST 221 (F) The Making of Modern South Asia: 1750-1950 CE
Crosslistings: GBST221 / ASST221 / HIST221

Secondary Crosslisting
This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content. One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 20-25
Distributions: (D2)
Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia

Fall 2018
LEC Section: 01    MR 2:35 pm - 3:50 pm    Aparna Kapadia

GBST 230 (F) Who was Muhammad?
Crosslistings: ARAB230 / GBST230 / REL230

Secondary Crosslisting
Considered the Messenger of God, Muhammad is a central character of the Islamic tradition and has been the object of love and devotion for centuries. Recent outbursts sparked by controversial cartoons depicting Muhammad have made clear that he remains a revered and controversial figure even today. This course takes a critical historical perspective to the biographies of Muhammad, the founder of Islam. Rather than focus on the “facts” of his life, we will think about the ways in which historical context, political interests, and shifting conceptions of religion have influenced the way in which Muhammad has been imagined and remembered. We will also consider the ways in which Muslim and non-Muslims biographies of Muhammad are intertwined and interdependent, often developing in tandem with one another. By exploring Muslim and non-Muslim, pre-modern and modern accounts of Muhammad’s life, we will think about the many ways in which Muhammad’s life has been told and re-told over the centuries. In this course we will consider some of the following depictions of Muhammad: Muhammad as the object of ritual devotion; Muhammad as statesman and military leader; Muhammad's polygynous marriages and his young wife, Aisha; Muhammad as social reformer and revolutionary. Course readings will include pre-modern biographies (in translation) as well as contemporary Muslim and non-Muslim biographies.

Class Format: seminar
Requirements/Evaluation: reading responses, 3 short essays (3-4 pages double-spaced), and final exam
Prerequisites: none
GBST 234 (F) What is Islam? (DPE)

crosslistings: ARAB234 / GBST234 / REL234 / HIST208

secondary crosslisting

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

class format: seminar

requirements/evaluation: reading responses, two essays, final exam

extra info: may not be taken on a pass/fail basis; not available for the fifth course option

prerequisites: none

enrollment limit: 20

enrollment preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

expected class size: 20

distributions: (D2) (DPE)

distribution notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

fall 2018

SEM Section: 01  MR 1:10 pm - 2:25 pm  Saadia Yacoob

GBST 236 (S) Reading the Qur'an (WI)

crosslistings: ARAB236 / REL236 / COMP213 / GBST236

secondary crosslisting

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

class format: seminar
GBST 241 (S) History of Sexuality  (WI)
Crosslistings: HIST292 / GBST241 / WGSS239 / REL241

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Class Format: seminar
Requirements/Evaluation: reading responses, two essays, and final research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion and Arabic Studies majors
Expected Class Size: 19
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under REL or GBST; meets Division 1 requirement if registration is under ARAB or COMP
Not offered current academic year

GBST 244 (S) Mediterranean Journeys  (DPE)
Crosslistings: COMP244 / GBST244

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of the so-called "migrant intellectuals and artists" who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as a literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Behind the medium of a national language, new cultures and identities are claiming inclusion into the core of the social fabric by speaking out from a marginal position. We read both literary works (Ali Farah, Guene, Lakhous, Scego) and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films and documentaries (Carpignano, Cialese, Godard).

Class Format: seminar
**Requirements/Evaluation:** weekly writing assignments, midterm and final exams, final paper, oral presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under GBST DPE. Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     Michele Monserrati

**GBST 247 (F)**  **Altering States: Post-Soviet Paradoxes of Identity and Difference** (DPE) (WI)

Crosslistings: SOC248 / GBST247 / RUSS248

[Secondary Crosslisting](#)

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Class Format:** tutorial

**Requirements/Evaluation:** 5-page paper every other week, comments on the partner's paper in alternate weeks

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS DPE. This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018

TUT Section: T1    TBA    Olga Shevchenko

**GBST 303 (F) A History of Islam in Africa**

Crosslistings: HIST303 / REL303 / ARAB303 / GBST303 / AFR303

[Secondary Crosslisting](#)

This course examines the history of Islam in Africa from the seventh century to the present. We will start off by looking at the spread of Islam in different parts of Africa. We will then analyze the social, political, economic, and cultural impact of Islam on African societies, the interaction between
Islam and indigenous African institutions, the Islamic revolutions in the nineteenth century, the impact of European colonial rule on Muslim societies, and the development of Islam in the post-independence period. We will also examine how African Muslims reconstructed and asserted their religious identities by localizing Islamic intellectual traditions, healing practices, music, arts, cultural norms, and formal and informal religious festivals. By the end of the semester students should be able to appreciate Islam's common framework as well as its diversity and dynamics within that larger framework and over time.

**Class Format:** seminar

**Requirements/Evaluation:** two 7-page papers and one 12- to 15-page paper

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** lottery

**Expected Class Size:** 25

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB

**Attributes:** GBST African Studies Electives; HIST Group A Electives - Africa

Not offered current academic year

GBST 312 (F)  The Mughal Empire: Power, Art, and Religion in India

Crosslistings: ASST312 / HIST312 / GBST312 / REL312

**Secondary Crosslisting**

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith—much larger than any European empire in the early modern world—the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

**Class Format:** seminar

**Requirements/Evaluation:** participation, response papers/short essays, one final paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none, open to first-year students with instructor permission

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors and potential History majors

**Expected Class Size:** 20

**Distributions:** (D2)

**Attributes:** HIST Group B Electives - Asia; HIST Group G Electives - Global History; HIST Group P Electives - Premodern

Fall 2018

SEM Section: 01  MW 11:00 am - 12:15 pm  Aparna Kapadia

GBST 315 (S)  Globalization

Crosslistings: ECON215 / GBST315
Secondary Crosslisting
This course will examine the causes and consequences of globalization. This includes studying topics such as trade, immigration, foreign direct investment, and offshoring. The impact of these forms of globalization on welfare, wages, employment, and inequality will be a focal point. Throughout we will rely on economic principles, models, and empirical tools to explain and examine these contentious issues.

Class Format: lecture/discussion

Requirements/Evaluation: problem sets, two midterms, and a final paper and presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 110

Enrollment Limit: 25

Expected Class Size: 25

Distributions: (D2)

Attributes: GBST Economic Development Studies Electives; MAST Interdepartmental Electives; POEC International Political Economy Courses

Spring 2019
LEC Section: 01  TR 8:30 am - 9:45 am  Will Olney

GBST 322 (F) Trash
Crosslistings: GBST322 / ANTH322 / ENVI322

Secondary Crosslisting
What is waste? What is filth? Why do titles or categories of sanitation workers--"garbage man," for instance--bear such charged social and sometimes moral significance in many societies? In this seminar we will critically examine the production of waste and its role in the production of value, meaning, hierarchy, and the environment. Readings will be of three types. First we will consider theoretical inquiries into the relations between filth and culture. Second, we will examine studies of the political and environmental consequences of systems of waste management historically and in the present, with a focus on South Asia and the United States. Third, we will read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Dhaka and Delhi, Chicago and New York. There is also a fieldwork component to this class. In groups, students will conduct ethnographic micro-studies of elements of the systems of waste production and management in Berkshire County (e.g., cafeterias, retail outlets, homes, dorms, recycling facilities, sewage treatment plants). Students will post field notes to a class blog, and each group will present its findings in the form of a short film, multimedia presentation, or paper.

Class Format: lecture/discussion

Requirements/Evaluation: regular posting of critical response papers and an ethnographic final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors and juniors

Expected Class Size: 20

Distributions: (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

GBST 326 (S) Security in Africa (WI)
Crosslistings: PSCI326 / GBST326

Secondary Crosslisting
Africa is the world's second largest and second most-populous continent. This course will explore this diverse region through the lens of human security which takes a broader understanding of security challenges and how they affect different individuals. We will begin by placing security challenges in Africa in the context of a colonial legacy and the changing nature of warfare. We will then examine specific security challenges including governance issues, gender relationships, and resource challenges, through the use of case studies. We will conclude by examining responses by the
GBST 340 (S) African Diaspora Religions in the Americas and the Caribbean
Crosslistings: AFR340 / GBST340 / REL340

Secondary Crosslisting
Over the last century, historians, social scientists, and religionists have labored to discover the meaning of African dispersal beyond the African continent and its accompanying spiritual lineages. What did it mean to move from the African continent (as opposed to the Australian continent, for example)? What theories of encounter sufficiently adjudicate the synthetic religious cultures of African descended persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will consider a brief historiography of Africana Religious Studies. This background will inform the second and primary objective of the course: privileging knowledge, place, and performance as central lenses for thematizing and exploring West and Central African religious traditions housed in the Americas. We will cover diverse African diasporic religious traditions including Conjure, Dagara, Kumina, New Orleans Voodoo, Spiritual Baptist, Winti, and Yoruba (Candomblé, Ifa, Lucumi, and “Orisha-Vodu”). We will also explore other African diasporic religious sensibilities that transgress regional and institutional boundaries.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, discussion leadership, two scholarly journal entries, and a final seminar paper of 18-20 pages (which will require working in stages on a proposal, an 8-page draft, and a 15-page draft)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Africana Studies concentrators
Expected Class Size: 15
Distributions: (D2)
Not offered current academic year

GBST 341 (S) Caste, Race, Hierarchy
Crosslistings: ASST341 / AFR341 / ANTH341 / GBST341

Secondary Crosslisting
Caste in India looms large in global social thought as a kind of benchmark against which hierarchical social systems across the world are measured. This prominence has much to do with British colonial ideologies of rule, but it also has a deeper and different history: the Buddha compared caste to Greek slavery, early modern Jesuits related it to the system of European estates, and since the nineteenth century, anti-caste radicals from Dalit, or “untouchable,” backgrounds have drawn a sustained comparison between the forms of oppression they face and those with which African Americans contend in the United States. Reciprocally, thinkers from W.E.B. DuBois to Toni Morrison have deployed the category of caste in their writings on race. What can the study of caste in postcolonial South Asia contribute to global debates over the persistence of “traditional” forms of social hierarchy? What are the stakes of bringing caste and race into the same conversation, and what are the implications of refusing to do so? In this seminar we will
acquire a thorough grounding in the anthropological literature on caste and then investigate the politics of the caste-race comparison over the last hundred years. Assignments include weekly postings of 1-page critical response papers and either a research paper or an interview-based, ethnographic final project examining "caste" in one's own community.

Class Format: seminar

Requirements/Evaluation: weekly postings of 1-page critical response papers and research paper or ethnographic final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors, juniors, majors in ANSO, AFR, or ASST

Expected Class Size: 15

Distributions: (D2)

Not offered current academic year

GBST 351 (S) The New Left and Neoliberalism in Latin America (DPE) (WI)

Crosslistings: GBST351 / PSCI351

Secondary Crosslisting

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America--or anywhere--both in policy and political terms.

Class Format: lecture/discussion, then seminar

Requirements/Evaluation: three short essays, a 1-page reflection paper, and a 12-page research proposal

Prerequisites: a course on Latin America and a course in Economics or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Attributes: GBST Latin American Studies Electives; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Spring 2019

LEC Section: 01    TF 2:35 pm - 3:50 pm     James E. Mahon

GBST 352 (F) Politics in Mexico (DPE) (WI)

Crosslistings: GBST352 / PSCI352

Secondary Crosslisting

Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

Class Format: lecture, discussion, then seminar
Requirements/Evaluation: map quiz, two short papers, and a 12- to 15-page research proposal
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: some knowledge of Mexican history
Enrollment Limit: 15
Enrollment Preferences: Political Science majors and seniors
Expected Class Size: 14
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA. WI: There will be 20 pages of writing and the short papers will be discussed in individual appointments with the professor.
Attributes: INST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

GBST 356 (S) The Myth of Venice and its Modern Aftermath
Crosslistings: GBST356 / ENGL358 / COMP356
Secondary Crosslisting
The Republic of Venice existed for over a millennium, during which time its historical image came to be enmeshed with mythical representations, such as the image of the city rising out of the waters of the lagoon, or the personification of the city itself as a Queen of the Adriatic. This course begins in the year 1797, at the end of the Republic, and the emergence of an extensive body of literature centered on Venice and its mythical facets. Readings will include Romantic views of Venice and the 20th century reshaping of the literary myth surrounding the city. A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than the focus on a nostalgic evocation of the death of the Republic, became a premise of exploration for literary modernity. Toward the end of the course we will leave the lagoon to explore the postmodern recreations of Venice around the world (from Los Angeles and Las Vegas, to Macao, Yongin, and beyond) Readings will include excerpts from Byron’s Childe Harold’s Pilgrimage, John Ruskin’s Stones of Venice, as well as full readings of Thomas Mann’s Death in Venice, Marinetti’s Futurist manifestos, Italo Calvino’s Invisible Cities, and more. We will also examine movies, such as Luchino Visconti’s Senso and Death in Venice and Nicholas Roeg’s Don’t Look Now. This course is offered in English; all texts are provided in translation.
Class Format: seminar
Requirements/Evaluation: mini-papers, one individual presentation, mini-presentations, midterm, participation, final project
Prerequisites: familiarity with modern aesthetics such as romanticism, modernism and postmodernism is desirable
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 10
Department Notes: Core course
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under GBST
Not offered current academic year

GBST 358 (S) Religion and Law (DPE)
Crosslistings: REL358 / GBST358
Secondary Crosslisting
This course explores the concept of “law” through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religious and secular law. Topics will include the secular.
legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

Class Format: seminar

Requirements/Evaluation: reading response, two essays, final research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm     Saadia Yacoob

GBST 369 (S) Indigenous Narratives: From the Fourth World to the Global South (WI)

Crosslistings: GBST369 / HIST306 / ARAB369 / COMP369

Secondary Crosslisting

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktale, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: seminar

Requirements/Evaluation: active class participation, several short response assignments (2- 3 pages each), final performance project, and final paper (5- to 7-pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ARAB; meets Division 2 requirement if registration is under GBST or HIST

Attributes: GBST Borders, Exiles + Diaspora Studies Electives;

Not offered current academic year

GBST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean
Secondary Crosslisting

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, an oral presentation and final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 15-20

Distributions: (D2)

Attributes: GBST South + Southeast Asia Studies Electives; HIst Group B Electives - Asia; HIST Group P Electives - Premodern; MAST Interdepartmental Electives

Spring 2019

SEM Section: 01  TR 8:30 am - 9:45 am  Aparna Kapadia

GBST 397 (F) Independent Study: International Studies

Global Studies independent study.

Class Format: independent study

Distributions: (D2)

Fall 2018

IND Section: 01  TBA  James E. Mahon

GBST 398 (S) Independent Study: International Studies

International Studies independent study.

Class Format: independent study

Distributions: (D2)

Spring 2019

IND Section: 01  TBA  James E. Mahon

GBST 402 (S) A History of Family in Africa (WI)

Crosslistings: GBST402 / HIST402 / AFR402 / WGSS400
Secondary Crosslisting

The family is the center of private life, but it has also been a topic of constant discussion and contention in Africa. In this class we will examine how political upheavals and economic pressures have changed the concept of the family and the role it plays in various African societies. We will also consider the changing views of gender, race, age, class, and sexuality on the idea of family.

Class Format: seminar

Requirements/Evaluation: seminar, discussion, seminar, discussion, and 20-page research paper (including preparatory writing exercises throughout the semester)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: GBST African Studies Electives; HIST Group A Electives - Africa;

Not offered current academic year

GBST 420 (S) Architecture and Sustainability in a Global World (WI)

Crosslistings: ARTH420 / ENVI420 / EXPR420 / GBST420

Secondary Crosslisting

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as “minimizing the negative impact of built form on the surrounding landscape,” and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: seminar; with travel component

Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, although a course in art/architectural history would be advantageous; registered students will also be required to submit an online application provided by the instructor before enrollment in the course is confirmed

Enrollment Limit: 6

Enrollment Preferences: Art History majors, Environmental Studies majors

Expected Class Size: 6

Materials/Lab Fee: Travel funds will be provided by a Class of 1963 Sustainability Development Grant

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST

Spring 2019

SEM Section: 01    M 1:10 pm - 3:50 pm    Michelle M. Apotsos

GBST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)
Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018

TUT Section: T1  TBA  Magnús T. Bernhardsson

GBST 488 (S) Gandhi: Nationalism, Philosophy, and Legacy (WI)

Crosslistings: HIST488 / ASST488 / GBST488 / REL388

Secondary Crosslisting

This course studies the work and ideas of M.K. Gandhi (1869-1948, one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India’s freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the ‘father of the Indian nation’, however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of ‘Mahatma’ or Great Soul in India. The tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi’s own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi’s engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: tutorial; students will meet with the instructor each week for one hour sessions in pairs

Requirements/Evaluation: 5 to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: upper level History majors
**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia;

*Not offered current academic year*

**GBST 491 (F) Senior Honors Project: International Studies**

International Studies senior honors project.

**Class Format:** independent study

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Distributions:** (D2)

Fall 2018

HON Section: 01    TBA     James E. Mahon

**GBST 492 (S) Senior Honors Project: International Studies**

International Studies senior honors project.

**Class Format:** independent study

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Distributions:** (D2)

Spring 2019

HON Section: 01    TBA     James E. Mahon
The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives, including literature, history, archaeology, art, philosophy, and religion. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both surveys and more specialized study of the classical world from earliest historical times through late antiquity.

MAJOR

Majors and prospective majors are encouraged to consult with the department’s faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Classics and Classical Civilization

Classics: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments; 3) Participation in the Senior Colloquium.

Classical Civilization: (1) Either Classics 101 or 102 and one of Classics 222, 223, or 224; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level; (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy; 4) Participation in the Senior Colloquium.

A number of courses from other departments are cross-listed with Classics and may be elected for the major, for instance, Art History 213 Greek Art and Myth, Philosophy 201 Greek Philosophy, and Religion 210 Reading Jesus, Writing Gospels. Appropriate courses that are not cross-listed may also count toward the major with the approval of the chair of Classics. Examples of such courses, which vary from year to year, are Art History 105 Picturing God in the Middle Ages, Religion/Jewish Studies 201 The Hebrew Bible, Religion 212 The Development of Christianity, and Political Science 231 Ancient Political Thought.

Senior Colloquium: Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which normally meets every other week for an hour, vary according to the interests of the participants. Junior majors are also encouraged to participate.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302, or equivalent language preparation. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies. Students may enter the rotation at any point.

Classical Civilization Courses: The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a
given area of classical studies. Most of these courses do not assume prior experience in Classics or a cross-listed field.

**STUDY ABROAD**

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Greco-Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department’s faculty are always available to advise students, the chair has materials to share, and students can visit the department’s website for information and links to helpful sites.

**FAQ**

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Complete syllabus and course description, including readings/assignments.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. Senior Colloquium.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

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**CLGR 99 (W) Independent Study: Greek**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Distributions:** (D1)

Winter 2019

IND Section: 01 TBA Edan Dekel

**CLGR 101 (F) Introduction to Greek**

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second
 semester, to works of the classical period (usually Xenophon and Euripides).

Class Format: recitation/discussion

Requirements/Evaluation: evaluation will be based on frequent quizzes, tests, and a final exam

Extra Info: credit granted only if both semesters (CLGR 101 and 102) are taken

Prerequisites: none; designed for students who are beginning Greek or have studied less than two years of Greek in secondary school; students with some previous experience in Greek may want to enroll in CLGR 102 only (consult the department)

Enrollment Limit: 15

Expected Class Size: 8-10

Distributions: (D1)

Fall 2018
LEC Section: 01  MWF 11:00 am - 12:15 pm  Sarah E. Olsen

CLGR 102 (S)  Introduction to Greek

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

Class Format: recitation/discussion

Requirements/Evaluation: evaluation will be based on frequent quizzes, tests, and a final exam

Extra Info: credit granted only if both semesters (CLGR 101 and 102) are taken

Prerequisites: CLGR 101 or permission of department

Enrollment Limit: 15

Expected Class Size: 8-10

Distributions: (D1)

Spring 2019
LEC Section: 01  MWF 11:00 am - 12:15 pm  Kerry A. Christensen

CLGR 201 (F)  Intermediate Greek

Reading of selections from Hesiod and from Plato, combined with grammar review. The primary goal of this course is to develop fluency in reading Greek. We will also read the texts closely to explore important continuities and changes in Greek culture between the archaic and classical periods. The emphasis will vary from year to year, but possible subjects to be explored include: the education and socialization of the community's children and young adults; religion and cult practices; the performative aspects of epic (and choral) poetry and of prose genres like oratory and the philosophical dialogue; traditional oral poetry and storytelling and the growth of literacy; the construction of woman, of man; the development of the classical polis.

Class Format: recitation/discussion

Requirements/Evaluation: evaluation will be based on classroom participation, quizzes, tests, and a final exam

Prerequisites: CLGR 101-102 or two years of Greek in secondary school

Enrollment Limit: 12

Expected Class Size: 5-10

Distributions: (D1)

Fall 2018
LEC Section: 01  MWF 8:30 am - 9:45 am  Kerry A. Christensen

CLGR 401 (S)  Homer: The Iliad

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community,
leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the Iliad in Greek and the entire epic in translation.

Class Format: seminar
Requirements/Evaluation: class participation, short written exercises and/or oral reports, midterm and final exams, and a final paper
Prerequisites: CLGR 201 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: majors in Classics, Comparative Literature, English and other literatures
Expected Class Size: 5-6
Distributions: (D1)
Not offered current academic year

CLGR 402 (S) Homer: The Odyssey
From the early archaic era through the classical and beyond, Homer's Iliad and Odyssey remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the Odyssey in Greek and the entire epic in translation.

Class Format: seminar
Requirements/Evaluation: class participation, short written assignments and/or oral reports, a midterm and final exams, and a final paper
Prerequisites: CLGR 201 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: majors in Classics, Comparative Literature, English and other literatures
Expected Class Size: 5-6
Distributions: (D1)
Not offered current academic year

CLGR 404 (S) Tragedy
Tragedy was a hybrid genre invented in sixth-fifth century Athens, where tragic performances in the city's festival of the Greater Dionysia played a vital role in the democratic polis. This course will focus on reading in Greek a complete tragedy of Sophokles or Euripides; we will also read in translation several other tragedies, a satyr-play, and a comedy of Aristophanes. While focusing on questions of particular importance for the play we are reading in Greek, we will also situate that play in a larger context by exploring, for instance: aspects of the social and political situations in and for which fifth-century tragedies were first produced; the several performance genres out of which tragedy was created; developments in the physical characteristics of the theater and in elements of staging and performance; problems of representation particularly relevant to theatrical production and performance.

Class Format: seminar/recitation/discussion
Requirements/Evaluation: evaluation will be based on contributions to class, several 1- to 2-page papers involving close textual analysis, perhaps a midterm exam, a final exam, and a final paper
Prerequisites: CLGR 201 or permission of instructor
Enrollment Limit: 12
Expected Class Size: 4-5
Distributions: (D1)

Spring 2019
SEM Section: 01 MR 2:35 pm - 3:50 pm Sarah E. Olsen

CLGR 405 (F) Greek Lyric Poetry
This course will explore the development of Greek lyric poetry from the eighth to the fifth centuries BCE. Beginning with Archilochus, Sappho, and Alcaeus, and proceeding through such poets as Solon, Anacreon, Ibycus, and Theognis, we will examine the formal, social, and performative contexts of lyric, the influence of epic and choral poetry on the evolution of the genre, and the difficulties of evaluating a fragmentary corpus. Finally, we will explore the influence of political and economic changes in the early fifth century on the work of Simonides. The goal throughout is to investigate the structures, innovations, and problems of poetic self-expression in early Greek poetry.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, a midterm exam, a final paper, and a final exam
Prerequisites: CLGR 201 or permission of instructor
Enrollment Limit: 12
Expected Class Size: 5
Distributions: (D1)

Fall 2018
SEM Section: 01    TF 2:35 pm - 3:50 pm     Edan Dekel

CLGR 407 (F) Rhetoric and Democracy: the Greek Orators
The Greek orators of the 4th-century BCE were specialists in rhetoric and persuasive discourse, and in the deployment of the one to produce the other. They wrote forensic oratory intended to sway juries; political speeches with which they argued policy before the Athenian Assembly and aspired to be the city's leaders; attack speeches which they hoped would destroy their rivals; and show pieces intended to dazzle the listener with their rhetorical brilliance. In this course the most influential orators of 4th-century Athens will instruct us in rhetoric, demonstrate the stylistic versatility of the Greek language, teach us about what Athenians in the 4th century cared about, reveal theories of human psychology, and persuade us of a thing or two. We will read selected speeches by Lysias, Isocrates, and Demosthenes, as well as portions of speeches by other orators such as Aeschines, Antiphon, and Dinarchus.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class translation and discussion, several short exercises, a midterm, a final paper, and a final translation exam
Prerequisites: CLGR 201 or permission of instructor
Enrollment Limit: 12
Expected Class Size: 6-8
Distributions: (D1)
Not offered current academic year

CLGR 409 (F) Plato
Plato's writing has exercised an incalculable influence on the development of subsequent philosophy and literature, but his dialogues are equally compelling when they are read independently of the works they have inspired. In this course we will read substantial selections from one or more of the so-called middle dialogues (Symposium, Phaedo, Republic, Phaedrus), in which a variety of speakers, including Socrates, ask and provisionally answer questions such as what are love, beauty, and justice, and how does the human soul in possession of these goods participate in the divine?

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, several short written assignments, a midterm and final exam, and a longer final paper
Prerequisites: CLGR 201 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: if oversubscribed, preference given to majors in Classics, Philosophy, Comparative Literature, English or another literature
Expected Class Size: 5-6
Distributions: (D1)
Not offered current academic year
CLGR 412 (F) Herodotus
This course will focus on the reading in Greek of Herodotus' Histories, his multivalent and deeply human account of how and why several hundred years of contact and conflict between the Greek city-states and non-Greek peoples to the east culminated in the Persian invasion of Greece. We will explore the ways in which his rich narrative style and intellectual landscape reflect the influence of Greek and near-eastern oral traditions, Ionian philosophical thought, Greek tragedy, and contemporary Athenian rhetoric and philosophy. We will also study his use of anthropological methods, ethnography, and geography in explaining human events. Among the many themes that permeate his work, we will pay special attention to the working of divine versus human justice, the mutability of human affairs, the nature of authority, the role of family, and the quest for wisdom.

Class Format: seminar
Requirements/Evaluation: class participation, two short written assignments, a midterm exam, a final paper, and a final exam
Prerequisites: CLGR 201 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: Classics majors
Expected Class Size: 8
Distributions: (D1)
Not offered current academic year

CLGR 414 (F) Thucydides
This course will focus on Thucydides' powerful history of the Peloponnesian War. It is a rich text with much to say about human nature, human motivation, power, morality, the fragility of civilized life, the nature of democracy, leadership, causality in human affairs, and the impact on the Greek city-states of thirty years of nearly continuous war.

Class Format: seminar
Requirements/Evaluation: class preparation and participation, a midterm exam, a final paper, and a final translation exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: CLGR 201 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: Classics majors
Expected Class Size: 6
Distributions: (D1)
Not offered current academic year
These writing-intensive courses give students an opportunity to explore an exciting historical topic in-depth, learn about the discipline of history, and improve their research and writing skills. Because these courses emphasize the acquisition of skills required for the advanced study of History, they are ideal for students contemplating a major in History.

Each 100-level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on-line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100-level seminars is normally given to first-year students and then to sophomores.

First 100-level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing-intensive requirement. Enrollment in these courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student’s work. First-year students and sophomores will normally be given equal enrollment preference in 100-level tutorials.

Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department’s group and concentration requirements.

Introductory Survey Courses (202-299): These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

Major Seminars (301): Major seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several major seminars will be offered. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year (space permitting), and those planning to be away for the whole of their junior year are encouraged to do so.
Advanced Electives (302-396): These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

Advanced Seminars (402-479): These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

Advanced Tutorials (480-492): These are advanced reading and writing courses that offer an in-depth analysis of a topic in tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student’s essays are central to tutorials.

Within each of these levels, courses are further divided by geographical area:

- Africa and the Middle East: 102-111, 202-211, 302-311, 402-411
- Asia: 112-121, 212-221, 312-321, 412-421
- Europe and Russia: 122-141, 222-241, 322-341, 422-441
- Latin America and the Caribbean: 142-151, 242-251, 342-351, 442-451
- United States: 152-191, 252-291, 352-387, 452-471
- Transnational/Comparative: 192-199, 292-299, 388-396, 472-479

ADVISING

Both majors and non-majors are encouraged to talk at any time with the department chair, the department administrative assistant, or any other member of the department about the History major.

All incoming majors will choose a faculty advisor in the spring of their sophomore year. All majors must meet with their advisor in the beginning of the fall semester, to develop their Concentration (see below), and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior thesis program or graduate school should contact the faculty director of the Thesis Program. Prospective study abroad students should contact the department’s administrative assistant.

THE MAJOR

The major consists of at least nine semester courses as follows:

- Required Courses in the Major
  - One Major Seminar (History 301)
  - At least one Advanced Seminar (History 402-479) or Tutorial (History 480-492)

Elective Courses

- Seven (or more) additional semester courses in History, at least one to be chosen from among three of the following groups:
  - Group A: The History of Africa
  - Group B: The History of Asia
  - Group C: The History of Europe and Russia
  - Group D: The History of Latin America and the Caribbean
  - Group E: The History of the Middle East
  - Group F: The History of the United States and Canada
  - Group G: Global History

In addition, students must take at least one course dealing with the premodern period (designated Group P in the catalog); this may be one of the courses used to fulfill the group requirement (Groups A-G).

A single course can meet the requirement for no more than one of Groups A through G.
Concentration In The Major

Students are encouraged, in consultation with their advisors, to design a concentration within the History major. A concentration should consist of at least three courses that are linked by common themes, geography, or time period. Only one of those courses can be a 100-level seminar while at least one must be a 300- or 400-level course. Courses in the concentration may be used to fulfill the group requirements. Courses taken abroad may be included in the concentration with the approval of the department chair.

THE DEGREE WITH HONORS IN HISTORY

The History Department offers a thesis route to the degree with honors in History. This involves a ten-course major as well as an independent WSP. Students wishing to undertake independent research or considering graduate study are encouraged to participate in the thesis program and seminar.

Application to enter the thesis program is made by spring registration in the junior year and is based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the major. Students who intend to write a thesis submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year make arrangements to apply before leaving. Normally, it is the responsibility of the student to secure the agreement of a member of the department to act as their thesis advisor, normally a faculty member with whom the student has worked in the past. The student therefore consults with a member of the department about a thesis topic and secures the faculty member’s agreement to serve as their thesis advisor prior to submitting a proposal to the department. The thesis proposal must be signed by a member of the History Department. Normally, the thesis topic is related to course work that the student has completed. Students should be aware that, while the department tries to accommodate all students who qualify to write a thesis, particular topics may be deemed unfeasible. Final admission to the thesis program depends on the department’s assessment of the qualifications of the student and the feasibility of the project.

Once the student has been notified of admission to the thesis program, they register for History 493, Senior Thesis Seminar, in the fall semester, for History 031 during winter study, and for History 494, Senior Thesis Seminar, in the spring. In addition to researching and writing a thesis of approximately 75-100 pages, students attend special presentations under the History Department’s Class of 1960 Scholars Program.

During the fall, students work regularly on their research and consult frequently with their advisors. Throughout the semester, thesis writers also present progress reports for group discussion to the seminar (History 493). Performance in the seminar is taken into consideration in determining students’ continued participation in the thesis program and is taken into account in determining their final thesis grades calculated at the end of the year. Students are required to submit one draft thesis chapter to their advisor and the director of the thesis seminar by the end of the fall semester. During the first week of winter study students present their draft chapter to the thesis seminar and members of the history department thesis committee. Students deemed to be making satisfactory progress on their research and writing at this point are allowed to continue with the thesis. They devote the entire winter study period to thesis work. They normally conclude their research during winter study and must complete a second draft chapter of their thesis for submission to their advisor and the director of the thesis seminar by the end of the fall semester. By the beginning of spring semester, the thesis committee formally consults with advisors and makes a recommendation to the department on which students are allowed to proceed with the thesis. Those students continuing with the thesis present a draft chapter of their thesis to the thesis seminar and members of the department’s thesis committee during the early weeks of the second semester.

Completed theses are due in mid-April, after which each student prepares and makes a short oral presentation of their thesis at the departmental Thesis Colloquium. Another student who has read the thesis then offers a critique of the thesis, after which the two faculty readers of the thesis offer their own comments and questions, followed by a general discussion of the thesis by students and other members of the department.

LANGUAGE

Study of a foreign language is basic to the understanding of other cultures. Particularly those students who might wish to do graduate work in History are encouraged to enroll in language courses at Williams.

STUDY ABROAD

The History Department considers immersion in and familiarity with a foreign culture not only to be valuable in themselves, but also to provide an important way of understanding the past. Students who major in History therefore are encouraged to study a foreign language and to consider studying abroad during their junior year. History courses taken as part of a study abroad program that is recognized by the college normally can be used to satisfy departmental distribution and general requirements, up to a maximum of three courses (this limit does not apply to tutorials taken as part of the Williams-Exeter Program). Courses taken abroad, even at Oxford, cannot be used to satisfy the major seminar and advanced seminar/tutorial requirements, with only one exception: the tutorial on “Historiography: Tacitus to Weber” that is offered through the Williams-Exeter Program can count for major seminar credit. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year, and those planning to be away the whole of their junior year are strongly encouraged to do so.

Students interested in studying abroad during their junior year should discuss their plans with a member of the department as well as with the department’s administrative assistant. Approval of departmental credit for courses taken abroad normally must be obtained from the chair or from the administrative assistant prior to the commencement of the study abroad program.
FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. The student needs to provide as much information as possible to the department chair, and approval is provisional upon the student actually taking the course as detailed in the syllabus and/or course description.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. The maximum number of credits is three.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. I'm not quite sure that I understand what "type" means here—the courses need to be historical in approach and content for credit. This means that courses not listed under History in the study abroad program might be considered for history major credit.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. HIST 301 (with the exception of one particular tutorial offered through the Williams-Oxford Programme) and a 400-level seminar or tutorial.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No. Students who will be studying abroad for the entire year are encouraged to take HIST 301 before their junior year.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None recently.

HIST 10 (W) North Adams, Massachusetts: Past, Present, and Future

Crosslistings: AMST11 / HIST10

Primary Crosslisting

This class gives students a chance to learn about resources and assets of Massachusetts's smallest city, North Adams. Readings, tours, films, field trips, and meetings with people who work with or lead nonprofits and civic organizations will introduce students to local history, current conditions in the city, and plans for future cultural and economic development. Students will be expected to complete assigned readings (assorted articles) and to attend all class meetings. Final assessment will be based on students’ engagement in thoughtful discussions of class materials and in-person encounters and experiences. In addition, students will complete a final research project (written or multimedia) that they present to the class and two reflection papers. Most class sessions will take place off campus; students must be available to travel off campus and attend occasional sessions that occur outside of the regular class hours. Adjunct Instructor Bio: Anne Valk is Associate Director for Public Humanities at Williams, with affiliations in the Center for Learning in Action; the Office of Institutional Diversity; and the department of history.

Class Format: afternoons

Requirements/Evaluation: 2- to 3-page paper; final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-year students preferred

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled
HIST 12 (W) Cold War Films

The Cold War between the Soviet Union and the United States, a nearly half-century standoff, was as ideological as it was military. For every nuclear test, arms sale, or military operation there was a propaganda ploy, rhetorical barb, or diplomatic ultimatum to match. Amidst this hostile competition between two incompatible ways of life—capitalism and communism, totalitarianism and democracy—an atmosphere marked by panic, secrecy, insecurity, paranoia, surveillance, and conformity pervaded American life. This class will explore these quintessential, overlapping elements of Cold War culture in a series of films produced from the mid-1940s to the mid-1960s. Film screenings will be accompanied by contextual readings to be completed prior to class discussion.

Class Format: mornings

Requirements/Evaluation: students will be evaluated on class participation and four response papers (2-3 pages each)

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: based on a questionnaire provided by professor

Materials/Lab Fee: $10

Winter 2019

LEC Section: 01    TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm    Jessica Chapman

HIST 13 (W) Eyewitnesses to History: American Treasures in the Chapin Library

What did Christopher Columbus write in his 1493 letter to the Spanish court? How did John Smith describe the Virginia colony the early 1600s? What would a pioneer find when following the Oregon Trail west in 1846? How much did a female slave cost in Richmond, Virginia, in 1860? These and many other intriguing questions are answered by rare books, manuscripts, newspapers, maps, and prints in the Chapin Library, primary sources which contain eyewitness accounts of important events in American history. Students in this course will learn, through handling rare materials, how to analyze primary sources and put them in historical context. For the first two weeks, they will investigate items, selected by the instructors, in tutorial-like sessions, with one student presenting conclusions of research and another giving a critique. For the final project, each student will select an item from the Chapin Americana holdings, write a 10-page research paper and present it to the class, and write a brief note about the item for a public display in the Special Collections instruction Gallery.

Class Format: mornings

Requirements/Evaluation: 10-page paper; formal public exhibit

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: discretion of the instructor

Materials/Lab Fee: none

Winter 2019

LEC Section: 01    MWF 10:00 am - 12:00 pm PORG 10:00 am - 12:00 pm    Charles B. Dew, Wayne G. Hammond

HIST 14 (W) Game of Thrones, ca. 850 B.C.: Empire, Religion & Palace Intrigue Neo-Assyrian Reliefs at WCMA

Long before the palace intrigues of Jaime, Cersei and Tyron Lannister, Mesopotamian monarchs established the world's first empires and littered their landscapes with palaces and temples, fortresses and monumental art. The two Assyrian stone reliefs at WCMA are stunning examples of the "calculated frightfulness" with which the kings ruled, employing politics and religion in effective and deliberate combination. In this course, we meet twice—weekly for an interdisciplinary, close-up look at the WCMA reliefs and objects in the WCMA cuneiform collection to ask: What (and how) did the reliefs 'mean?' Why did they merit inclusion in the palace of the one of the most powerful kings in the ancient world? What (and how) do they 'mean' in their present Williamstown setting? Finally, what is the status of Nimrud, the ancient city where the reliefs were excavated, post-ISIS, and why does the study of the ancient world matter in the digital age? In this course, our 'work' includes readings in ancient texts, learning to write cuneiform signs and words in clay, the Epic of Gilgamesh, royal correspondence, ancient conceptions of the past, gender, sexuality, religion, and stories of queens, kings and courtiers in love and war. We finish with a feast of ancient Mesopotamian fare and an overnight field trip to Yale's Babylonian Collection.
Readings from the extensive bibliography will be selected based on student interest, and the course can be further refined for individual students, including those whose senior theses may benefit from consideration of the ancient world. Students with no experience in art history or ancient history are warmly invited to join, as are those with some background in relevant subjects, such as the religions, cultures and history of the modern Middle East. Adjunct Instructor Bio: Alison Gruseke, PhD, studied at Williams and Yale. Her research and teaching focus on the Hebrew Bible, the ancient Near East, and on the ways in which the ancient world can illuminate modern problems of identity, theology and ethics. The negotiation of cultural boundaries, identity formation, and the interrelationship of cultures in conflict form a strong thread that runs through her work.

**Class Format:** afternoons

**Requirements/Evaluation:** 10-page paper; the final project will be adjusted to fit the academic backgrounds and interests of individual students

**Prerequisites:** none

**Enrollment Limit:** 10–12

**Enrollment Preferences:** by seniority, auditors are welcome

**Materials/Lab Fee:** $200 plus cost of books

Winter 2019

LEC Section: 01    TR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm   Alison A. Gruseke

**HIST 15 (W) Homer in Vietnam**

This course will examine the impact of combat trauma on American soldiers during the war in Vietnam, and how that trauma affected their return to the United States. We will read two books that explore these issues through the lens of Homer's *Iliad* and *Odyssey*, Jonathan Shay's *Achilles in Vietnam* and *Odysseus in America*. We will discuss how Homer's classics have come to represent the trauma of war and coming home from the Trojan War to our current wars in the Middle East and beyond. In addition to discussing these two books, we will also view a number of films that address these issues. The class will be primarily discussion based on the readings and films.

**Class Format:** afternoons

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** military veterans will be given priority should the class be overenrolled

**Materials/Lab Fee:** approximately $25 for books

Winter 2019

LEC Section: 01    TR 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm   Scott Wong

**HIST 16 (W) The Life and Death of a Vanished Nation: East Germany, 1949-1990**

Crosslistings: GERM16 / HIST16

**Primary Crosslisting**

In 1989, in the wake of the rapid crumbling of their power in the face of massive popular resistance, the authorities in the German Democratic Republic (Deutsche Demokratische Republik, or DDR) opened the Berlin Wall. Within a year the wall had been torn down and the East German state voted itself out of existence, absorbed wholly into the belly of its larger and more powerful neighbor to the West. Suddenly, the nation born of the promise to create a genuine people's democracy and claiming the moral high ground as an anti-Fascist state had vanished, its political culture and social institutions suddenly erased. What were the promises of the regime and what happened to those promises? What were the contradictions in East German society and why and where did resistance slowly build to the point where the entire edifice came crashing down? This course will briefly chart the short history of the DDR, from the founding of the Socialist Unity Party in the Soviet occupation zone of a defeated Germany at the end of the Second World War to the total collapse of the regime in 1989/90. The course will explore key moments in the political history of the DDR, including the uprisings of 1953 and the building of the Berlin Wall in 1961. It will also focus on the social and cultural practices of East German society, exploring the nature of everyday life under the Communist regime. The course will meet twelve times -- three or four times per week (1¼ -3¼ hours each meeting) for the three full weeks of Winter Study. Part of the evidence for our discussions will come from the viewing and analysis of seven films, the majority of which were made in the DDR during its short existence and are essential viewing for the course. A textual history of the DDR will also be accompanied by a packet of additional reading materials that will be discussed in class.
HIST 30 (W) Workshop in Independent Research

This course is intended for both junior History majors and sophomores intending on majoring in history who think they might like to do a senior thesis and would like to gain more experience in independent research. Students who are interested in exploring a possible topic for a senior thesis are especially encouraged to sign up. This workshop will help familiarize students with methods for doing historical research, including how historians define good research questions; become familiar with the historiography; and identify primary sources. Students will pursue their own research on any topic of their own choosing for a 10-page final paper, and we’ll use a workshop format to discuss the research and writing of that paper.

Class Format: independent research
Requirements/Evaluation: 10-page paper; weekly assignment
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: interest in course subject determined by questionnaire
Materials/Lab Fee: $25

Winter 2019
LEC Section: 01    TBA     Alexander Bevilacqua

HIST 31 (W) Senior Thesis: History

To be taken by all senior honors students who are registered for HIST 493 (Fall) and HIST 494 (Spring), HIST 31 allows thesis writers to complete their research and prepare a draft chapter, due at the end of Winter Study.

Class Format: thesis

Distributions: (D2)

Winter 2019
HON Section: 01    TBA     Eiko Maruko Siniawer

HIST 99 (W) Independent Study: History

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D2)

Winter 2019
IND Section: 01    TBA     Anne Reinhardt
HIST 102 (F) West Africa through Women’s Voices (DPE) (WI)

Crosslistings: HIST102 / WGSS102

Primary Crosslisting

This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources—oral tradition, legal records, women’s popular songs, Islamic pedagogical verse, personal correspondence and novels—we will consider how women’s experiences challenge dominant narratives of history that have often excluded them. The course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

Class Format: lecture

Requirements/Evaluation: discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10-15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equips students to understand how women in West Africa have understood and responded to structures of power and inequality, rather than applying frameworks of our own experiences and backgrounds.

Attributes: HIST Group A Electives - Africa;

Fall 2018

LEC Section: 01    M 7:00 pm - 9:40 pm     Matthew  Swagler

HIST 110 (S) The Veil: History and Interpretations (WI)

Crosslistings: ARAB215 / WGSS110 / HIST110

Primary Crosslisting

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Class Format: tutorial

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Attributes: HIST Group E Electives - Middle East;
HIST 111 (F) Movers and Shakers in the Middle East (WI)
Crosslistings: LEAD150 / HIST111 / ARAB111

Primary Crosslisting
This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 19
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 15-19
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership;

Not offered current academic year

HIST 115 (S) The World of the Mongol Empire (WI)
Crosslistings: ASST115 / HIST115

Primary Crosslisting
By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, disintegration, and legacies for later periods. From a wide range of primary and secondary sources, including travelers' accounts, chronicles, art, and literature, we will investigate the diverse experiences of the Mongol world in different places, such as China, Russia, Persia, and Central Asia.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a final research paper
Extra Info: not available for the fifth course option
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 19
Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 15-19
Distributions: (D2) (WI)
Attributes: GBST East Asian Studies Electives; HIST Group B Electives - Asia; HIST Group P Electives - Premodern;

Not offered current academic year

HIST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WI)
Crosslistings: HIST117 / GBST117 / ASST117

Primary Crosslisting

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

**Class Format:** seminar

**Requirements/Evaluation:** assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** First-Year Students, and then Sophomores who have not previously taken a 100-level seminar; not open to juniors or seniors

**Expected Class Size:** 15-19

**Distributions:** (D2) (WI)

**Attributes:** GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia;

Spring 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm    Aparna Kapadia

**HIST 121 (F) The Two Koreas (WI)**

**Crosslistings:** HIST121 / ASST121

**Primary Crosslisting**

The two Koreas—North and South—were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called “the Cold War’s last divide.” This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.

**Class Format:** tutorial

**Requirements/Evaluation:** students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** GBST East Asian Studies Electives; HIST Group B Electives - Asia;

Fall 2018
HIST 135 (F)  The Coffeehouse from Arabia to the Enlightenment  (WI)
Invented in sixteenth-century Arabia, the coffeehouse soon made its way to Egypt and Istanbul and then to Western Europe. This institution offered a social space where men (and women) could congregate to discuss politics and ideas. Everywhere, it was an object of suspicion, yet its onward march proved unstoppable, and it even became one of the central spaces of the Enlightenment, the eighteenth-century movement that laid the foundations of modern Western secular thought. In this course, we will reconstruct the progress of the coffeehouse in order to understand what made it so special. Through its prism we will explore a crucial period in the history of Europe and the Middle East, and investigate how intercultural interactions and intellectual exchange shaped the modern world at a time of religious and political polarization.

Class Format: seminar
Requirements/Evaluation: attendance and participation; three short analytical papers; a final research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 19
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 19
Distributions: (D2) (WI)
Attributes: HIST Group C Electives - Europe and Russia; HIST Group G Electives - Global History; HIST Group P Electives - Premodern;

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am    Alexander  Bevilacqua

HIST 137 (F)  Victorian Britain and the Anglo-Afghan Wars  (WI)
Long before the US and its allies fought the recent war in Afghanistan (2001-14), Britain fought three Afghan Wars. Now almost forgotten, dusty reminders of Britain's imperial past, they were crucial moments in the "Great Game", the rivalry between the British and Russian empires for supremacy in Central Asia and control of land routes to British India. Largely disastrous for the British, the First Afghan War (1839-1842) resulted in the tragic deaths of some 16,000 individuals, the second (1878-1881) generated considerable domestic discord, and the third (1919) basically ended British influence in Afghan affairs. Nevertheless, they exercised the Victorian imagination and led to numerous cultural productions that will be dissected in our class: illustrated tales of British military exploits proliferated in the press; the children's writer G.A. Henty turned the conflicts into the stuff of imperial adventure; Rudyard Kipling made the Great Game the backdrop for several works of fiction; military officers, government officials, "lady travelers", and amateur scholars all mapped the landscape and people of Afghanistan, an endless source of fascination for the Victorians. By interpreting these various forms of documentary evidence, we will not only reconstruct the history of Britain's Afghan wars but dissect the stories Britons told themselves about their Empire and about Afghanistan and its people.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on participation in class discussion, two document analyses (750 words each), two guided research essays (5 pages each), and a final research paper (10-12 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: first-year or sophomore standing
Enrollment Limit: 19
Enrollment Preferences: first-year students, and then sophomores who have not taken a 100-level seminar
Expected Class Size: 15-19
Distributions: (D2) (WI)
Attributes: HIST Group C Electives - Europe and Russia;

Fall 2018
SEM Section: 01    TR 9:55 am - 11:10 am    Chris  Waters
HIST 140 (S) Crime and Punishment in Russian History  (WI)
Crosslistings: RUSS140 / HIST140

Primary Crosslisting

For centuries, people have used crime in Russia and the Russian state's response to crime as lenses through which to examine Russian history and the Russian experience. This tutorial will follow in this tradition, but will adopt a more critical approach to question how or if crime and deviance can speak to the nature of the Russian state and its relationship to Russian society writ large. To answer this question, we will read a combination of original historical sources and recent scholarship that cover the entirety of Russian history: from the creation of the first legal code in Medieval Muscovy to the publication of Alexander Solzhenitsyn's Gulag Archipelago in 1962 and beyond. By semester's end, students will have developed an understanding of both the major historical actors and events in Russian criminal and legal history, and the intellectual debates that they sparked among contemporaries and present day scholars alike.

Class Format: tutorial

Requirements/Evaluation: A student either will write and present orally a 3- to 5-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under RUSS

Attributes: HIST Group C Electives - Europe and Russia;

Spring 2019

TUT Section: T1 TBA Yana Skorobogatov

HIST 143 (F) Soccer and History in Latin America: Making the Beautiful Game  (WI)

This course examines the rise of soccer (fútbol/futebol) in modern Latin America, from a fringe game to the most popular sport in the region. Focusing especially on Brazil, Argentina, Peru, and Mexico, we will analyze the central role that soccer played as these countries faced profound questions about race, masculinity, and regional and national identities. Using autobiographies, videos, and scholarly works from several disciplines, we will consider topics including: the role of race and gender constructions in the initial adoption of soccer; the transformation of this foreign game into a key marker of national identity; the relationship between soccer and political and economic "modernization"; the production of strong, at times violent identities at club, national, and regional levels; and the changes that mass consumerism and globalization have effected on the game and its meanings for Latin Americans.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, a series of short papers, and an 8- to 10-page research paper

Extra Info: not available for the fifth course option

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first year students and then sophomores who have not previously taken a 100-level seminar. If oversubscribed an application process may be developed to determine admission to the course

Expected Class Size: 19

Distributions: (D2) (WI)

Attributes: HIST Group D Electives - Latin America + Caribbean; LATS Countries of Origin + Transnationalism Elect;

Not offered current academic year

HIST 152 (S) The Fourteenth Amendment and the Meanings of Equality  (DPE) (WI)
For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment’s meaning in the century that followed. Central themes in this course include the contested interpretations of “birthright citizenship,” “due process,” “privileges and immunities,” “equal protection,” and “life, liberty or property”; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Class Format: seminar

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to second years

Expected Class Size: 15-19

Distributions: (D2) (DPE) (WI)

Distribution Notes: WI Distribution Explanation: In the process of writing a substantial research paper, students will develop proposals, bibliographies, and drafts of the paper. Class will include peer review, writing workshops, and individual and group conferences on writing, revision, and editing. DPE Distribution Explanation: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives;

Spring 2019

SEM Section: 01  TF 2:35 pm - 3:50 pm  Sara Dubow

HIST 153 (S) Establishment & Exercise: Religion and the Constitution in the United States  (WI)

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." This 100-level tutorial examines the constitutional history of conflicts over religion in the United States, and asks how the law has weighed religious freedom against other cultural values, legal rights, and social needs. This course will consider the following questions: How has the interpretation of the First Amendment's religious clauses changed over time? What happens when the establishment clause and free exercise clause come into conflict with each other? Is the American state secular? What is the difference between religious beliefs and moral beliefs? How have constitutional arguments about religion intersected with social movements and political culture? Topics will include: the origins and early interpretations of the religion clauses; the changing scope of constitutional protections for the beliefs and practices of religious minorities; controversies over religion in schools, workplaces, and public spaces; debates about tax exemptions for religious organizations; the rights of conscientious objectors; and the emerging conflicts between claims for religious liberty and anti-discrimination laws. This course examines the ways these conflicts illuminate tensions between the competing values of equality and liberty, and interrogates the ways that the very act of legal decision-making defines the boundaries of what counts as religion.

Class Format: tutorial

Requirements/Evaluation: weekly essays

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: First-Year Students, and then Sophomores

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Distributions: (D2) (WI)
HIST 154 (S)  History of American Feminisms  (WI)
Crosslistings: HIST154 / WGSS154

Primary Crosslisting
This class takes a historical approach to the development of feminist movements and ideas in the United States. Moving from expressions of women's rights in the 18th century up to the present, the class will examine how diverse groups of women organized for and understood the goal of women's equality. It focuses especially on the breadth of women's mobilization and the ways that race, class and sexuality intersected with political movements over time. Historical case studies and documents—including written analyses, films and popular media—will highlight major areas of agreement and disagreement between activists from a broad range of political perspectives, including conservative feminism, labor feminism, womanism, Third World feminism, transnational feminism, and queer/lesbian feminism.

Class Format: seminar
Requirements/Evaluation: three short essays (3-5 pages); one research paper (10- 12 pages); class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: First-Year Students and Sophomores
Enrollment Limit: 19
Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar
Expected Class Size: 19
Distributions: (D2) (WI)
Attributes: HIST Group F Electives - U.S. + Canada;
Not offered current academic year

HIST 155 (F)  School Wars in U.S. History  (WI)
Throughout the 20th century, parents, students, teachers, and policymakers have fought bitterly about the purpose of and practices in public schools. Public schools have been the site of a series of intense conflicts over the meanings of democracy and equality; the relationship between the individual, the family, and the state; and about completing claims to recognize the rights of teachers, children, and parents. Organized both chronologically and thematically, this course examines a series of "school wars" in the 20th century, focusing especially on battles over religion, race, and sex. Topics will include evolution/creationism, segregation and desegregation, bilingual education, sex education, free speech, and school prayer. This course asks how, why, and with what consequences schools have been an arena of cultural conflict in the United States? How do these debates help us understand the contested relationship between the rights of children and students, the rights of parents and families, the rights of communities and states, and the obligations of the federal government? How can historical analysis shed light on our present-day "school wars"? Many of these conflicts wind up in court, and we will be looking at some key Supreme Court decisions, but we will also draw upon memoirs, social histories, oral histories, popular culture, and other archival and documentary sources that focus on the experience of teachers and students. Tutorials meet in pairs. Every week, each student will either write an essay (1000-1250 words) that responds to and analyzes the readings OR a short essay (no more than 500 words) that responds to their partner's paper and raises further questions for discussion.

Class Format: tutorial
Requirements/Evaluation: four to five tutorial papers (approximately 5 pages) and four to five short response papers (approximately 2 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: First-Year and Sophomores
Enrollment Limit: 10
Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: WI: 100-level History courses, particularly 100-level tutorials, are particularly focused on developing the skills and methods of historical writing and research.
Attributes: HIST Group F Electives - U.S. + Canada;
Is there an American style or tradition of writing political manifestos? Given the United States's origins in revolution, the answer would seem on the surface to be a definitive "yes." But some are skeptical; one writer has gone so far as to say the term "manifesto" connotes "a radicalism that American writers generally lack." This course will explore that claim. How would we choose to define the very term, "manifesto?" Why have so many American writings been embraced as having the characteristics of a manifesto? We will explore these questions in two ways: first, through close readings and analyses of manifestos at three historical junctures in U.S. history (the Revolutionary era; the 1830s-1850s; and the decades following World War II); and second, through students' original research projects into manifestos of their own choosing.

Class Format: seminar

Requirements/Evaluation: the total number of pages of writing required will be about 35

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: First-Years and Sophomores

Enrollment Limit: 19

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10-15

Distributions: (D2) (WI)

Distribution Notes: WI: The first eight weeks of the class will be structured around many short writing assignments with a focus on the revision process. The last four weeks of the class (and including reading period) will focus on a short research paper that teaches students basic research skills of using the library.

Attributes: HIST Group F Electives - U.S. + Canada;
HIST 164 (S) Slavery in the American South (WI)
Crosslistings: AFR164 / AMST165 / HIST164

**Primary Crosslisting**

This writing intensive seminar will focus on slavery in the southern United States—one of the most difficult and challenging subjects in this country's history. After looking at several different approaches to North American slavery and examining in depth two of the key primary sources for the study of this institution, students will select an aspect of slavery for intensive research. The rich sources of the Chapin and Sawyer Libraries will be examined to show students the extensive body of materials available on campus for their research projects.

**Class Format:** seminar

**Requirements/Evaluation:** class discussion critical part of this course; brief weekly writing assignments based on the reading done for that class; the final piece of written work will be a research paper on a subject of student's choosing due at the end of the semester

**Extra Info:** in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery

**Prerequisites:** First-Years and Sophomores

**Enrollment Limit:** 19

**Enrollment Preferences:** First-Years and Sophomores

**Expected Class Size:** 15-19

**Distributions:** (D2) (WI)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada;
HIST 167 (F)  Let Freedom Ring? African Americans and Emancipation  (Wi)

Crosslistings: AFR167 / HIST167 / AMST167

**Primary Crosslisting**

This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

**Class Format:** seminar

**Requirements/Evaluation:** research paper, short writing assignments, class participation

**Prerequisites:** First-Years and Sophomores

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Distributions:** (D2) (Wi)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives;

Fall 2018

SEM Section: 01  M 7:00 pm - 9:40 pm  Gretchen Long

HIST 202 (F)  From the Atlantic Slave Trade to Black Panther: Africa and the United States  (DPE)

This course introduces the history of Africa since the eighteenth century by exploring the connections between the African continent and United States. By taking a pan-African and international approach, the class will highlight how the histories of both places have been deeply intertwined. The course is organized around four themes. The first explores the impact of African enslavement on both continents and the way African social practices were carried across the ocean and transformed by slavery and abolition. We will then turn to the ¿back to Africa¿ movements of the nineteenth and twentieth centuries and explore why different groups of African-Americans sought to return to the continent of their origin, and what impact this had on those living in Africa. The third part of the class shows how the US government and non-governmental organizations became deeply involved in Africa beginning in the second half of the twentieth century. The final section explores the important links between Black freedom movements in the United States and anti-colonial and anti-apartheid movements in Africa, including recent connections between the Black Lives Matter movement and student activists in South Africa.

**Class Format:** discussion/lecture

**Requirements/Evaluation:** discussion participation, map quiz, short papers, and final group project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History Majors, Africana Studies Concentrators, American Studies Majors

**Expected Class Size:** 15-20

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: This course focuses on effects of racism & colonialism on peoples of African descent & key episodes when Black solidarity was forged across great physical distance between the US & Africa. Through readings, discussion, & the final group project, the course will help students assess what foundations allowed for trans-Atlantic collaboration both among people who trace their heritage to Africa & between people with different racial backgrounds.
HIST 203 (F)  Modern African History
Crosslistings: AFR203 / HIST203

This course surveys the history of 19th and 20th century Africa. The first section of the course focuses on the European conquest of Africa and the
dynamics of colonial rule--especially its socio-economic and cultural consequences. The second section looks at how the rising tide of African
nationalism, in the form of labor strikes and guerrilla wars, ushered out colonialism. The third section examines the postcolonial states, focusing on the
politics of development, recent civil wars in countries like Rwanda and Liberia, and the growing AIDS epidemics. The last section surveys the history of
Apartheid in South Africa up to 1994. Course materials include fiction, poetry, memoirs, videos, newspaper articles, and outstanding recent
scholarship. The course is structured around discussions.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on two 7- to 10-page papers, one exam, and an unspecified number of pop quizzes
Prerequisites: none; no prior knowledge of African history required; open to all
Enrollment Limit: 40
Enrollment Preferences: students interested in History or Africana Studies
Expected Class Size: 15-25
Distributions: (D2)
Attributes: GBST African Studies Electives; HIST Group A Electives - Africa

HIST 204 (S)  Anti-Colonialism & Social Movements in Africa Since World War II (DPE)

This discussion-based survey introduces the major struggles for political and social change in sub-Saharan Africa since the end of the Second World
War. We begin by looking at the anti-colonial and nationalist movements that flourished after the war and eventually brought about an end to formal
colonial rule across the continent. Decolonization took place over many decades, and intertwined with this history, we look at artistic and popular
struggles that sought to change the practices of independent governments in Africa, as well as confront intervening forces--from the World Bank to
regional militias. The course examines contemporary movements for democratic rights, access to health and environmental resources, and freedom of
gender expression and sexual practice. We will focus on how the movements were organized, including those led by trade unions, women's
organizations, and student associations, but also those that have not been led by formal organizations.

Class Format: discussion/lecture
Requirements/Evaluation: discussion participation, exams & short papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History Majors, as well as Africana Studies, Global Studies, and Leadership Studies Concentrators
Expected Class Size: 15-20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This class focuses on how people in sub-Saharan Africa sought to address issues of power, difference, & equity in their
societies through activity & organizing. Discussions focus on how inequality was structured by colonialism and differences of power that have existed
within African societies & African social movements. The class will prepare students to understand their own relationship to injustices in Africa and
differences between international intervention & international solidarity.
Attributes: HIST Group A Electives - Africa
HIST 207 (F) The Modern Middle East  (DPE)
Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Primary Crosslisting
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture
Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size: 30-40
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB  DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

HIST 208 (F) What is Islam?  (DPE)
Crosslistings: ARAB234 / GBST234 / REL234 / HIST208

Secondary Crosslisting
This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar
Requirements/Evaluation: reading responses, two essays, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

Fall 2018
SEM Section: 01    MR 1:10 pm - 2:25 pm     Saadia Yacoob

HIST 210 (S) The Challenge of ISIS
Crosslistings: HIST210 / REL240 / ANTH210 / ARAB210 / GBST210

Secondary Crosslisting
What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahidin and Taliban, and al-Qaeda, the course will go on to investigate how ISIS derives important aspects of its ideology and organization from these earlier movements and how it deviates from them. We will look at unique aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time. Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.

Class Format: lecture
Requirements/Evaluation: blogs (4 main blog posts, responses to at least 3-4 other blogs each week) (30%); analytic paper or class history paper (35%); 2 midterms (35%)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 40
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East
Not offered current academic year

HIST 212 (F) Transforming the "Middle Kingdom": China, 2000 BCE-1600
Crosslistings: ASST212 / HIST212

Primary Crosslisting
China expanded from scattered Neolithic settlements to become one of the world's most complex and sophisticated civilizations. During this process, it experienced dramatic transformation as well as remarkable institutional and cultural continuities. This course will examine Chinese history from prehistoric times to the "early modern" seventeenth century. It will address topics such as the creation and transformation of dynastic authority, the reinterpretation of Confucian thought, the transmission of Buddhism, the conquest of China proper by "barbarian" peoples, the composition of elites, and change in daily life, popular culture and China's place in the East Asian and world systems.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 30-40
Distributions: (D2)
HIST 213 (S)  Modern China, 1600-Present
Crosslistings: ASST213 / HIST213

Primary Crosslisting
Observers may be struck by the apparent contradictions of contemporary China: market reforms undertaken by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course will examine China's historical engagement with the modern world in order to gain perspective on our current views. It will cover the Qing (1644-1911) dynastic order, encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, the "other Chinas" of Taiwan and Hong Kong, economic liberalization, and globalization.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 35-40
Distributions: (D2)
Attributes: GBST East Asian Studies Electives; HIST Group B Electives - Asia

HIST 214 (F)  Foundations of China
Crosslistings: ANTH212 / CHIN214 / REL218 / HIST214 / GBST212

Secondary Crosslisting
This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Class Format: lecture
Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 25
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under CHIN; meets Division 2 requirement if registration is under ANTH, REL, HIST OR GBST
Attributes: HIST Group B Electives - Asia

Fall 2018
LEC Section: 01  MW 12:00 pm - 12:50 pm  Christopher M. B. Nugent
CON Section: 02  F 11:00 am - 11:50 am  Christopher M. B. Nugent
HIST 217 (S)  Early Modern Japan

Primary Crosslisting

Over a century of constant warfare came to an end in the late 1500s, ushering in more than two hundred years of relative peace in a Japan that was ruled by a military government. This course will take up the extraordinary changes and enduring continuities of the period between the establishment of the Tokugawa government in the early 1600s and its eventual collapse in 1868, an era characterized by societal order and tensions, economic growth and stagnation, the development of cities and towns, the flourishing of urban culture, the spread of new and different ideas, and the decline of the samurai. We will focus on the political, social, and cultural history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, foreign relations, urbanization, popular culture, material culture, the quality of life, the legal order, gender and sexuality, and the fall of the Tokugawa government. Assigned materials will include government documents, intellectual treatises, autobiographies, literature, and films.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 25-30

Distributions: (D2)

Attributes: GBST East Asian Studies Electives; HIST Group B Electives - Asia; HIST Group P Electives - Premodern

Not offered current academic year

HIST 218 (S)  Modern Japan

Primary Crosslisting

Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 30

Distributions: (D2)

Attributes: GBST East Asian Studies Electives; HIST Group B Electives - Asia
HIST 219 (S)  Japanese Culture and History from Courtiers to Samurai and Beyond
Crosslistings: ASST219 / HIST219 / JAPN219 / COMP229

Primary Crosslisting
This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Team taught by faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature, or is it even meaningful to distinguish the two?

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, response assignments, two short papers (approximately five pages each), and a final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Limit: 40
Enrollment Preferences: students majoring or considering a major in a related field
Expected Class Size: 30
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP
Attributes: HIST Group B Electives - Asia; HIST Group P Electives - Premodern
Not offered current academic year

HIST 220 (S) History and Society in India and South Asia: c. 2000 to 1700s CE
Crosslistings: HIST220 / ASST222

Primary Crosslisting
This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of early modernity. During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the Indus Valley civilization to the end of the Mughal Empire and will address topics such the as the "discovery of India", the coming of the "Aryans", society and culture in the great epics like the Ramayana, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, response papers and presentation, 2 essays, a mid-term and a final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Enrollment Preferences: none
Expected Class Size: 20-25
Distributions: (D2)
Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia; HIST Group P Electives - Premodern
Not offered current academic year

HIST 221 (F) The Making of Modern South Asia: 1750-1950 CE
Crosslistings: GBST221 / ASST221 / HIST221

Primary Crosslisting
This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content. One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 20-25

Distributions: (D2)

Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia

Fall 2018
LEC Section: 01 MR 2:35 pm - 3:50 pm Aparna Kapadia

HIST 222 (S) Greek History

Crosslistings: CLAS222 / HIST222

Secondary Crosslisting

Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest developments in Greek culture, and will conclude with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the confrontations with the East, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium-length paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: preference will be given to majors in Classics, History, and Art History.

Expected Class Size: 25

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS

Attributes: HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern

Not offered current academic year

HIST 223 (S) Roman History

Crosslistings: HIST223 / CLAS223

Secondary Crosslisting

The study of Roman history involves questions central to the development of Western institutions, religion, and modes of thought. Scholars have
looked to Rome both for actual antecedents of European cultural development and for paradigmatic scenes illustrating what they felt were cultural universals. Yet Roman history also encompasses the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until perhaps contemporary times. A close analysis of Roman history on its own terms shows the complex and fascinating results of an ambitious, self-confident nation's encounter both with unexpected events and crises at home, and with other peoples. As this course addresses the history of Rome from its mythologized beginnings through the reign of the emperor Constantine, it will place special emphasis on the impressive Roman ability to turn the unexpected into a rich source of cultural development, as well as the complex tendency later to interpret such ad hoc responses as predestined and inevitable. The Romans also provide a vivid portrait of the relationship between power and self-confidence on the one hand, and violence and ultimate disregard for dissent and difference on the other. Readings for this course will concentrate on a wide variety of original sources, and there will be a strong emphasis on the problems of historical interpretation.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, occasional response papers, one 6- to 8-page paper, a midterm, and a final exam

Prerequisites: none; open to all

Enrollment Limit: 25

Expected Class Size: 25

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS

Attributes: HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern

Spring 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Kerry A. Christensen

HIST 225 (S) The Medieval World, 300-1500

The European world saw dramatic changes and the creation of new cultures and societies between the ancient and modern periods. This course will survey more than a millennium of history, beginning late in classical antiquity and concluding at the dawn of the modern era. We will concentrate both on developments within Europe, and on European encounters with Islam, the Byzantine East, and pagan cultures. With an approach that is both chronological and thematic, we will place the broader narrative of medieval history alongside special consideration of Europe's neighbors, social organization, medieval women, religion and piety, and education. Lectures and class discussion will receive equal emphasis.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based upon a series of 12 to 16 unannounced cumulative quizzes

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History majors

Expected Class Size: 20-30

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern

Spring 2019

LEC Section: 01 Cancelled

HIST 226 (S) Early Modern Europe

The three hundred years from the late Middle Ages to the eve of the French Revolution were Europe's formative centuries: they saw the emergence of the Renaissance and the Reformation, the outbreak of the Wars of Religion, the colonization of the Americas and trade in Asia, the Scientific Revolution and the Enlightenment. Through these historical experiences, European culture developed an identity distinct from its Christian one, as well as peculiar political and economic forms that ended up shaping the modern world. This course will examine such topics as the revival of classical letters, the formation of the modern state, urban and courtly culture, and religion and unbelief. Although the "early modern" era is profoundly different from our own, it remains crucial to any interpretation of the world in which we live today. Primary sources from the period will be read alongside
modern secondary literature.

Class Format: lecture

Requirements/Evaluation: attendance and participation; map quiz; two papers; midterm and final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 20

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern

Spring 2019

LEC Section: 01    MW 11:00 am - 12:15 pm     Alexander Bevilacqua

HIST 227 (F)  A Century of Revolutions: An Activists' Survey of 19th Century Europe (And Why It Matters Today)

This course offers a survey of the revolutions and revolutionaries of 19th century Europe from the French Revolution to the Russian Revolution. The 19th century is intimately linked to us world citizens of today, both in the perils it bequeathed us - most importantly, widespread environmental destruction - and in the promise it offers us - of radical movements which sought to reconfigure the world into a more equitable, just and genuinely democratic place. Communists, anarchists, feminists, abolitionists, anti-imperialists, pacifists, and environmentalists - we will study all these and compare them with activists today in order to critically assess their continuing relevance.

Class Format: seminar/discussion

Requirements/Evaluation: evaluation will be based on student participation, a take-home mid-term paper, the completion of an original research paper or project, and the study of and/or participation in a contemporary activist movement

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Limit: none

Expected Class Size: 20

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 228 (S)  Europe in the Twentieth Century

This course will offer a survey of some of the important themes of twentieth-century European history, from the eve of World War One to the beginning of the twenty-first century. Organized topically and thematically, the course will consider European society in the fin-de-siècle period; imperialism, racism, and mass politics; the impact of the Great War on European thought, culture and society; the Russian Revolution and Stalinist Russia; economic and political stabilization in the 1920s; the Depression; the rise of Fascism and National Socialism; World War II and the Holocaust; the establishment of postwar social democratic welfare states; decolonization; the "economic miracle" of the 1950s; the uprisings of 1968; the development of the European Union; the 1989 revolutions in Eastern Europe; and the recent debates about Islam in Europe. Through a combination of lecture and discussion, the course seeks to introduce students to the major ideologies and institutions that shaped the lives of Europeans in the twentieth century, and to reflect on the role of ordinary people who devised, adapted, embraced, and sometimes resisted the dominant ideas and practices of their time.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, several quizzes, an exam, and two papers

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 25-35
HIST 229 (F)  European Imperialism and Decolonization

Crosslistings: AFR229 / HIST229

Primary Crosslisting
This course will study European imperialism in the nineteenth and early-twentieth centuries and the formidable opposition it provoked, both on the part of the socialist opposition at home and the movements for national liberation in Asia, Africa, the Middle East, and the New World. The first half of the course will focus on the expansion of Europe in the nineteenth century, particularly the British conquest of India, the Scramble for Africa, and the break-up of the Ottoman Empire following World War I. In the second half of the course, we will examine some of the most dramatic movements for national liberation, including the independence in India, the Algerian Revolution, and the torturous struggle for independence in Lumumba's Congo.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on a midterm, a final exam, a 10-page research paper, and class participation
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 15-20

Distributions: (D2)
Attributes: HIST Group A Electives - Africa;  HIST Group B Electives - Asia;  HIST Group C Electives - Europe and Russia;  HIST Group D Electives - Latin America + Caribbean;  HIST Group E Electives - Middle East

HIST 230 (F)  Modern European Jewish History, 1789-1948

Crosslistings: HIST230 / JWST230

Primary Crosslisting
What does it mean to be a Jew? The vexed question of Jewish identity emerged anew at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the reform of Judaism, competing political ideologies, Jewish-gentile relations, the rise of modern anti-Semitism, the role of Jewish women, interwar Jewish life and culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and a novel.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two papers, and a final exam
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 10-20

Distributions: (D2)
Attributes: HIST Group C Electives - Europe and Russia;  JWST Core Electives

Not offered current academic year
HIST 231 (S)  Medieval England

Crosslistings: REL217 / HIST231

Primary Crosslisting

Across the entire world of the Middle Ages, no region has captured the modern imagination as much as medieval England. From the Battle of Hastings to Magna Carta, from Braveheart to King Arthur, medieval English history and popular knowledge of the medieval past are closely linked. This course will survey the history of England from the Roman period through the reign of Richard II (AD 43-1399). We will find a great deal to detain us in these thirteen centuries, including the Anglo-Saxon settlement of England and subsequent conversion to Christianity, the Viking raids of the ninth and tenth centuries, the Norman Conquest, the growth of English common law, the murder of Thomas Beckett, Edward I’s campaigns in Wales and Scotland, the Peasants’ Revolt of 1381, and the beginning of the Hundred Years War. We will focus particularly on power and politics, but primary readings will add important social, cultural and religious context. Our meetings will emphasize lectures and discussion equally. No prior knowledge is expected.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based upon a series of 500-word papers and weekly quizzes

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History majors

Expected Class Size: 35

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern

Not offered current academic year

HIST 240 (F)  The Soviet Experiment

Crosslistings: RUSS240 / HIST240

Primary Crosslisting

In 1917, the former Russian Empire became the site of the world’s first socialist revolutionary government and the twentieth century’s largest multiethnic state. Over the next quarter century, the Soviet Union witnessed the rise of one of history’s most violent dictatorships, an apocalyptic war that claimed upwards of 26 million lives, and communist expansion into Eastern Europe and the decolonizing world. It also became the site of vibrant and optimistic utopian cultural projects, flights into space, bitter and hilarious political satire, and a society that was, for the most part, economically equal. Then in 1991, everything fell apart. This course will survey the origins, life, and collapse of the Soviet Union, paying particular attention to the ideas that shaped its development, the mark its architects’ and leaders’ policies left both at home and abroad, and the impact it had on the people who lived and didn’t live to tell the tale.

Class Format: lecture

Requirements/Evaluation: evaluation based on active class participation, two short essays (3-5 pages), one in-class midterm, and one take-home final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History Majors

Expected Class Size: 15-20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under RUSS

Attributes: HIST Group C Electives - Europe and Russia

Fall 2018

LEC Section: 01    TR 9:55 am - 11:10 am     Yana  Skorobogatov

HIST 242 (F)  Latin America From Conquest to Independence
This course will examine the processes commonly referred to as the creation of "Latin America" and will do so from numerous perspectives. Starting with the construction of indigenous societies, from small and decentralized groupings to huge imperial polities, before 1492, to the invasion of Europeans from that date forward, we will take up the question of the Iberian "conquest," looking at the often violent encounters that made up that event and analyzing its success, limits, and results. We will then study the imposition of Iberian rule from the point of view of would-be colonizers and the peoples they treated as objects of colonization, stressing the multiple and conflicting character of European, indigenous, and African perspectives. Thus looking at the Americas from both the outside-in and inside-out, we will focus on the unequal relations of power that came to define cultural, political, and economic life in the colonies, always with an eye on the gendered and racialized nature of those relations. We will also not only compare very different regions of the Iberian Americas but also see how the grand shifts of history intervened in--and perhaps consisted of--the most normal elements of daily life in northern Mexico, the central Andes, coastal Brazil, and other parts of colonial Latin America. Visual as well as more traditional written primary materials, along with secondary texts and films, will serve as the basis for our discussions throughout the semester.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, two short papers (4-5 pages), and a take-home final exam

Enrollment Limit: 40

Expected Class Size: 25

Distributions: (D2)

Attributes: GBST Latin American Studies Electives; HIST Group D Electives - Latin America + Caribbean; HIST Group P Electives - Premodern

Not offered current academic year

HIST 243 (F) Modern Latin America, 1822 to the Present

This course will examine salient issues in the history of the independent nations of Latin America. The first two sections of the course will focus on the turbulent formation of nation-states over the course of the "long nineteenth century," from the crises of the Spanish and Portuguese colonial empires in the late eighteenth century to the heyday of liberal political economies at the turn of the twentieth century. In this regard the course will analyze the social and economic changes of the period up to World War I and the possibilities they offered for both political order and disorder. Key topics addressed will include caudillismo, the role of the Church in politics, economic dependency and development, and the place of indigenous and African Latin-American peoples in new nations, and industrialization and urbanization. The latter two sections will examine the trend toward state-led national development in the twentieth century, considering the diverse forms it took and conflicts it generated in different nations and periods. Here we will take up questions the emergence of workers' and women's movements and the rise of mass politics; militarism, democracy, and authoritarian governments; the influence of the U.S. in the region; and the life and possibly death of revolutionary options. Within this chronological framework of national and regional political economy, we will consider the ways that various Latin American social actors shaped their own lives and collective histories, sometimes challenging and sometimes accommodating the ideals of national elites. General regional trends will be illustrated by selected national cases, including Mexico, Brazil, Argentina, Cuba, Chile, Venezuela, Nicaragua, and Guatemala.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, two short papers (3-5 pages), and a take-home final exam

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 35-40

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; GBST Latin American Studies Electives; HIST Group D Electives - Latin America + Caribbean; LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

HIST 248 (S) The Caribbean: From Slavery to Independence

Crosslistings: AFR248 / HIST248

Secondary Crosslisting

This class will begin with and foreground the current crisis in Puerto Rico, an island emblematic of the history of colonialism, racism, environmental destruction, and economic exploitation of the region. But as the Caribbean has suffered, so has it resisted. From the Haitian Revolution to the Manley ‘Revolt’ in Jamaica, the Puerto Rican Independence Movement, the Cuban Revolution, and the Grenadian Revolution, the Caribbean has been at the forefront of radical change in the New World. Pioneering slave emancipation, independence from European empires, and unique experiments in
socialism, communism, and Black Power, these small islands have been world leaders. But their innovative social and political experimentation--expressed in vivid artistic and musical forms--have all too often met with disdain and repression by their more powerful neighbors or former colonial rulers. This course will examine the audacious experiments of the Caribbean people from the eighteenth to the twentieth centuries as well as the repression they have faced from abroad. We will pay attention to the rich cultural diversity of the region, using film, music, literature and art to examine diverse phenomenon, including voodoo, Santeria, and Rastafarianism. We will also explore the prospects for continuing change in the contemporary Caribbean, paying special attention to the environmental challenges they face amidst rising sea levels, drought, heat waves, and the effect of two hundred years of environmental destruction at the hands of rapacious foreigners, from slaveowners to cruise ship lines to bauxite and oil producers.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, a mid-term and final paper, and a 10-12 page research paper
Extra Info: not available for the fifth course option
Prerequisites: none; open to all
Enrollment Limit: 20
Enrollment Preferences: Africana Studies concentrators; History majors
Expected Class Size: 20
Distributions: (D2)
Attributes: AFR Core Electives; GBST Latin American Studies Electives; HIST Group D Electives - Latin America + Caribbean; HIST Group P Electives - Premodern; LATS Countries of Origin + Transnationalism Elect; MAST Interdepartmental Electives
Not offered current academic year

HIST 252 (S)  From Contact to Civil War: A History of North America to 1865
This course will provide a survey of North American history from Europe's first expansion into the New World to the American Civil War. Cast as a contest between competing empires and their peoples, the course begins in Europe and Native North America before contact and studies the expansion of European nations into the New World. The course will emphasize the history of British North America and the interactions between and among the many peoples of colonial America. The course will then examine the coming, course, and consequence of the American Revolution (or what many at the time considered America's first civil war). The new nation unleashed massive and far-reaching economic, social and political changes. The last third of the course will explore these changes in the antebellum era and trace how they affected the coming of America's second civil war.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, mid-term, final exam, book review, and weekly writing assignments
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 15-20
Distributions: (D2)
Attributes: HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern
Not offered current academic year

HIST 253 (S)  Modern U.S. History
This course surveys themes and issues that inform the historical landscape of the United States after the Civil War and Reconstruction, from the late 1800s to the present. With special attention to freedom and fragmentation, the course examines the dilemmas inherent to American democracy, including: westward expansion and Indian affairs; immigration and nationalism; progressivism and domestic policy; the expanding role of the United States in the world; race, gender, and rights; and the shifting terrains of liberalism and conservatism. The course also tunes into the connections between current affairs and the American past. Course materials include a range of primary sources (letters, political speeches, autobiography, film, oral histories, fiction, and photography) and historical interpretations.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on some combination of quizzes, short papers, and a final exam or final paper
Prerequisites: none; open to all
HIST 254 (F)  Colonial American History to 1760

The course will explore the experience of Indian, English, African, and European peoples in the process we know as the colonization of the North American mainland, during the 16th, 17th, and early 18th centuries. Topics will include the lifeways of native groups and their response to the arrival of newcomers from overseas; the migration of white “settlers” and their founding of new communities; the demographic, social, political, and economic systems that organized their lives; the beginnings and subsequent development of African slavery; gender relations and the life cycle (among the colonizers and their descendants); and, towards the end, the development of a distinctively American cultural style.

Class Format: lecture; field trip to Historic Deerfield, use of objects from instructor's personal collection for illustration purposes

Requirements/Evaluation: midterm exam, term paper, final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History majors

Expected Class Size: 20

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern

Not offered current academic year

HIST 255 (F)  Introduction to Native American and Indigenous Studies

Crosslistings: AMST245 / ANTH245 / HIST255 / WGSS247

Secondary Crosslisting

What does it mean to acknowledge the literal land we stand upon—in Williamstown and beyond—as the occupied territory of indigenous peoples? This course strives to answer that question by offering an introduction to the histories, politics, knowledges, and arts of indigenous peoples across the Americas and Native Pacific. Foregrounding the ways in which indigenous peoples have resisted, refused, and reimagined ongoing histories of settler colonialism, we will survey scholarship in the interdisciplinary field of Native American and Indigenous Studies. By analyzing such scholarship alongside a range of primary sources—including historical documents, literature, film, visual art, music, and social media—we will examine the complex interweavings of indigeneity, race, gender, and sexuality. Throughout the course, we will discuss topics of both past and present importance, such as environmental justice, cultural representation, and self-determination.

Class Format: seminar

Requirements/Evaluation: one 2- to 3-page response paper, one 5- to 6-page analytical essay, one 8- to 10- page research paper, weekly Glow posts, and regular class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: AMST majors

Expected Class Size: 19

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; LATS Comparative Race + Ethnic Studies Electives
HIST 256 (F)  Social Justice Traditions: 1960s to #Black Lives Matter  (DPE)
Crosslistings: HIST256 / AMST256 / AFR257

Secondary Crosslisting
We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today's activists draw on the "freedom dreams," tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of "justice." Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

Class Format: seminar
Requirements/Evaluation: attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Limit: 35
Enrollment Preferences: first years, sophomores, and American Studies majors
Expected Class Size: 25

Distributions: (D2) (DPE)
Distribution Notes: DPE: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the "same" as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. Focus on strategies and tactics: e.g. demonstrations, guerrilla theatre, electoral campaigns, strikes. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

Fall 2018
SEM Section: 01    MR 1:10 pm - 2:25 pm     Andrew R. Cornell

HIST 259 (S)  New England Environmental History  (WI)
Crosslistings: AMST259 / ENVI259 / HIST259

Secondary Crosslisting
Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Class Format: seminar
Requirements/Evaluation: several short essays, final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ENVI 101 or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 15
HIST 261 (F) America and the Cold War

Crosslistings: LEAD262 / HIST261 / PSCI262

Secondary Crosslisting

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Class Format: lecture/discussion

Requirements/Evaluation: one medium length paper, an in-class midterm and final exam, and a series of short assignments

Prerequisites: none; PSCI 202 is recommended but not required

Enrollment Limit: 19

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 19

Distributions: (D2)

Attributes: LEAD American Foreign Policy Leadership; PSCI International Relations Courses

Not offered current academic year

HIST 263 (F) The United States and the World, 1898 to the Present

Crosslistings: LEAD261 / HIST263

Primary Crosslisting

This survey course examines the United States and the World since 1898. Students will be introduced to key diplomatic developments since the Spanish-American War, when the country began its ascendance to hegemonic power from which it is now in retreat. American power reached its apex during the Cold War, but that conflict and its offshoots like the Vietnam War brought about crises over national identity and values that remain unresolved. Readings and discussions will focus on issues of ideology, empire and neo-imperialism, domestic politics and foreign policy, and the relationship between culture and foreign relations.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, pop quizzes, short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students, then History majors

Expected Class Size: 25-30

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada; LEAD American Foreign Policy Leadership

Fall 2018

LEC Section: 01  MR 2:35 pm - 3:50 pm  Jessica Chapman
HIST 281 (F)  African American History, 1619-1865
Crosslistings: HIST281 / AFR246

Primary Crosslisting

This course provides an introduction to the history of African Americans in United States during the colonial, early republic, and antebellum eras. The experience of enslavement necessarily dominates this history, and it is the contours and nuances of slavery-and the development of racial classifications-that give this course its focus. We will also explore African cultural influences, the significance of gender, the lives of free blacks, and the cultural and intellectual significance of the abolitionist movement. The course closes on the themes that emerge from the Civil War, and on the meaning of freedom and emancipation. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential. This Power etc course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

Class Format:

Requirements/Evaluation:  class discussion, short informal writing assignments, three formal papers from 3-7 pages, and a final exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: first- and second-year students
Expected Class Size: 20
Distributions: (D2)
Attributes: HIST Group F Electives - U.S. + Canada

Fall 2018
SEM Section: 01  MR 2:35 pm - 3:50 pm  Gretchen Long

HIST 282 (S)  History of the Civil Rights Movement
Crosslistings: AFR234 / HIST282

Primary Crosslisting

This course examines the American civil rights movement, arguably the most important social movement of the twentieth century, and its far reaching effects. We will set the movement's classic phase from 1954-1965, within a broader history organizing for freedom from the 1930s through the demise of Black Power in the 1970s. We will trace a wide variety of activists in southern struggle, examining familiar figures like Rosa Parks and Martin Luther King, Jr., from new perspectives, together with the often unsung heroes of local movements. We will also highlight freedom struggles in the North and West, whose timing, issues, and politics often differed, including the presence of a diverse cast of racial minorities including Latinxs and Asians. Throughout our study, we will interrogate the perspectives of both the participants and the historians who have written their stories about the time, space, issues, and strategy that define our understanding of the struggle for freedom. Class will consist of lecture and discussion.

Class Format:

Requirements/Evaluation: coursework to be evaluated includes informal writing and class participation, two papers, and a take-home final
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 25
Distributions: (D2)
Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 284 (S)  Introduction to Asian American History  (DPE)
Crosslistings: HiST284 / AMST284 / ASST284

Primary Crosslisting
This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

Class Format: lecture/discussion

Requirements/Evaluation: a series of short essays and a final oral history/family history

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course traces the immigration history of various peoples from Asia to the U.S. from the 1850s to the present. We will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the U.S.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

Spring 2019

LEC Section: 01    MW 11:00 am - 12:15 pm   Scott Wong

HIST 286 (F)  Latina/o History, 1848 to the Present

Crosslistings: HIST286 / LATS286

Secondary Crosslisting

From 1848 to the present, Latina/o communities have taken shape in the United States through conquest and migration. Why and when have distinct Latina/o groups come to have sizeable communities in different regions of the United States? U.S. imperialism and foreign policies, as well military, political and economic ties between the United States and the various countries of origin define the political and economic contexts in which people leave their homes to come to the United States. In their search for low-wage labor, U.S. employers have recruited workers from Latin America and the Hispanic Caribbean. Mexicans, Puerto Ricans, Cubans, Dominicans, Guatemalans, and Salvadorans, as well as others, have responded to labor recruitment and have also relied on networks of family and friends to seek a better life in the United States. What do the histories of these distinct Latina/o groups share and where do their experiences diverge?

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final essay

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 20

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; LATS Core Electives

Fall 2018

LEC Section: 01    MR 1:10 pm - 2:25 pm   Carmen T. Whalen

HIST 292 (S)  History of Sexuality  (WI)

Crosslistings: HIST292 / GBST241 / WGSS239 / REL241

Secondary Crosslisting

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why
does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Class Format: seminar
Requirements/Evaluation: reading responses, two essays, and final research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Religion, History, and Women's, Gender and Sexuality Studies majors
Expected Class Size: 15
Distributions: (D2) (WI)
Not offered current academic year

HIST 301 (F) Approaching the Past: Remembering American History

Much of what we know and understand about American history is rooted in the received narrative of our national history, a history that is constructed of individual, collective, and a national memory of the past and its meanings. This course will examine some forms through which American historical memory is presented and (re)presented, such as monuments, museums, novels, film, photographs, and scholarly historical writing, by considering a number of pivotal events, institutions, or eras in American history. Potential topics are slavery, race, and the Civil War; westward expansion; the Great Depression; World War II; the Sixties; the war in Viet Nam; and the events and aftermath of September 11, 2001.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on weekly response papers, a book review, an exercise with the Williams College Museum of Art, and a final project to be completed in consultation with the professor; students will be required to lead a class discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: restricted to History majors and sophomores planning to major in History
Enrollment Limit: 19
Enrollment Preferences: senior, then junior, History majors
Expected Class Size: 15-19
Distributions: (D2)

Fall 2018
SEM Section: F1 W 1:10 pm - 3:50 pm Scott Wong

HIST 301 (F) Approaching the Past: History, Theory, Practice

This course will explore how the discipline of "History" has come to assume its present form and how a number of historians since the 1830s have understood their craft. We will begin by discussing the work of three great nineteenth-century historians (Macaulay, Marx, and Ranke) who believed that historical "truth" existed and could, with skill, be deciphered. Next we will explore the philosophy and practice of the cultural and social historians of the 1960s-1980s, comparing and contrasting their work with that of their nineteenth-century predecessors. We will then consider the writing of those recent theorists who have tried to refute historians' claims to be able to capture the "truth" of the past, focusing on the state of the field in the wake of challenges posed to its epistemological foundations by postmodernism. Finally, we will conclude with an assessment of the state of the discipline today. In general, we will be less concerned with "the past" than with what historians do with "the past." Consequently, we will focus primarily on those abstract, philosophical assumptions that have informed the various practices of history from the 1830s to the present.
Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, a 250-word position statement ("What is History?"), two 9- to 11-page interpretive essays, and a take-home final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: restricted to HIST majors and sophomores planning to major in HIST
Enrollment Limit: 19
Enrollment Preferences: senior, then junior, History majors
Expected Class Size: 15-19
Distributions: (D2)

Fall 2018
SEM Section: A1    MR 2:35 pm - 3:50 pm    Chris  Waters

HIST 301 (S) Approaching the Past: Practices of Modern History
What is history? What is it that historians do? In this course, students will explore how and why we historians practice our craft. The first section of the course will examine how historians come to know, think about, and understand the past. Topics include: the nature of historical truth, objectivity and bias, different types of sources, scale in history, and uses of theory. The second section of the course will explore the purposes and uses of history. We will consider questions raised by public history, history education, historical film, and the construction of memory. The class will meet once a week, and each session will focus on some theoretical material as well as readings on a broad range of topics that concretely illustrate the methodological issues at stake.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, response papers, short essays, and a final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: restricted to HIST majors and sophomores planning to major in HIST
Enrollment Limit: 19
Enrollment Preferences: senior, then junior, History majors
Expected Class Size: 15-19
Distributions: (D2)

Not offered current academic year

HIST 301 (F) Approaching the Past: Writing the Past
"History" refers to the aggregate of past events as well as to the branch of knowledge that seeks to understand those past events. Whereas history courses often take as their content the first of these two meanings of history, focusing on the politics, society, and culture of a particular place in a particular historical era, this course will examine history’s often concealed “other” meaning: the practices of historians, their methods and assumptions. In so doing, this course aims to unsettle history majors’ own assumptions about what history “is” and what historians “do”. How do historians reconstruct the past, and how and why have their approaches to sources, theories, and narrative strategies changed over time? And on a deeper level, how have historians’ suppositions changed— if they have changed—about the nature of historical truth, knowledge, and the value of history to the societies in which they wrote? Taking history-writing itself as our object of study, over the course of the semester we will read the work of twelve, quite different historians from the classical to the modern era. Each week in our seminar meetings, we will subject these texts to a careful reading in order to understand and assess these historians’ theories and practices.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, weekly critical response papers to the assigned reading, and a final paper
Prerequisites: restricted to History majors and sophomores planning to major in History
Enrollment Limit: 19
Enrollment Preferences: senior, then junior, History majors
Expected Class Size: 15-19
HIST 301 (S)  Approaching the Past: Varieties of Historical Thinking
This course is designed to acquaint students with some of the ways historians have thought about the past. Beginning with Thucydides' *The Peloponnesian War*, the work of twelve historians will be studied closely and critically over the course of the semester. In the process, students not only will become familiar with various important historical approaches but will also be encouraged to examine their own assumptions about the past and about how and why--or even if--we know it. We will meet weekly to define, understand, and assess the different ways historians considered in the course have thought about the past.

Class Format: seminar

Requirements/Evaluation: in preparation for class discussion, students are required to produce a one-page critical response to the assigned reading each week, which will form the basis for class discussion

Extra Info: in addition to writing ten critical responses, students are also required to make an oral presentation of approximately twenty minutes on a professor they have had in a history course at Williams College

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: restricted to History majors and sophomores planning to major in History

Enrollment Limit: 19

Enrollment Preferences: senior, then junior, History majors

Expected Class Size: 15-19

Distributions: (D2) Not offered current academic year

HIST 301 (F)  Approaching the Past: Modern National, Transnational, and Postcolonial Histories
This course examines the practice of history from the nineteenth century to the present. We will examine the sources, methods, and theoretical assumptions that have shaped the historical craft in this period, as well as the deeper questions that all historians must confront, implicitly or explicitly: What is "history"? Who makes it and how? To address these issues, we will discuss the work of canonical and non-canonical historians from across the world, and from outside as well as inside the academy. The particular focus will be on the production of history from the rise of the nation-state through the spread of new imperialisms in the late nineteenth century and on to the emergence of the "Third World," decolonization, and the "new globalization" over the course of the twentieth century. In weekly seminar meetings we will analyze texts and how their authors define historical subjects/actors and processes, as well as the meanings of history for different audiences and eras.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, response papers, short essays, and a final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: restricted to History majors and sophomores planning to major in History

Enrollment Limit: 19

Enrollment Preferences: senior, then junior, History majors

Expected Class Size: 15-19

Distributions: (D2) Not offered current academic year

HIST 301 (S)  Approaching the Past: Writing History
The course explores various modes in the writing of history: analytic, narrative, microhistorical, "public," and so on. Inevitably (and usefully) it raises broad epistemological questions--the purposes of history, its moral dimension, the relationship of the historian to their subject--but the baseline throughout is writing, the creation of prose suited to the task of engaging the past. The readings embrace a variety of exemplary works (models). These do not connect by way of content; their common element is interesting, innovative prose. The first month of the course involves reading and discussion of several such works. The second (middle) month is quite different--what might be called a practicum--with students writing short papers (approximately 1000 words), to be circulated and discussed among the group. The third and final month is like the first: i.e., a return to the exemplary.
HIST 301 (F) Approaching the Past: Chronicles of the First Crusade

Historians collect and study stories, or narratives, about the past; and they are often expected to build their own narrative accounts of historical events. We do not, however, experience the present as a narrative. To tell a story is always to adopt a perspective, to introduce anachronisms, to assume causality, and to misrepresent. This seminar will consider how narrative sources illuminate and deceive, and how historians can approach the contradictions and inconsistencies among many different accounts to arrive at deeper insights, not only about past events but about the aims of their chroniclers. As our case study we will take the First Crusade of the eleventh century, when a great many peasants, soldiers and nobles set out to seize Jerusalem from the Turks. Their efforts were recorded in a wide variety of interrelated chronicles, set down by the participants, victims, and observers of this bizarre military expedition. By studying the interrelationships and contradictions that these sources present, we will learn the basics of source criticism and probe the limits of historical knowledge. Our familiarity with the primary sources will also prepare us to dissect and critique several modern studies of the First Crusade.

HIST 301 (S) Approaching the Past: Other People’s History

From antiquity to the present, most historians have chosen to write about their own community, whether they have defined it by ethnicity, nationhood, language, or creed. Only a minority have chosen instead to record the history of a group of which they are not a member. This seminar asks: what does it mean to write other people’s history? We will consider, first, the motivations that might lead someone to dedicate their lives to studying a foreign culture. What practical challenges are involved? What languages, archives, and forms of knowledge does the historian have to master, and how is this achieved (or not achieved)? Further, we will inquire: what unique problems and opportunities emerge? What mental categories mediate the inevitable comparisons that arise in the study of other people’s history? What kind of histories can be written this way, and what kind cannot? Throughout, we will take seriously the ethical challenges and opportunities of this peculiar historiographic position. Finally, we will determine the lessons that can be drawn for our own practice as historians. Authors to be read will range from antiquity to the present and include Herodotus, al-Biruni, José de Acosta, and Edward Gibbon among others.
Enrollment Preferences: seniors, then juniors, History majors

Expected Class Size: 12

Distributions: (D2)

Attributes: PHIL Related Courses

Spring 2019

SEM Section: D1    W 1:10 pm - 3:50 pm     Alexander Bevilacqua

HIST 301 (S)  Approaching the Past: The American Civil War

How have historians told the story of the Civil War? Even before Lee's surrender at Appomattox Court house in the spring of 1865, historians and local communities strove to craft a coherent story of a war that left 620,000 soldiers dead and set formally enslaved people on a long road towards freedom. Civil War historiography began in the 19th century and has been reinvented numerous times in the last century. Biographies of Lincoln, of Generals--Union and Confederate still appear regularly. Historians of gender have tried to capture women's experiences on the homefront and on the front lines. Histories of battles, of legislation, of the era's music, literature, and art all fill rows of shelves in Sawyer. We will not attempt to "understand" the Civil War. Rather we will examine a few very different histories of the event. We will read authors who center African Americans and authors who ignore them. We will read a biography and cultural history. We'll look at new attempts to tell local histories of the war through interactive web sites and film. We'll also study historical re-enactors, North and South. We will end with an examination of the recent struggles over Confederate Memorials.

Class Format: seminar

Requirements/Evaluation: one presentation, one formal paper and/or a book review, a final paper

Prerequisites: restricted to History majors and sophomores planning to major in History

Enrollment Limit: 12

Enrollment Preferences: senior History majors

Expected Class Size: 12

Distributions: (D2)

Spring 2019

SEM Section: L1    M 7:00 pm - 9:40 pm     Gretchen Long

HIST 302 (F)  Islamic Law: Past and Present

Crosslistings: REL243 / WGSS243 / ARAB243 / HIST302

Secondary Crosslisting

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Class Format: seminar

Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 10

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under ARAB
**HIST 303 (F)  A History of Islam in Africa**  
Crosslistings: HIST303 / REL303 / ARAB303 / GBST303 / AFR303  

**Primary Crosslisting**  
This course examines the history of Islam in Africa from the seventh century to the present. We will start off by looking at the spread of Islam in different parts of Africa. We will then analyze the social, political, economic, and cultural impact of Islam on African societies, the interaction between Islam and indigenous African institutions, the Islamic revolutions in the nineteenth century, the impact of European colonial rule on Muslim societies, and the development of Islam in the post-independence period. We will also examine how African Muslims reconstructed and asserted their religious identities by localizing Islamic intellectual traditions, healing practices, music, arts, cultural norms, and formal and informal religious festivals. By the end of the semester students should be able to appreciate Islam's common framework as well as its diversity and dynamics within that larger framework and over time.  

**Class Format:** seminar  

**Requirements/Evaluation:** two 7-page papers and one 12- to 15-page paper  

**Prerequisites:** none  

**Enrollment Limit:** 25  

**Enrollment Preferences:** lottery  

**Expected Class Size:** 25  

**Distributions:** (D2)  

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB  

**Attributes:** GBST African Studies Electives; HIST Group A Electives - Africa  

Not offered current academic year  

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**HIST 304 (S)  South Africa and Apartheid**  
Crosslistings: AFR304 / HIST304  

**Primary Crosslisting**  
This course introduces students to the spatial, legal, economic, social and political structures that created Apartheid in South Africa, and to the factors that led to the collapse of the racist order. We will examine the many forms of black oppression and, also, the various forms of resistance to Apartheid. Some of the themes we will explore include industrialization and the formation of the black working classes, the constructions of race, ethnicities and sexualities, land alienation and rural struggles, township poverty and violence, Black education, and the Black Consciousness Movement.  

**Class Format:** lecture/discussion  

**Requirements/Evaluation:** evaluation will be based on class participation and three short papers  

**Prerequisites:** none; open to first-year students with instructors permission  

**Enrollment Limit:** 25  

**Expected Class Size:** 20  

**Distributions:** (D2)  

**Attributes:** GBST African Studies Electives; HIST Group A Electives - Africa  

Not offered current academic year  

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**HIST 305 (S)  Nationalism and Nation Building in the Middle East**  
Crosslistings: ARAB305 / HIST305  

**Primary Crosslisting**  
This course introduces students to the spatial, legal, economic, social and political structures that created Apartheid in South Africa, and to the factors that led to the collapse of the racist order. We will examine the many forms of black oppression and, also, the various forms of resistance to Apartheid. Some of the themes we will explore include industrialization and the formation of the black working classes, the constructions of race, ethnicities and sexualities, land alienation and rural struggles, township poverty and violence, Black education, and the Black Consciousness Movement.
In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East and the challenges of statecraft. After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Iraq, Israel, Turkey, Palestine, Iran, and Egypt. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty. Finally, we will evaluate the role of foreign powers in nation building in the Middle East and consider whether the modern concept of the nation has any validity in the Middle Eastern context.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on several short papers and a "Magnus" Opus (a.k.a. final research paper)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors and students with a background in Middle Eastern studies

Expected Class Size: 20-25

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Attributes: HIST Group E Electives - Middle East

HIST 306 (S) Indigenous Narratives: From the Fourth World to the Global South (WI)

Crosslistings: GBST369 / HIST306 / ARAB369 / COMP369

Secondary Crosslisting

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: seminar

Requirements/Evaluation: active class participation, several short response assignments (2- 3 pages each), final performance project, and final paper (5- to 7-pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ARAB; meets Division 2 requirement if registration is under GBST or HIST

Attributes: GBST Borders, Exiles + Diaspora Studies Electives;
HIST 307 (S) Is Africa Poor? (DPE)

Poverty is widespread across Africa, yet exists alongside the continent's fantastic wealth in natural resources. Despite a decade of excitement about "Africa rising" as a new economic powerhouse, African countries still occupy 36 of the bottom 40 positions in the most recent UN Human Development Report. How can we make sense of this contradiction? In this reading-focused seminar, we will delve deeply into the work of historians, international organizations, and African activists who have debated the causes of poverty and inequality in Africa and arrived at different conclusions about the appropriate solutions. Taking a historical approach, we will explore how the current challenges faced by African societies are rooted in the slave trade, colonial rule, the Cold War, and more recently, the imposition of neoliberal economic policies in Africa.

Class Format: seminar

Requirements/Evaluation: discussion participation, map quiz & multiple papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History Majors, Political Economy Majors, Africana Studies Concentrators, Global Studies Concentrators

Expected Class Size: 10-15

Distributions: (D2) (DPE)

Distribution Notes: DPE: This class is grounded in extensive reading and debate about how economic inequality became structured on a global scale. This will entail studying how interconnected economic, political, and social differences developed both between Africa and the rest of the world and within the African continent. Building on the wide-range of texts we will analyze, the course will equip students to better understand and respond to current issues of global economic justice.

Attributes: HIST Group A Electives - Africa

Spring 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Matthew Swagler

HIST 308 (S) The Nile (DPE) (WI)

Crosslistings: ARAB308 / HIST308

Primary Crosslisting

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Class Format: seminar

Requirements/Evaluation: short papers and final project/paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: The course fulfills the DPE requirement because it evaluates
the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment. WI:

Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern;

Spring 2019

SEM Section: 01    TF 1:10 pm - 2:25 pm    Magnús T. Bernhardsson

HIST 309 (S)  Fire and Ice: The History of Modern Iceland

How have a few wretched souls been able to survive on a frozen tundra in the middle of the north Atlantic for over 1100 years? This course will explore the curious history of Iceland, a small and unimportant country, that despite, or because of its geographic isolation and lack of any valuable natural resources, has been able to develop a distinct national and cultural identity. What lessons can be drawn from the historical experiences of Icelanders? The course will start with the paradigmatic sagas (Egil’s and Njal’s Saga) that have played an out-sized role in the development of Icelandic culture. Then we will assess the nation’s independence, the impact of the world wars, the building of the modern welfare state, and how the country has fared through economic peaks and valleys. At the end of the semester, students will be able to understand the significance of the following phrases: “Fögur er hlíðin,” “Deyr fé, deyr frændr,” “Petta reddast,” “dugleg/ur,” and “Áfram Ísland.” This comprehension is, of course, very practical since 320,000 people understand the Icelandic language.

Class Format: seminar
Requirements/Evaluation: short papers and final project
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors
Expected Class Size: 15
Distributions: (D2)

Spring 2019

SEM Section: 01    TR 8:30 am - 9:45 am    Magnús T. Bernhardsson

HIST 310 (S)  Iraq and Iran in the Twentieth Century

Crosslistings: ARAB310 / HIST310

Primary Crosslisting
Despite being neighbors, the historical experience of Iran and Iraq has been drastically different. In this course we will begin by exploring the creation of Iraq in 1921 and the Pahlavi government in Iran. We will evaluate the revolutions of 1958 and 1978-9 and compare the lives and careers of Saddam Hussein and Ayatollah Khomeini. The tragic Iran-Iraq war of 1980-88 will also be discussed. Finally, the political future of these countries will be assessed.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
Expected Class Size: 20
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East

Not offered current academic year

HIST 312 (F)  The Mughal Empire: Power, Art, and Religion in India
Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith—much larger than any European empire in the early modern world—the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture, and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Class Format: seminar

Requirements/Evaluation: participation, response papers/short essays, one final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, open to first-year students with instructor permission

Enrollment Limit: 25

Enrollment Preferences: History majors and potential History majors

Expected Class Size: 20

Distributions: (D2)

Attributes: HIST Group B Electives - Asia; HIST Group G Electives - Global History; HIST Group P Electives - Premodern

Fall 2018

SEM Section: 01    MW 11:00 am - 12:15 pm     Aparna Kapadia

HIST 313 (F) The People's Republic: China since 1949
Crosslistings: HIST313 / ASST313

Primary Crosslisting

This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on active class participation, several short papers and a final research paper

Extra Info: not available for the fifth course option

Prerequisites: none (HIST 213 recommended)

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Asian Studies majors

Expected Class Size: 12-20

Distributions: (D2)

Attributes: HIST Group B Electives - Asia

Fall 2018
HIST 318 (S) Nationalism in East Asia
Crosslistings: HiST318 / PSCI354 / ASST245

Secondary Crosslisting
This tutorial examines the theoretical literature on nationalism, and then uses insights from those readings to study of the emergence and development of modern nationalist movements and national identities in China, Japan, Korea -- both South and North -- and Taiwan.

Class Format: tutorial
Requirements/Evaluation: five 5-page papers and five 2 page critiques
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Political Science and Asian Studies majors
Expected Class Size: 10
Distributions: (D2)
Attributes: GBST East Asian Studies Electives; HIST Group B Electives - Asia; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses
Not offered current academic year

HIST 319 (F) Gender and the Family in Chinese History
Crosslistings: ASST319 / HIST319 / WGSS319

Primary Crosslisting
Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a final paper
Extra Info: not available for the fifth course option
Prerequisites: none; open to first year-students with instructors permission
Enrollment Limit: 25
Expected Class Size: 20
Distributions: (D2)
Attributes: GBST East Asian Studies Electives; HIST Group B Electives - Asia; HIST Group P Electives - Premodern; WGSS Racial Sexual + Cultural Diversity Courses
Not offered current academic year

HIST 321 (F) History of U.S.-Japan Relations
Crosslistings: ASST321 / HIST321

Primary Crosslisting
An unabating tension between conflict and cooperation has been an undercurrent of U.S.-Japan relations for over 150 years, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. Topics will include early U.S.-Japan encounters; the rise of both countries as imperial powers; the road to, and
experience of World War II; the politics and social history of the postwar American occupation of Japan; the U.S.-Japan security alliance; trade relations; and popular culture. Contemporary topics will also be discussed.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributions:** (D2)

**Attributes:** GBST East Asian Studies Electives; HIST Group B Electives - Asia; HIST Group F Electives - U.S. + Canada; MAST Interdepartmental Electives

Not offered current academic year

**HIST 323 (F) From Achilles to Alexander: Leadership and Community in Ancient Greece (WI)**

**Crosslistings:** CLAS323 / HIST323 / LEAD323

**Secondary Crosslisting**

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)

**Prerequisites:** none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred

**Enrollment Limit:** 19

**Expected Class Size:** 12

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS

**Attributes:** HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern; LEAD Facets or Domains of Leadership;

Fall 2018

LEC Section: 01 MR 2:35 pm - 3:50 pm Kerry A. Christensen

**HIST 326 (F) The Shadow King and the Emperor: Pippin III, Charlemagne, and the Rise of the Carolingians**

By the later seventh-century, Frankish Gaul had entered an advanced state of political decline. The long-haired kings of the Merovingian dynasty became little more than figureheads as true power devolved to court officials, particularly the mayors of the palace. Ultimately, a new clan, the Pippinids, acquired hereditary control over mayoral positions in the Neustrian and Austrasian kingdoms. In 751, Pippin III (d. 768) packed the last Merovingian king off to a monastery and assumed royal power in his own right. He and his son Charlemagne (d. 814) established a new dynasty, the Carolingians, as they extended their rule throughout Gaul, western Germany, and northern Italy. These years saw a steady progression of military conquests, as well as legal and ecclesiastical reforms and an elaborate program of cultural renewal known as the Carolingian Renaissance. In this seminar we will approach the rise of the Carolingians as a historical problem. How did these kings reverse the political decline of the Frankish
kingdoms so suddenly? How thoroughgoing were the political, legal, and cultural reforms that they implemented? To what degree has our view of Carolingian achievement been distorted by the abundance of official and quasi-official sources for the era? To answer these questions we will turn to a wide array of primary sources, including monastic chronicles, royal biographies, legislation, letters, poems, and saints' lives; we will also consider a selection of classic and recent secondary studies.

**Class Format:** seminar

**Requirements/Evaluation:** three 5- to 7-page papers

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors

**Expected Class Size:** 15

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern

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**Fall 2018**

**SEM Section:** 01    TF 1:10 pm - 2:25 pm   Eric Knibbs

**HIST 327 (S)  Hollow Empire: Louis the Pious and the Decline of the Carolingian Kingdoms after 814**

After Charlemagne died in 814, his son, Louis the Pious, assumed sole rule of the Carolingian Empire. Almost immediately, he faced profound political problems, among them a threatened rebellion in 817, brutally suppressed; and coups in 830 and 833, which left Louis's prestige and power greatly reduced. Gone were the success and the confidence of Charlemagne's rule. Instead, the Franks found themselves on the defensive as Vikings began to conduct seasonal raids and the political and economic structures of the early ninth-century entered a period of extended devolution. The downward spiral continued after Louis's death in 840, as his heirs opened a civil war among themselves and the Carolingian Empire fragmented into a series of independent kingdoms. This seminar will study the decline of the Carolingians through close study and discussion of the most important primary sources, including royal biographies of Louis the Pious; monastic annals; legislation promulgated by Louis and his successors; contemporary histories; and a host of other documents, including letters, treatises, and saints' lives. We will also consider select secondary studies. We will ask after the nature of Louis the Pious's political problems, seek to find out how it was that Carolingian power came apart almost as suddenly as it emerged, and investigate the newer, smaller political and legal world that emerged in western Gaul in the latter half of the ninth-century.

**Class Format:** seminar

**Requirements/Evaluation:** three 5- to 7-page papers

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors

**Expected Class Size:** 15

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern

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**Spring 2019**

**SEM Section:** 01      Cancelled

**HIST 328 (S)  Witchcraft**

Crosslistings: HIST328 / REL328

**Primary Crosslisting**

A wide variety of human cultures have accepted the existence of the supernatural, the reality of magic, and the possibility of magical transgression. Among the most common supernatural crimes is witchcraft, which societies can invoke to explain natural disasters and disease, and to blame these
occurrences on specific individuals, often social outcasts. Witchcraft became a particular focus of fear and fascination in Early Modern Europe, when inquisitors, theologians and many ordinary people came to believe that Western Christendom was threatened by a vast, covert conspiracy of witches in league with the devil. Countless "witches"—most of them women—were accordingly tried, tortured and sometimes even executed. Our course will examine these bizarre events and consider what religious, cultural and intellectual factors might help explain them. We will begin by investigating the medieval legal and theological developments that enabled and encouraged the persecution of witches, and go on to study some of the most important and sensational witch trials of the later medieval and early modern periods. Throughout, we will encounter many strange and intriguing documents produced by the inquisitors who persecuted witches, the scholars who imagined their activities, and the laws that defined their crimes. No prior experience with European history is required for this seminar, which will emphasize thoughtful writing and discussion.

Class Format: seminar
Requirements/Evaluation: weekly 500-word essays and one class presentation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History and Religion majors
Expected Class Size: 25
Distributions: (D2)
Attributes: HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern

HIST 330 (F) Reformations: Faith, Politics, and the World
Crosslistings: HIST330 / REL331

Primary Crosslisting
The Protestant Reformation was long understood as the first salvo of modernity. By opposing the faith of the individual believer to the authority of the established Church, Martin Luther and his followers, it has been argued, laid the foundations not just of the Reformed Churches but of the modern self and of the modern state. While considering these classic interpretations, this seminar will also examine more recent investigations of the plural Reformations: not just Protestant but also Catholic, and not solely mainstream but radical as well. Moreover, in this same period, Christianity expanded well beyond Europe, becoming a global religion. We will ask: in these sweeping transformations of what it meant to be a Christian, who was included and excluded? And how did Reformations of the faith intersect with such a dramatic expansion of the faithful? Historical developments to be considered include theology, popular culture, women and mysticism, the Wars of Religion, overseas missions, the Council of Trent, and the settlement of Westphalia. Authors to be read include Luther, John Calvin, Teresa of Ávila, Michel de Montaigne, Ignatius of Loyola, and others.

Class Format: seminar
Requirements/Evaluation: two short papers (5-7 pages) and a longer final paper (10-12 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors
Expected Class Size: 18
Distributions: (D2)
Attributes: HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern

Fall 2018
SEM Section: 01 TR 11:20 am - 12:35 pm Alexander Bevilacqua

HIST 331 (S) European Intellectual History from Aquinas to Kant
The scholars and philosophers of early modern Europe set the agenda for much of modern Western thought concerning epistemology, morality, religion, and politics. Many of their debates still inform our intellectual world: How do we know what we know? Is human nature intrinsically selfish? What is the nature of God, and of His revelation? Is individual freedom or political stability more important? Our class will examine how these ideas emerged in the context of such intellectual movements as scholasticism, humanism, the new philosophy and the Enlightenment. We will also discuss
the effects of the invention of the printing press, the edition and translation of the classics and the Bible, and the foundation of journals and new gathering places for public discussion. Thus we will retrace the long and winding path from the intellectual culture of late medieval Europe to that of the Enlightenment. In the process, we will rediscover the arguments of major thinkers and consider what they can teach us today. Authors to be read include Petrarch, Machiavelli, Montaigne, Hobbes, Spinoza, Voltaire and Rousseau.

Class Format: seminar
Requirements/Evaluation: attendance and participation; two short papers; a longer final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: juniors and senior History majors
Expected Class Size: 15
Distributions: (D2)
Attributes: HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern; PHIL Related Courses

Not offered current academic year

HIST 332 (S) Queer Europe: Sexualities and Politics since 1850 (DPE)
Crosslistings: HIST332 / WGSS331
Primary Crosslisting
This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but Italy and Russia will also be the focus of some meetings. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Class Format: seminar
Requirements/Evaluation: class discussion, the posting of four 500 word response papers, two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: junior and senior History and Women's, Gender and Sexuality Studies majors
Expected Class Size: 12-20
Distributions: (D2) (DPE)
Distribution Notes: DPE: Queer Europe is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.
Attributes: HIST Group C Electives - Europe and Russia

Spring 2019
SEM Section: 01    MR 2:35 pm - 3:50 pm    Chris Waters

HIST 333 (S) Postwar Britain: Gender, Race, Sexuality, and Social Change, 1945-1990
Crosslistings: WGSS332 / HIST333
A major theme in British historiography is the enormous social change that has taken place in Britain since the end of the Second World War. In the 1950s, sociologists argued about the extent to which postwar affluence was leading to the "embourgeoisement" of the working class; in the 1960s, the advent of the so-called "Permissive Society" witnessed the flourishing of a new culture of sex, drugs, and rock 'n' roll; in the 1970s, the feminist and gay movements challenged gender roles that earlier had seemed so secure; in the 1980s, Thatcherism sought to halt the nation's apparent terminal decline, repudiating much of the progressive legislation of earlier decades by turning the clock back; finally, throughout this period successive waves of immigration appeared to many to challenge the cultural homogeneity of white Britain. This course will explore these themes, addressing the question of what it meant to be "postwar" in Britain, charting the gradual emergence of a new politics of class, gender, race, and sexuality in Britain that made the nation in 1990, at the end of the postwar period, a radically different place from what it had been in 1945. In attempting to make sense of these complex changes, we will consider a variety of documents and works by recent historians, along with a dozen films, which students will be required to view outside of class.

Class Format: discussion

Requirements/Evaluation: class discussion, two 8-10 page interpretive essays, and a self-scheduled final examination

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Women's, Gender & Sexuality Studies majors

Expected Class Size: 15-20

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 334 (F) Victorian Psychology from the Phrenologists to Freud

Although the Victorian era has traditionally been considered a psycho-social model of emotional inhibition and sexual prudery, recent studies, by scholars in various disciplines, have demonstrated that this characterization grossly oversimplifies the attitudes toward emotional and sexual life held by Europeans and Americans in the second half of the nineteenth century. This course will investigate professional and popular ideas about human psychology during the Victorian era. We will attempt to define and understand what people thought and felt about insanity, the unconscious, dreams, sexuality, the relationship between natural impulses and civilized society, child psychology and development, the psychological differences between men and women, the relationship between the physical and the psychical. The course will concentrate on the close reading and analysis of primary documents, including: professional literature in psychiatry, from the phrenologists to Freud; manuals on child rearing, education, sexual practice, and living the wholesome life; and cultural documents.

Class Format: seminar

Requirements/Evaluation: participation in class discussion, two essays, each of approximately 5 pages, and one 8-page paper due at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: junior and senior History majors

Expected Class Size: 25

Department Notes: fulfills the department's seminar requirement for graduation with a degree in history and also the European area requirement.

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Fall 2018

SEM Section: 01    MWF 11:00 am - 12:15 pm     Thomas A. Kohut

HIST 335 (F) Weimar Germany
The Weimar Republic has been examined and re-examined, not only in an effort to account for the failure of democracy and the rise of Hitler in Germany but also for its remarkable artistic achievements. Using a variety of primary documents, including movies, works of art and literature, as well as more traditional historical sources and the writings of historians, this course will consider the social, political, and cultural history of the Weimar Republic. At issue in the course will be the relationship between the political and social instability and the cultural blossoming that characterized Germany during the 1920s. We will also consider whether the Weimar Republic in general, and Weimar culture, in particular are better understood as the product of Germany's past or as harbingers of its future.

Class Format: discussion

Requirements/Evaluation: evaluation will be based upon participation in class discussion, two essays, each of approximately 5 pages, and one 8-page paper due at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: students with background in European history, or History majors

Expected Class Size: 20-25

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Fall 2018

LEC Section: 01 MR 2:35 pm - 3:50 pm Thomas A. Kohut

HIST 336 (S) National-Socialist Germany

This course is a history of National-Socialist Germany based to a considerable extent on primary documents. Students will use the documents to reconstruct the history of the Third Reich and to articulate and assess some of the principal historiographical debates relating to National-Socialist Germany. The course will consider the following topics: the failure of the Weimar Republic and the rise of National Socialism; the consolidation of Nazi rule; the experiential reality of the Volksgemeinschaft; the popularity of National Socialism; youth and women in the Third Reich; Nazi culture; Nazi racism and image of the Jew; Gestapo terror; the pre-war persecution of Jews; popular German anti-Semitism; the regime's euthanasia program; the Nazi Empire; the experience of war in Russia; the implementation of the "Final Solution to the Jewish Problem"; German knowledge of and complicity in the "Final Solution"; the experience of "total war" on the home front; resistance to National Socialism; and the collapse of the Third Reich. The course will focus especially on how ordinary Germans experienced and participated in the history through which they lived. We will take an empathic approach to National-Socialist Germany and to the Germans who lived through this period, attempting to understand why they felt, thought, and acted as they did. We will also consider the epistemological and ethical problems involved in attempting to empathize with Nazis.

Class Format: lecture/discussion

Requirements/Evaluation: active and effective participation in class discussion, two 5-page analytic essays on two of the topics considered in the course, and a final 7-page interpretative essay

Extra Info: the two analytic essays on an assigned course topic (50%); the final interpretative essay (30%); class participation (20%)

Extra Info 2: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Limit: 25

Expected Class Size: 20-25

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 337 (F) After Stalin: Soviet History from "Thaw" to Collapse

Crosslistings: HiST337 / RUSS337

Primary Crosslisting

When Joseph Stalin died in 1953, the crowd of people that gathered to view his embalmed body on Moscow's Red Square grew so large, it provoked a
stampede that killed nearly 500 people. This moment embodies the uncertainty and challenges that ordinary citizens and state officials faced when they imagined what a post-Stalin future might bring to the Soviet Union. For all the suffering that his rule infected on the Soviet people, Stalin remained for many a reliable constant in a life dominated by revolution and war. Stalin's successors faced a classic dilemma: how to reform and breathe new life into a system without disturbing the foundation it needs to stand intact? Despite superpower status and some stunning achievements at home and abroad, the fault lines in Soviet society ran deep. This course will consider the experiences that grew out of the uncertainty that emerged after Stalin's death. We will examine how the "Soviet experiment" evolved - politically, legally, socially, culturally - once the last of the original Bolshevik revolutionaries left the Kremlin. What opportunities did the post-Stalin moment open up for political elites, members of the professional class, the intelligentsia, and citizens from Soviet republics and satellite states? What obstacles did they face, and how successful were they at overcoming them? In what ways did the spirit of the October and Stalinist Revolutions persist or erode from 1953 until 1991? Most importantly, how did the "children of the revolution" participate in, check out of, or contest the socialist system whose birth their parents witnessed first hand? After all, more generations experienced the Soviet Union without Stalin as their leader than generations who only knew a life with the "Vozhd" in power. Through secondary and primary source readings, we will attempt to recover the voices of those whose lives both shaped and were shaped by the nearly four decades after Joseph Stalin's death.

Class Format: seminar

Requirements/Evaluation: evaluation based on active class participation, three short essays (2-3 pages), and one long essay (8-10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History Majors

Expected Class Size: 15-20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under RUSS

Attributes: HIST Group C Electives - Europe and Russia

Fall 2018

SEM Section: 01   TR 11:20 am - 12:35 pm   Yana Skorobogatov

HIST 338 (F)  The History of the Holocaust

Crosslistings: HIST338 / REL296 / JWST338

Primary Crosslisting

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

Class Format: mostly discussion

Requirements/Evaluation: evaluation will be based on class participation, a map quiz, four papers (4 pages) based on class readings, and a final research paper (6-8 pages)

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 20-25

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia; JWST Core Electives

Not offered current academic year
Growing economic inequality—at home and in the world—is fueling powerful new protest movements reminiscent of the times of revolution in which Karl Marx played such an important role. Not surprisingly, activists, journalists, and academics have revived interest in studying Marx—the man, the activist, the theoretician—to discover his continuing relevance today. In this class, we will study Marx both by reading lively biographies of Marx and his family (Engels included) and by reading some of his most important writings. We will focus on Marx the revolutionary activist, paying special attention to the two revolutions he was actively engaged in (the 1848 revolutions, the Paris Commune of 1871); we will study his role in founding and working in the First International (1864-1876); we will examine Marx’s views about slavery and the Civil War in the United States, as well as the increasing attention he paid to non-European peoples and social formations in his later life; we will focus on Engels and Marx’s ideas about the family, gender, and the woman question; we will read excerpts from his major work, Capital, with an eye towards understanding the pertinence of his critique of capitalism; and we will conclude by examining Marx’s relevance for revolutionary movements today, particularly those demanding environmental justice in Standing Rock and beyond.

Class Format: seminar

Requirements/Evaluation: evaluation to be based on class participation, and 2-3 medium sized papers, and a substantial class presentation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: History majors

Expected Class Size: 15

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year
reforms. Under his watch, the country privatized national industry, cut the state budget, and courted foreign multinational businesses. The world most commonly used to describe Russia in the early 1990s is “disappear”: money, jobs, food, and people. The very things that Soviet-style socialism had committed itself to providing for started to vanish as a result of invisible and market forces. This course will explore what emerged in the spaces left empty after Soviet-style socialism’s demise in three parts. The first part of the semester will examine the origins of the Soviet Union’s collapse and its breakup into fifteen successor states. The second part of the semester will survey the political, economic, and social processes that followed the collapse. Finally, the third part of the course will focus on Putin’s ascendance to the presidency and its consequences for Russian citizens at home and Russia’s image abroad. By semester’s end, students will have acquired the content and analytical literacy to place present-day Russia in its specific historical context and identify multiple sources of causation that may help explain Russia’s transition from socialism to capitalism to Putinism during the past quarter century.

Class Format: seminar

Requirements/Evaluation: evaluation based on active class participation, three short essays (3-5 pages), and one long essay (10-12 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History Majors

Expected Class Size: 15-20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under RUSS

Attributes: HIST Group C Electives - Europe and Russia

Spring 2019

SEM Section: 01   TR 9:55 am - 11:10 am   Yana Skorobogatov

HIST 347 (S) Democracy and Dictatorship in Latin America

The inability—or failure—of Latin American countries to establish stable and democratic governments has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies in Brazil, Argentina, Mexico, Peru, and the countries of Central America. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes “democratic” or “dictatorial”—and the implications of our choice of criteria.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, response papers, two short papers, and a longer (10-12-page) final essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors

Expected Class Size: 15-20

Distributions: (D2)

Attributes: GBST Latin American Studies Electives; HIST Group D Electives - Latin America + Caribbean; LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

HIST 352 (F) Americans and the Maritime Environment  (WI)

Crosslistings: HIST352 / MAST352

Secondary Crosslisting

This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind’s changing relationship with the world’s oceans.
Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

**Class Format:** lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project

**Requirements/Evaluation:** two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style

**Extra Info:** offered only at Mystic Seaport

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Distributions:** (D2) (WI)

**Attributes:** AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern;

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**HIST 354 (F) The Revolutionary Generation: Galaxy of Leaders**

Crosslistings: HIST354 / LEAD285 / PSCI285

**Secondary Crosslisting**

The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and character: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments—a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

**Class Format:** seminar

**Requirements/Evaluation:** three papers, several class presentations, and active participation in all discussions

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar

**Enrollment Limit:** 12

**Enrollment Preferences:** students with a background in Leadership Studies, American History or American Political Science

**Expected Class Size:** 12

**Distributions:** (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern; LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership

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**Fall 2018**

LEC Section: 01 TBA Alicia C. Maggard

**Spring 2019**

LEC Section: 01 TBA Alicia C. Maggard

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**HIST 358 (S) The Roosevelt Style of Leadership**

Crosslistings: LEAD325 / HIST358

**Secondary Crosslisting**

In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor
Roosevelt play? In addition to studying biographies, their writings and speeches, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation based on participation in class discussions, oral reports, two research papers

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none; courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar

**Enrollment Limit:** 15

**Enrollment Preferences:** Leadership Studies concentrators and students with a background in American history and Political Science

**Expected Class Size:** 15

**Distributions:** (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

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**HIST 362 (S) Indigenous Women’s History** (DPE) (WI)

Crosslistings: AMST324 / HIST362 / WGSS324

**Secondary Crosslisting**

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women’s lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures—such as La Malinche, Pocahontas, and Sakakawea—as well as lesser known historical actors, political leaders, writers, and artists.

**Class Format:** seminar

**Requirements/Evaluation:** engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** American Studies, History, and Women's Studies, Gender and Sexuality majors

**Expected Class Size:** 10

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students’ development of independent research papers, this course satisfies the WI requirement.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

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**HIST 364 (F) History of the Old South**

Crosslistings: HIST364 / AFR364 / AMST364

**Primary Crosslisting**

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During the course of the semester, we shall investigate two broad, interrelated topics: slavery in the antebellum South, and the impact of slavery on Southern civilization. Our approach will be primarily topical. In the first half of the course, we shall look at subjects like the foreign and domestic slave trade, patterns of work and treatment, the nature of the master-slave relationship, resistance and rebellion, and slave cultural, social, and family life. The second half of the course will concentrate on the influence of the institution of slavery on the mind, social structure, and economy of the Old South, and slavery's impact on Southern politics and the decision for secession in 1860-61.

Class Format: discussion

Requirements/Evaluation: evaluation based on class participation, two papers of moderate length, and a comprehensive final examination

Prerequisites: none; open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 25

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern

Fall 2018

LEC Section: 01    TF 1:10 pm - 2:25 pm     Charles B. Dew

HIST 365 (S) History of the New South
Crosslistings: AFR365 / HIST365 / AMST365

Primary Crosslisting

A study of the history of the American South from 1877 to the present. Social, political and economic trends will be examined in some detail: the role of the “Redeemers” following the end of Reconstruction; tenancy, sharecropping, and the rise of agrarian radicalism; Southern Progressivism; the coming of racial segregation and the destruction of the Jim Crow system during the years of the Civil Rights movement; Southern politics during the depression and post-World War II years.

Class Format: discussion

Requirements/Evaluation: evaluation based on class participation, 2 papers of moderate length, and a comprehensive final examination

Prerequisites: none; open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 25

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada

Spring 2019

LEC Section: 01    MR 1:10 pm - 2:25 pm     Charles B. Dew

HIST 366 (S) What They Saw in America
Crosslistings: HiST366 / AMST244 / SOC244

Secondary Crosslisting

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider’s view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors’ respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern. * Please note atypical class hour Monday, 4:45-8:30 pm.
Class Format: seminar; * Please note atypical class hour Monday, 4:45-8:30 pm.

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 9

Enrollment Preferences: juniors and seniors; final selection for the course will be made on the basis of an interview with the instructor

Expected Class Size: 9

Department Notes: * Please note atypical class hour Monday, 4:45-8:30 pm.

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 368 (F) Black Metropolis: Writing About Race and the City (WI)
Crosslistings: HIST368 / AFR367

Primary Crosslisting
This course investigates how scholars, writers, and activists have written about the black urban experience in the twentieth century. Today, there exists a complex relationship between black and urban, with much public discourse stereotyping black people as residents of the "inner city." At the beginning of the 20th century this development would have been highly improbable; circa 1900, African-Americans remained the country's most rural demographic group, disproportionately working in agriculture. This class addresses why, how, and when black people migrated to cities, and the structural mechanisms that channeled them into segregated neighborhoods and jobs, even as these changed over time. More importantly, though, we will focus on the way in which African-Americans themselves sought to understand, explore, and contest these experience of ghettoization. How did black people express themselves and build communities for survival, pleasure, and profit? Throughout the course we will put in dialogue various types of writing: these include social scientific studies of black life, urban history, and the journalism, poetry, and literature produced by black urbanites during the first half of the 20th century. By examining of these different modes of writing about race in the city together, we will gain perspective on the specific practices of historical writing and how historians differ from other inquirers in the questions they ask, the sources they use (and how they use them), and the arguments they make.

Class Format: seminar
Requirements/Evaluation: short informal writings (1-2 pages) and two formal papers (6-8 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: First-Years and Sophomores
Enrollment Limit: 19
Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar
Expected Class Size: 19
Distributions: (D2) (WI)
Distribution Notes: WI: This course is intended to focus on the writing process, both in examining different types of writings about race in the city, and through the structure of the course itself. Students will write multiple drafts and workshop their papers; as well, they will experiment with different forms of writing and writing processes.
Attributes: HIST Group F Electives - U.S. + Canada;
Not offered current academic year

HIST 369 (S) The Carceral State
Crosslistings: HIST369 / AFR361

Primary Crosslisting
This seminar will examine the rise and character of the "carceral state," a term scholars use to denote "the vast apparatus of punishment and control that exists in the contemporary United States." We will begin with systems of policing, processing, and punishment that came under criticism in the 1960s from civil rights advocates, simultaneous with the rise of "law and order" politics. The middle of the course will trace out how in the aftermath of
civil rights reform, conservatives and liberals together paved the way for the expansion of punitive capacities at the local, state, and federal level. We will pay particular attention to the uneven development of mass incarceration across states and localities, and the different patterns of racial disparity that this produced. Finally, we will look at the effects of the carceral state on American society and politics, and the movements to dismantle it.

Class Format: seminar

Requirements/Evaluation: coursework to be evaluated includes discussion and informal writing, two papers, and an oral presentation

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 20

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 370 (F)  African American Urban History

Crosslistings: AFR366 / HIST370

Primary Crosslisting

In the mid twentieth century, "inner city" became synonymous with poor African Americans living in the urban centers of the industrial North and West. However, urban African American history stretches back to before the Declaration of Independence. African Americans built and dwelled in great cities North and South. This course will explore the history of African Americans in places like New York, Savannah, Chicago, Miami, and Oakland. We will explore such themes as slavery and freedom in cities, migrations to cities in the early 20th century, the shape of Jim Crow in the North, and the contention over the definition of "black" as Caribbean and African migrants came to urban centers after 1960. We will pay particular attention the history of black urban culture and style, reading texts on fashion, music, dance, and leisure. Students will write one book review (2-3 pages), do an oral presentation, and write two papers. One brief research paper (7-10 pages) and one historiographic essay (7-10 pages).

Class Format: seminar

Requirements/Evaluation: one short book review, one brief research project (7-10 pages), and one historiographic essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Africana Studies concentrators and History majors

Expected Class Size: 20

Distributions: (D2)

Attributes: AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 371 (F)  Oral History: Theory, Methods and Practice

Oral history offers a powerful means to document history "from the bottom up," filling gaps in the historical record and creating ways to make new community connections. Using a variety of texts, including transcripts and recorded interviews, students will consider what oral history offers as a source of information; how oral history is produced and analyzed; legal, ethical, and methodological considerations; the impact of digital technologies on oral history; and the ways that memory, context, and identity shape the interview. The class will include a hands-on component and a group final project, giving students the chance to conduct, archive, use and present interviews. Interviews will be added to the Williams College Archives. The final project will focus on a topic related to local history such as the impact of industry and deindustrialization on northern Berkshire County. All students will be expected to complete several short research and writing assignments; travel off campus to conduct recorded interviews; submit written transcriptions; and participate in the final group project. Additional compulsory class sessions may be added for field trips and methods workshops.

Class Format: seminar

Requirements/Evaluation: 2 transcribed interviews, 2 short papers, participation, final group project; students must travel off campus to conduct two oral history interviews; interviews to be recorded, transcribed, and archived. Also short papers and final group project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none
HIST 372 (F) The North American West: Histories and Meanings
This course will explore the various and contested histories of the geographical region in North America that Americans often call "the West". With porous boundaries; changing empires and national borders; an extraordinarily diverse mix of peoples; and most importantly, continuous indigenous presence to the present day, this region both has a remarkably rich history and poses central questions to how we view American history. What if, from the vantage point of the 1780s, we look not at the founding of the United States in the East but at the elaboration of the Spanish mission system in California and other parts of the Southwest? Or what if, instead of understanding "the West" as a place that people migrated "to" from "the East," we think about "the West" as a place diversely inhabited for thousands of years that experienced both very sudden and violent forms of military conquest and settler colonialism, as well as waves of migration from many different compass points around the globe? And where do Americans' stories of western individualism fit into the histories of massive federal interventions in "the West"? We will take up these and many other questions as we examine topics from the era before Europeans arrived in North America to the present day.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, 5 short-to-moderate writing assignments and one 8-10 page research paper, due at the end of reading period
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors
Expected Class Size: 25
Distributions: (D2)
Attributes: AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern

Fall 2018
SEM Section: 01 MR 1:10 pm - 2:25 pm Karen R. Merrill

HIST 373 (S) Sites of Memory and American Wars
This course will examine the ways that U.S. military ventures have been memorialized through a variety of physical sites, including landscapes, monuments and statues, museums, and other depictions. We will ask such questions as: How and why have the memorializations of wars in America changed over time? Who determines what is preserved and what stories are told? What is the relationship between individual experiences, collective memories, and national narratives? What do sites of memory tell us about history, about society's views of wars and of soldiers, and about America? We will look at these questions both throughout U.S. history and through case studies, including the American Civil War, the wars against indigenous nations, World Wars I and II, and Vietnam.

Class Format: lecture
Requirements/Evaluation: short papers, one longer research paper, and presentation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors
Expected Class Size: 10-15
Distributions: (D2)
Attributes: HIST Group F Electives - U.S. + Canada

Spring 2019
HIST 376 (F)  Sex, Gender, and the Law in U.S. History  (DPE)
Crosslistings: HIST376 / WGSS376

Primary Crosslisting
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Class Format: seminar
Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.
Attributes: HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives

Fall 2018
SEM Section: 01  TF 2:35 pm - 3:50 pm  Sara Dubow

HIST 379 (S)  Black Women in the United States
Crosslistings: AFR379 / HIST379 / WGSS379

Primary Crosslisting
As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on student participation, three papers, and a brief oral presentation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors and Africana Studies concentrators
Expected Class Size: 15-20
Distributions: (D2)
Attributes: AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada; WGSS Racial Sexual + Cultural Diversity Courses
HIST 380 (F) Comparative American Immigration History (DPE)

This course covers the history of immigration to the U.S. from the 1800s to the present. It compares the experiences of immigrants from Europe, Asia, Latin America, and the Middle East.

Class Format: lecture/discussion

Requirements/Evaluation: a series of papers and a final oral history or family history

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first come, first served

Expected Class Size: 25

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course examines the history of immigration patterns of people coming to the U.S. from all over the world from the late 18th century to the present. By examining American immigration history through immigration law and a variety of texts (novels, census materials, legal cases, oral histories, and secondary sources) this class will reveal a constant tension in American society that vacillates between welcoming and shunning immigrants, depending on their race, religion, class, gender, and sexuality. The power to include and exclude various people wishing to become part of our country and society has been a conflict that has played out for nearly all of our national history.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; GBST Borders, Exiles + Diaspora Studies Electives; HIST Group F Electives - U.S. + Canada; LATS Comparative Race + Ethnic Studies Electives

Fall 2018

LEC Section: 01  MR 1:10 pm - 2:25 pm  Scott Wong

HIST 384 (F) Selected Topics in Asian American Studies

Crosslistings: ASST384 / HIST384

Primary Crosslisting

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on a series of writing assignments: four short response papers, two 5- to 7-page essays, and a 10- to 15-page research paper

Prerequisites: none; open to all

Enrollment Limit: 25

Expected Class Size: 10-15

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Core Courses; HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 385 (S) Politics, Activism, and Everyday Life: Latinas/os in New York City and the Northeast

Crosslistings: HIST385 / LATS385

Primary Crosslisting

This course explores how everyday life has shaped the politics and activism of Latinas/os in New York City and the Northeast from the post-World War II era to the present. Arriving in larger numbers in the 1940s and 1950s, Puerto Ricans sought to define a place for themselves in the region. In
ensuing decades, Cubans, Dominicans, Central and South Americans, and Mexicans increasingly settled in the city and the region. Addressing the issues stemming from their everyday lives, politics and activism took a wide variety of forms from community building to meet immediate needs, to social service approaches and community-based organizing during the War on Poverty in the early 1960s, to the radical political and social movements of the late 1960s and the 1970s, to electoral politics throughout the decades to the present. Activists organized around a wide variety of often intersecting issues including education, workers' rights, women's rights and feminism, legal status, and LBGTQ+ visibility and rights. At times, politics and activism were rooted in one national origin group, while other efforts were intentionally and explicitly Latinx. This course will draw on autobiographies and other primary materials, as well as documentaries to help in making the connections between everyday life and politics. For final projects, students will have the option of delving deeper into autobiographies and other narrative sources OR of engaging in community based learning throughout the semester and using these experiences as the foundation for their final projects.

Class Format: lecture

Requirements/Evaluation: class participation, two essays of 3- to 5-pages each, final project of 7- to 10-pages, and final presentation, option of community based learning

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors and Latina/o Studies concentrators

Expected Class Size: 25

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada; LATS Core Electives

Spring 2019

LEC Section: 01   Cancelled

HIST 386 (S)  Latinas in the Global Economy: Work, Migration, and Households

Crosslistings: LATS386 / HIST386 / WGSS386

Secondary Crosslisting

An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs?

Class Format: discussion

Requirements/Evaluation: evaluation based on class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class

Prerequisites: open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 15

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; GBST Borders, Exiles + Diaspora Studies Electives; HIST Group D Electives - Latin America + Caribbean; HIST Group F Electives - U.S. + Canada; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

SEM Section: 01    MWF 11:00 am - 12:15 pm     Carmen T. Whalen

HIST 387 (S)  Living with the Bomb: American Culture in the Nuclear Age
Crosslistings: SOC386 / HIST387

Secondary Crosslisting

Following the first use of nuclear weapons against Japan at the end of World War II, atomic science has fueled Americans' fears, hopes, nightmares, and fantasies. This course will examine various aspects of American nuclear culture in the early-Cold War period. It will consider topics ranging from the Manhattan Project to delivery of the bombs for combat, scientists' movements to abolish atomic weapons and expand peaceful atomic energy production, and the destructive consequences of the bomb's initial use and subsequent testing. The class will also investigate the role of the nuclear arms race in the Cold War, the development of civil defense and bomb shelter culture in the United States, and dystopian fiction about the nuclear apocalypse. Employing both historical and sociological perspectives, we will explore the interactions between science, diplomacy, politics, and culture in the nuclear age.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on a midterm, a final exam, and a 10- to 12-page research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 35

Expected Class Size: 35

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 389 (S) The Vietnam Wars

Crosslistings: HIST389 / LEAD389 / ASST389

Primary Crosslisting

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

Class Format: seminar

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: History and Asian Studies majors

Expected Class Size: 15-20

Distributions: (D2)

Attributes: HIST Group B Electives - Asia; HIST Group F Electives - U.S. + Canada; LEAD American Foreign Policy Leadership

Spring 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm    Jessica Chapman

HIST 390 (F) Transforming the New World and the Old: The Haitian and French Revolutions

This course focuses on the radical transformative power of the Haitian and French Revolutions, the ways in which they challenged the hierarchies of the New World--of racism, and slavery--and of the Old World--of monarchy, aristocracy, the Church, and even of the bourgeoisie--with long-lasting effect. It will show how the two revolutions were intricately interrelated--even though historians of the French Revolution have usually neglected the Haitian Revolution and downplayed its centrality--and how they initiated a century of Revolution on both sides of the Atlantic. Given the incomplete and
unfinished character of both Revolutions, and the fact that the issues they attempted to address live on today, this class will make a conscious attempt
to show the continuing relevance of these Revolutions to 21st century movements for change.

Class Format: seminar

Requirements/Evaluation: short paper (8-10 pages), research paper (15 pages), final exam and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors and Africana Studies concentrators

Expected Class Size: 25

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia; HIST Group D Electives - Latin America + Caribbean

Fall 2018
SEM Section: 01 Cancelled

Spring 2019
SEM Section: 01 T 1:10 pm - 3:50 pm Shanti M. Singham

HIST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean

Crosslistings: GBST391 / HIST391 / ASST391

Primary Crosslisting

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of
the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in
the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through
oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers,
nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus
we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various
European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a
strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society;
pilgrimage; piracy; the culture of port cities; and food across time.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, an oral presentation
and final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 15-20

Distributions: (D2)

Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia; HIST Group P Electives - Premodern; MAST
Interdepartmental Electives

Spring 2019
SEM Section: 01 TR 8:30 am - 9:45 am Aparna Kapadia

HIST 393 (S) Sister Revolutions in France and America

Crosslistings: HIST393 / LEAD212

Crosslistings: HIST393 / LEAD212
In the late-eighteenth century, two revolutions burst forth--they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and why the French Revolution took a more radical course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on three papers, several class presentations, and active participation in class discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with backgrounds in American history, French history or Political Science

Expected Class Size: 15

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern; LEAD Facets or Domains of Leadership

Spring 2019

SEM Section: 01  T 1:10 pm - 3:50 pm  Susan Dunn

HIST 394 (S) The History of Panics

What is a panic? This course takes up questions of what has defined, caused, and shaped panics of various kinds-political, societal, moral, medical, and financial. We will consider what has fueled panics, what has prevented them, what their effects have been, how they have ended, who has panicked, who has been the victim of panics, and what has distinguished premodern from modern incarnations of the phenomenon. Central themes will include the relationship between panics and emotions (anxiety, fear, insecurity, irrationality, hysteria), communication (rumor, gossip, mass media), technology (electricity, vaccines, the computer), and violence (persecution, revolution, psychological torment). With a multidisciplinary approach informed by sociology, economics, psychology, and history, our examination will span different times and different places and will encompass witch hunts of many sorts, infectious diseases, financial crises, cultural scares, and more.

Class Format: seminar

Requirements/Evaluation: class participation, response papers, one short 5-page paper, and a research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, potential History majors

Expected Class Size: 15

Distributions: (D2)

Not offered current academic year

HIST 395 (F) Signs of History

Crosslistings: COMP395 / HIST395 / ENGL395

Secondary Crosslisting

What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always “written by the victors,” as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and
writing, experience and narration, and action and interpretation interpenetrate. May include works by Kant, Burke, Hegel, Charlotte Smith, Marx & Engels, Woolf, Kafka, Arendt, Benjamin, Mahmood Darwish, Thomas Demand, and Eyal Sivan.

Class Format: seminar

Requirements/Evaluation: evaluation based on two papers, one 6 and one 10-12 pages in length, and general participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, History and German majors

Expected Class Size: 15

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under HIST

Attributes: ENGL Criticism Courses;  ENGL Literary Histories B

Not offered current academic year

HIST 402 (S)  A History of Family in Africa  (WI)
Crosslistings: GBST402 / HIST402 / AFR402 / WGSS400

Primary Crosslisting

The family is the center of private life, but it has also been a topic of constant discussion and contention in Africa. In this class we will examine how political upheavals and economic pressures have changed the concept of the family and the role it plays in various African societies. We will also consider the changing views of gender, race, age, class, and sexuality on the idea of family.

Class Format: seminar

Requirements/Evaluation: seminar, discussion, seminar, discussion, and 20-page research paper (including preparatory writing exercises throughout the semester)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: GBST African Studies Electives;  HIST Group A Electives - Africa;

Not offered current academic year

HIST 411 (F)  Happy Holidays! A Comparative History of Commemorations and Festivals  (WI)
Crosslistings: ARAB411 / HIST411 / REL321

Primary Crosslisting

What do our holidays tell us about ourselves and our societies? This seminar in religious, political and cultural history is in two parts. In the first half, we will explore the major holidays and festivals that emerged in the Middle East among the three monotheistic religions (Judaism, Christianity, and Islam). It will examine how certain events became ritualized and then spread to different parts of the globe and were adapted to specific cultural situations. We will consider the role of myth and commemoration and how various religious holidays are celebrated in different ways around the world. The second part of the seminar focuses on secular holidays with particular attention to the Modern Middle East. Which events are commemorated and how and what are the political implications of these celebrations?

Class Format: seminar

Requirements/Evaluation: several short response papers and a 20- to 25-page final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12
Enrollment Preferences: seniors, especially History and Arabic Studies majors

Expected Class Size: 12

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Attributes: HIST Group E Electives - Middle East;

Not offered current academic year

HIST 415 (S) Gods and Kings: Historical Narratives from India  (WI)

Crosslistings: COMP415 / ASST415 / HIST415

Primary Crosslisting

India’s long history with earliest written records going back to 2000 B.C presents multiple challenges that are unique among the ancient civilizations. The critical challenge is conceptual: how do we recognize the historical sense of societies whose past is recorded in ways that are different from European conventions? British rulers claimed that India had no sense of history before the colonial period. And this view has persisted despite recent scholarship that has undermined the factual and conceptual basis of this theory. The purpose of this course is twofold: first, to discuss the analytical methods one could apply to understand the ‘history’ contained in the diverse body of classical Indian literature; second, to study a representative set of primary sources that belong to the distinct historical traditions of India. Students will learn to apply these methods to gain new insights and debate the limitations of the approach. The course will begin with an exploration of the epic tradition and continue with in-depth readings of narratives from other important genres including popular bardic accounts, royal biographies and court dramas ranging from c. 1000 BCE to 1500 CE.

Class Format: seminar

Requirements/Evaluation: class participation, several short papers and a substantial final paper based on primary sources

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: some experience with HIST courses preferred

Enrollment Limit: 15

Enrollment Preferences: History majors; Comp lit majors; Asian Studies Majors

Expected Class Size: 10-15

Distributions: (D2) (WI)

Distribution Notes: meets division 1 requirement if registration is under COMP; meets division 2 requirement if registration is under HIST or ASST

Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia; HIST Group P Electives - Premodern;

Not offered current academic year

HIST 424 (S) The Dark Ages: Gaul after the Fall of Rome

What made Antiquity different from the Middle Ages? What changed after the Roman Empire ceased to exist in the West? This seminar will approach these classic problems through an intense focus on Gaul during the so-called “Dark Ages,” from the fifth to the eighth centuries. During these years, Frankish kings of the Merovingian dynasty dominated Western Europe. Our sources for these transitional centuries are some of the most colorful and fascinating texts to emerge from the ancient world. We will begin with a look at life and politics under the later Roman empire, and then make ourselves experts in Merovingian history by studying nearly all the surviving written evidence. Narrative histories, chronicles and law codes will claim the bulk of our time and attention, but we will also sample documents, literature, and archeological finds. This comprehensive exposure will prepare us to confront the many scholarly debates that have surrounded the Merovingian age.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on two class presentations, a shorter mid-term paper, and a substantial final research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: senior, then junior History majors

Expected Class Size: 10-15

Distributions: (D2)
HIST 434 (S)  The Meaning of Diaspora and the Jews of Europe
Crosslistings: JWST434 / HIST434

**Primary Crosslisting**

Dispersion, exile, migration, statelessness are all aspects of diaspora. And in the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, this seminar examines various interpretations of Jews’ diasporic existence from the nineteenth century to the present, both as a cultural practice and a form of group identity from which political claims have been made. We will test the proposition that "The Modern Age is the Jewish Age," that is, that the meaning of diaspora in modern Jewish history has direct relevance to students of human identity not just of Jewishness. Throughout the second half of the semester, students will conduct independent archival research on some aspect of the history of the Jewish diaspora that will culminate in a 20-page paper. The seminar will continue to meet weekly as a research colloquium, to provide a forum for students to present their research and drafts in progress and provide feedback on fellow students' work.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 15

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia; JWST Capstone Course; JWST Core Electives

Not offered current academic year

HIST 443 (S)  Race and Ethnicity in Latin America
Crosslistings: HIST443 / AFR383

**Primary Crosslisting**

Race and ethnicity have been central to the formation of national identities in Latin America, as well as to the creation of transnational networks that include Latin Americans. This seminar will critically examine familiar characterizations of Brazil and other countries as “racial democracies” and look at the historical roots and political impact of both “positive” and “negative” stereotypes of race relations in the region. To do this we will explore the rise and decline of slavery, the changing constructions of indigenous and Afro-Latin American identities at national and transnational levels, and to the emergence of new Black Movements and other racial and ethnic activism in Colombia, Guatemala, Brazil, and elsewhere.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation, one short paper, and a substantial (20-25 page) research paper

Enrollment Limit: 15

Enrollment Preferences: History majors and Latino/a Studies concentrators

Expected Class Size: 10-15

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group D Electives - Latin America + Caribbean

Not offered current academic year

HIST 453 (S)  Women, Gender, and Social Movements in U.S. History  (WI)
Crosslistings: HIST453 / WGSS453

**Primary Crosslisting**
This seminar is devoted to researching and writing a substantial research paper on some aspect of U.S. women's or gender history, with a particular focus on social movements. Social movements organized around gender issues and identities have been significant sources of social and political change in U.S. History. Drawing on online archival collections of personal letters and diaries, published writings, organizational records, and oral histories, students will research an individual, social group, organization, event, or movement that invites them to explore that particular subject in depth, while also considering some of the following issues and questions: the different strategies, tactics, and ideologies used for organizing and movement building across the political spectrum; the ways that gender has united and divided grassroots movements; how and when it has been useful for women to act through women's groups versus other types of organizations; the ways that ethnicity, race, religion, and class have been resources for organizing and coalition building; how social movements have shaped and been shaped by larger political and economic developments; the ways that various gendered identities have served as both agents and objects of political and social change; and the relative importance of formally organized politics versus less formal strategies to effect political change.

**Class Format:** seminar

**Requirements/Evaluation:** 20- to 25-page research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** senior History majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Distribution Notes:** WI: This course will focus explicitly on the process of writing a substantial research paper, including writing a proposal, and workshopping and revising drafts in class.

**Attributes:** HIST Group F Electives - U.S. + Canada;

Spring 2019

SEM Section: 01 Cancelled

**HIST 456 (F) Civil War and Reconstruction**

Crosslistings: AMST456 / AFR385 / HIST456

**Primary Crosslisting**

An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the era. During the war years, we shall study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in some detail. Our study of Reconstruction will concentrate on the evolution of federal policy toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation based on class participation and a substantial research paper based at least in part on primary source materials

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distributions:** (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada

Fall 2018

SEM Section: 01 W 1:10 pm - 3:50 pm Charles B. Dew

**HIST 458 (S) Sr.Sem:Sexual Rights,Gender Equality, and Religious Liberty: Conflicts in Law, Culture, and Politics (WI)**

Crosslistings: WGSS405 / HIST458

**Secondary Crosslisting**
Legal systems, political leaders, religious groups, and social movements, have generated and responded to conflicts and perceived conflicts between religious freedom, gender equality, and sexual rights in a variety of ways over the past twenty-five years. This course will consider these conflicts in a comparative context, and will examine when, why, and how appeals to religion, tradition and/or culture have been used to carve out exceptions to otherwise generally applicable laws.

**Class Format:** seminar

**Requirements/Evaluation:** 20-page research paper, which students will write after developing research proposal, composing annotated bibliography, and writing several drafts in close consultation with professor and in in-class workshops

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors and History majors

**Expected Class Size:** 15

**Distributions:** (D2) (WI)

**Attributes:** HIST Group C Electives - Europe and Russia; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives; Not offered current academic year

**HIST 459 (S) The Culture and Politics of Neoliberalism (DPE)**

**Crosslistings:** AMST407 / HIST459

**Secondary Crosslisting**

Neoliberalism is, in essence, the belief that unencumbered market mechanisms will maximize prosperity and happiness. Over the past forty years this idea has come to shape the global economy, the ways governments function, and how individuals conduct themselves and view their relations with other people. However, political movements around the world have challenged these principles—pointing to growing wealth gaps, environmental destruction, and highly individualistic cultures that have developed in the wake of neoliberal thinking. This interdisciplinary course will provide students with a detailed understanding of the ways neoliberal ideology interacts with preexisting racial, gender, and global inequalities. We will begin by tracing the rise of "market fundamentalist" thinking in the fields of economics and public policy. We will rely on anthropological studies to assess neoliberalism's effects on the Global South, and turn to sociological and media studies texts to explore its imprint on aspects of U.S. culture ranging from welfare provision, to education, and even reality television. The course will conclude by examining movements resisting neoliberalism and asking whether the rise of the Trump administration's brand of right-wing populism signals the decline of this mode of governance and way of life.

**Class Format:** seminar

**Requirements/Evaluation:** attendance and participation, a written mid-term exam, one in-class presentation, research paper proposal, 12- to 16-page research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** previous courses in American Studies, critical studies in neoliberalism or political economy, or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies and History majors

**Expected Class Size:** 5

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: Examines growing economic inequality in the United States, and the ways implementation of market fundamentalist policies have had impacted people differently based on existing differences, such as race, gender, and position in the global north or global south. We critically engage with the claims of neoliberal theorists that the market in goods and services is a sphere of voluntary exchange and freedom, while decision-making through government is a form of coercive power, just in only certain instances. Study resistance, including the Mexican Zapatistas' uprising against NAFTA.

**Attributes:** AMST Critical and Cultural Theory Electives; AMST 400-level Senior Seminars; AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada

Not offered current academic year

**HIST 464 (S) The United States and the Vietnam War**
primary_crosslisting

U.S. involvement in Vietnam affected nearly every aspect of American life, including the country's overall foreign policy, its military strategy, the relationship between various branches of government, the nation's political trajectory, the role of media in society, youth culture, race relations, and more. This seminar explores America's war in Vietnam and its dramatic ramifications at home and abroad. We will evaluate the Vietnam War era as a turning point in U.S. history--and in the role of the U.S. in the world--by reading and discussing a number of scholarly works on domestic and international aspects of the conflict. Students will develop an original research topic and research and write a 20- to 25- page paper, based in primary sources, on one aspect of America's Vietnam War.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper
Enrollment Limit: 15
Enrollment Preferences: advanced History majors
Expected Class Size: 10-15
Distributions: (D2)
Attributes: HIST Group F Electives - U.S. + Canada; LEAD American Foreign Policy Leadership
Not offered current academic year

HIST 468 (S) Race, Empire, and the Birth of the American Century (DPE)

Crosslistings: AMST468 / HIST468

Primary Crosslisting

This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

Class Format: seminar
Requirements/Evaluation: a series of weekly papers and a final research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: must be a History or American Studies major
Expected Class Size: 15-19
Department Notes: History Department Senior Seminar
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course will examine the racial, class, gender, and international implications of the American push across the continent and into the Pacific (Hawaii and the Philippines) during the late 19th and early 20th centuries. The content will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land both within our shores and the colonization of two island nations in the Pacific. We will also study how the American presence in these areas affected how the original inhabitants of these areas were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904. The course will also explore the role that American education played in "civilizing" Native Americans, Hawaiians, and Filipinos.
Attributes: HIST Group F Electives - U.S. + Canada

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Scott Wong

HIST 469 (F) Notions of Race and Ethnicity in American Culture

Crosslistings: AMST469 / HIST469

Primary Crosslisting

While "race" and "ethnicity" have always played fundamental roles in shaping the course of American culture and the definition of who is or who can
be an "American," our understanding of these concepts of race and ethnicity has often been less than clear. The purpose of this seminar is to examine how Americans have defined and articulated the concepts of race and ethnicity at various points in our history and how these ideas have been expressed in art, policy, practice, and theory.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on weekly response papers, an exercise with the Williams College Museum of Art, an annotated bibliography, and a final research paper of 20-25 pages; students will also be required to lead a class discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: previous upper division HIST courses

Enrollment Limit: 15

Enrollment Preferences: senior History majors

Expected Class Size: 10-15

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 471 (S) Comparative Latina/o Migrations  (WI)
Crosslistings: LATS471 / HIST471

Secondary Crosslisting

Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms "Hispanic" and "Latina/o" to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches.

Class Format: discussion/seminar

Requirements/Evaluation: evaluation will be based on class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Latina/o Studies concentrators

Expected Class Size: 8-15

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; GBST Borders, Exiles + Diaspora Studies Electives; HIST Group F Electives - U.S. + Canada; LATS 400-level Seminars;

Spring 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Carmen T. Whalen

HIST 476 (F) CAPSTONE: Black Radicalism
Crosslistings: AFR476 / HIST476

Secondary Crosslisting

Amandla! Black Power! Venceremos! A Luta Continua! Ever since the end of slavery--brought about by the Haitian Revolution, slave rebellions, maroons, Quilombos, Civil War and various other means of resistance--transatlantic people of African descent have demanded radical change in the
organization of modern societies. Their struggles and ideas have changed the ways we think and study--through the formation of Africana/African-American/Black-Studies--and the ways in which we express ideas--through the creation of rich traditions of music, dance, theater, poetry, carnivals, sculpture, and art that have acted as global conduits of cultures of resistance. In this Senior Seminar, we will study the most tumultuous period of Black radicalism in the 1960's, focusing on the Black Panther Party, the League of Revolutionary Black Workers, the Third World Women's Alliance/Angela Davis, and Caribbean and African radical movements, with an eye to examining their relevance to Black radical movements today.

Class Format: seminar

Requirements/Evaluation: evaluation to be based on student participation, a take-home mid-term paper, and the completion of an original research paper or project; all projects will have some written component, but may include a dance performance, spoken word, fieldwork, etc.

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators; History majors

Expected Class Size: 15

Distributions: (D2)

Attributes: AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group A Electives - Africa; HIST Group D Electives - Latin America + Caribbean; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives

Fall 2018
SEM Section: 01 W 1:10 pm - 3:50 pm Shanti M. Singham

HIST 478 (F) Cold War Landscapes

Crosslistings: ENVI478 / AMST478 / HIST478

Primary Crosslisting

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, weekly critical writing, and a final 20- to 25-page research paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History, Environmental Studies majors if over-enrolled

Expected Class Size: 15

Distributions: (D2)

Attributes: AMST Space and Place Electives; HIST Group C Electives - Europe and Russia; HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 479 (F) Recent U.S. History: The 1970s and 1980s (WI)

The 1970s and 1980s are decades that mark the beginning of many of the phenomenon shaping the United States today: the rise of economic inequality; the origins of globalization; the first awareness of an "energy crisis;" the birth of social movements like feminism, gay rights, and black power; the deepening of urban poverty and the expansion of the criminal justice system; the ascendance of stock market and financial deregulation;
the transition to a service economy; the growth of new forms of art and music like hip-hop and punk; the rise of evangelical Christianity as a political force; the emergence of a conservative movement; the end of Soviet Communism. This course will look at the political, economic, cultural and intellectual history of the 1970s and 1980s in the United States, with a special eye to the question of how and why conservative politics and a neoliberal economic order developed alongside liberal social and cultural values. We will consider the connection between the right and the left over this period, asking how we should think about the rise of the gay rights movement, the legacy of the civil rights movement, and the evolution of feminism in the broader context of American political and economic history. The course will also address some of the transnational aspects of recent American history, both the ways that ideas from other parts of the world have shaped American politics and society and the impact that the United States has had on the rest of the world. We will make use mostly of primary documents-political speeches, manifestos, music and lyrics, film, journalism and fiction-but we will also consider the ways that scholars have tried to conceptualize such recent history. While we will look at political leaders, intellectuals and the evolution of national politics, we will also consider the role of social movements, popular culture and the actions and ideas of people with no special access to power in shaping the history of the period. Throughout, we will ask: what are the connections between this history and the present? What lessons can we draw to think about our contemporary political and economic situation? Students will develop their own research questions and will produce a 20-page paper based on original research.

Class Format: seminar

Requirements/Evaluation: 20-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: senior History majors

Expected Class Size: 15

Distributions: (D2) (WI)

Attributes: HIST Group F Electives - U.S. + Canada;

Not offered current academic year

HIST 480 (F)  Interpretations of the Israeli Palestinian Conflict  (DPE) (WI)

Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Primary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;
HIST 481 (S)  History of Taiwan  (WI)
Crosslistings: ASST413 / HIST481

Primary Crosslisting
Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Class Format: tutorial
Requirements/Evaluation: weekly papers and critiques
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: History or Asian Studies majors
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: HIST Group B Electives - Asia;

Spring 2019
TUT Section: T1   TBA   Anne Reinhardt

HIST 482 (F)  The Great War, 1914-1918  (WI)
Crosslistings: LEAD382 / HIST482

Primary Crosslisting
During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement. What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Class Format: tutorial
Requirements/Evaluation: paper or critique every week
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: senior History Majors
Expected Class Size: 10
Distributions: (D2) (WI)
HIST 483 (S) Sport and Diplomacy (WI)

Sport has emerged in recent years as a hot topic of study among diplomatic historians. Once considered a marginal topic, sport is now seen as a critical window into the world of international relations. Recent works address not only official state policies pertaining to international sport, but also issues of nationalism, imperialism, racial ideologies, transnational migration, public diplomacy, culture in foreign relations, and the role of sport governing bodies in the international system. In this tutorial, students will read key essays and monographs that contribute to this emerging literature, alongside state-of-the field essays that explore the methodological and thematic approaches that historians have used to grapple with the complex interactions between countries, peoples, and cultures that occur within the realm of sport.

Class Format: tutorial
Requirements/Evaluation: students will write and present orally six essays (5-7 pages each) on assigned readings each week; students not presenting an essay in a given week will produce a 2-page written critique
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: History majors and students with some prior course work in foreign relations and/or international history
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: WI: Each student will be required to write six papers (5- to 7-pages each). We will discuss writing on a regular basis during tutorial meetings in pairs of two students.
Attributes: HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

Spring 2019
TUT Section: T1 TBA Jessica Chapman

HIST 484 (F) The Hundred Years’ War

By the Hundred Years’ War, historians understand a series of battles and wider conflicts waged between England and France from 1337 to 1453, over the succession to the French throne. From the near-total English victory after the Battle of Poitiers to the remarkable revival of French fortunes associated with Joan of Arc, the Hundred Years’ War encompasses some of the most iconic events of later medieval history. The events of the war, together with a broader history of the entire era, are the subject of a monumental study by Jonathan Sumption, who has now published the fourth of a projected five volumes. The greater part of this tutorial will concentrate on a careful, thorough reading of Sumption’s history—a rare opportunity afforded by the tutorial format, given that great historical enterprises are otherwise beyond the scope of college and university classrooms. For additional perspective, we will also read a general survey of the later medieval period and several more specific monographs, and we will consider the reception that Sumption’s work has received among historians of the Middle Ages.

Class Format: tutorial
Requirements/Evaluation: six tutorial papers and six critiques, to be submitted on alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: senior, then junior, History majors
Expected Class Size: 10
Distributions: (D2)
Attributes: HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;
HIST 486  Race in Court  (DPE)
This tutorial will examine how African-Americans used the courts in the 19th and 20th centuries in an effort to construct new social orders that would offer them greater freedom and autonomy. We will begin with the presence of enslaved people in 19th century courts, looking at how and when they might have had recourse to law. We will ask: How and when did black people appear in court as witnesses or litigants? What were their aims and aspirations in participating in the legal process? How did such participation constrain or facilitate their autonomy? We will move on to the efforts of African-Americans to fashion a legal architecture of freedom during and after the War of the Rebellion, a process that ultimately resulted in dramatically transformed relationships between citizens and the federal government, but one that produced new racial hierarchies. Our study of litigation will also look at the ordinary practices of black plaintiffs in local court, to see who, how, and when, they tried to leverage law as a resource, particularly to protect their economic standing. Finally, we will look at the era of civil rights, focusing in on the role of black lawyers in "representing the race" in southern courtrooms where black voice and agency was otherwise limited. Over the semester, students will explore multiple sites of interaction between race and the judicial process, gaining understanding of the history of legal ideas (in particular, how controversies over race led to the redefinition of legal concepts), the history of legal practice (how people use courts), the social history of law (how does law sustain, shape, and transform social practices), and the interactions between these various domains of intellectual inquiry.

Class Format: tutorial

Requirements/Evaluation: weekly papers or responses, as per tutorial standards

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History and Africana Studies majors; then by year

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course is about how race and inequality were made an contested through judicial proceedings from the

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 487 (S)  Lives Across Cultures in the Early Modern World  (WI)
The early modern era, 1500-1800, was the first truly global era in human history. While the period can be studied in terms of transregional trade and flows of capital, macrohistory cannot reveal the human texture of global interaction--the many ways in which people from different continents, religions and languages responded to each other as they increasingly came into contact. In order to explain what early modern globalization looked like on the ground, historians of our time have attempted to recover individual lives that played out across cultures and religions. They have debated whether intercultural experiences caused people to question their own assumptions or to harden in their beliefs, and whether the transition between religious and cultural environments empowered or entrapped these men and women. Through a series of case studies, we will investigate how people made lives across the early modern world, how historians have written about them, and what these historical experiences tell us about how the modern world was made. Readings will combine primary sources with global biographies by major historians of our time.

Class Format: tutorial

Requirements/Evaluation: each student will write and defend six essays and prepare as many critiques of their tutorial partner’s essays

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: senior History majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: HIST Group C Electives - Europe and Russia;  HIST Group G Electives - Global History;  HIST Group P Electives - Premodern;

Not offered current academic year
HIST 488 (S)  Gandhi: Nationalism, Philosophy, and Legacy  (WI)
Crosslistings: HIST488 / ASST488 / GBST488 / REL388

Primary Crosslisting

This course studies the work and ideas of M.K. Gandhi (1869-1948, one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. The tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: tutorial; students will meet with the instructor each week for one hour sessions in pairs

Requirements/Evaluation: 5 to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: upper level History majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia;

Not offered current academic year

HIST 489 (F)  Feminist Movements in U.S. History  (DPE)

This class studies the historical development of feminist movements in the United States. From the 19th century women's rights movements through 20th century movements for women's liberation, it examines the changing definitions of feminism and the array of strategies and organizations that activists have generated. It also examines the complex dynamic between feminist activism and the production of women's history, examining the role of historical narrative in feminists' struggle for social change.

Class Format: tutorial

Requirements/Evaluation: bi-weekly five page papers, bi-weekly analytic papers, and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: instructor's permission required

Enrollment Limit: 10

Enrollment Preferences: History and Women's, Gender, and Sexuality Studies majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Fall 2018

TUT Section: T1  TBA  Annie Valk

HIST 490 (S)  Memory, History, and the Extermination of the Jews of Europe  (WI)
Crosslistings: HIST490 / JWST490

Primary Crosslisting
The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities are toward that past. This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the “bystanders” as compared to the “perpetrators”? Were the postwar trials of perpetrators a travesty of justice? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaninglessness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and more and more nations’ pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated should prove relevant for future consideration of other societies’ efforts to confront their own traumatic pasts.

Class Format: tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

Requirements/Evaluation: every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week

Extra Info: additional requirements on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: HISt Group C Electives - Europe and Russia; JWST Capstone Course; JWST Core Electives;

HIST 491 (S) The Suburbs (WI)

Crosslistings: HIST491 / ENVI491 / AMST490

Primary Crosslisting

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America’s conservative political turn, leading to the election of Ronald Reagan?

Class Format: tutorial

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

Distributions: (D2) (WI)
HIST 492 (S) Revolutionary Thought in Latin America (WI)

For much of Latin America’s postcolonial history, political and business elites in the United States have viewed the region as a source of revolutionary threats. Too often histories of actual revolutionary movements and the ideas they promulgated have followed either the self-serving narratives that the revolutionaries have laid out or the similarly limited stories composed by their opponents. This tutorial, by contrast, will delve into the complex, contingent, and at times counterintuitive history of revolutionary thought in modern Latin America. Our readings and discussions will carry us from the nineteenth century to the rise of the “New Left” in the last few years. Throughout the course our principle goal will be to examine the internal logic of the most influential programs of revolutionary thought as well as their relationship to circumstances external to them, both in their home regions and globally. At the same time, we will consider the human or moral promise and price of revolutionary options: did the proposed or alleged aims of revolutionary ideals justify the costs they would impose?

Class Format: tutorial; students will meet with the instructor in pairs for an hour each week

Requirements/Evaluation: each student will write and present a 5- to 7-page essay on the readings or offer an oral critique of the work of their partner each week; evaluation will be based on written work and analysis of their partner’s work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to all

Enrollment Limit: 10

Enrollment Preferences: History majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: HIST Group D Electives - Latin America + Caribbean; LATS Countries of Origin + Transnationalism Elect; Not offered current academic year

HIST 493 (F) Senior Thesis: Research Seminar

This seminar is intended solely for writers of senior theses. Although each student's major work for the year will be the writing of a thesis in consultation with an individual advisor, students are also required to meet in the context of the thesis seminar in order to present and critique each other's proposals and drafts and to discuss common problems in the research and design of a long analytical essay. For students proceeding to HIST 31 and HIST 494, performance in the fall semester will be factored into the thesis grade calculated at the end of the year. The quality of a student's performance in the seminar segment of History 493, as well as their performance in all aspects of the May colloquium at which theses are presented and critiqued, figure in the overall grade the student earns for History 493-494 and the departmental decision to award Honors or Highest Honors at Commencement.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation and completed written work, and will determine if a student will continue in the thesis program

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: limited to seniors accepted into the History Department's Thesis Program

Distributions: (D2)

Fall 2018

HON Section: 01  TF 2:35 pm - 3:50 pm  Eiko Maruko Siniawer

HIST 494 (S) Senior Thesis: Writing Seminar

This seminar is a continuation of HIST 493 and HIST 31, and is required of all senior thesis writers. Students will meet to discuss draft thesis chapters and to prepare for the thesis colloquium in May at which theses will be presented. Performance in the year-long seminar and in all aspects of the
thesis colloquium will be figured into the overall thesis grade the student is given for HIST 493 and HIST 494 as well as the departmental decision to award Honors or Highest Honors

Class Format: seminar

Requirements/Evaluation: evaluation will be based on participation and completed written work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: successful completion of HIST 493 and HIST 31; limited to seniors accepted into the History Department's Thesis Program

Distributions: (D2)

Spring 2019
HON Section: 01   TF 2:35 pm - 3:50 pm   Eiko Maruko Siniawer

HIST 497 (F)  Independent Study: History
History independent study.

Class Format: independent study

Distributions: (D2)

Fall 2018
IND Section: 01   TBA   Anne Reinhardt

HIST 498 (S)  Independent Study: History
History independent study.

Class Format: independent study

Distributions: (D2)

Spring 2019
IND Section: 01   TBA   Anne Reinhardt
A major in the History of Science is not offered, but the occasional Contract Major or a related interdisciplinary field is possible. Courses in the History of Science are designed primarily to complement and strengthen work in other major fields. Although any of the courses may be taken separately, studying related courses in other departments will enhance their value, because by nature, History of Science is interdisciplinary.

The following will serve as examples: HSCI 101 is an introduction to science and technology studies, and concentrates on key aspects of contemporary science and technology relevant to many issues of living in a technological society. HSCI 224 Scientific Revolutions deals with the emergence of modern science in the 1600s and 1700s, and with subsequent revolutions in scientific thought; as such it complements courses related to modern European history. HSCI 240 traces the influential role of science and invention in the shaping of American culture, and complements offerings in American Studies and American History. HSCI 320, an historical overview of the ideas, practice, and organization of medicine, provides context for related coursework in History, Philosophy, and the Premed Program.

Courses of Related Interest

PHIL 209 Philosophy of Science
SOC 368 Technology and Modern Society

HSCI 99 (W) Indep Study: History of Science
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D2)

HSCI 101 (S) Science, Technology, and Human Values
Crosslistings: HSCI101 / SOC201 / SCST101

Secondary Crosslisting
This course offers an introduction to science and technology studies, or STS. A radically interdisciplinary field of inquiry, the roots of STS stretch through the philosophy, history, and sociology/anthropology of science and technology. Students will become acquainted with major STS schools, methodological strategies and research trajectories through intensive reading and analysis of classical and contemporary works in the field. Considerable attention will be devoted to exploring the nature of science and technology, their relationships to and interactions with one another, society and the natural world, and the influences these interactions exert in shaping what humans value. A fundamental goal of the course is to cultivate awareness and understanding of the social organization of technology and scientific knowledge production, and the technoscientific structuring of modern social life broadly. The course as such is aimed at attracting from all divisions those students who are intellectually adventurous and inclined to think critically about the place and prominence of science and technology in the modern world.

Class Format: seminar
Requirements/Evaluation: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams
Prerequisites: none
Enrollment Limit: 25
**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 20

**Distributions:** (D2)

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**Spring 2019**

**SEM Section:** 01    MWF 8:30 am - 9:45 am    Grant Shoffstall

**HSCI 236 (F) Automatic Culture: From the Mechanical Turk to A.I.**

**Crosslistings:** HSCI236 / SCST236

**Secondary Crosslisting**

Using literary writing and visual representation as our primary points of entry, we will study the history of automation, exploring its effects as idea and as material implementation upon public and private spheres, craftsmen and courts, wage-laborers, artists, and inventors. Readings from such authors as E.T.A. Hoffman, Kurt Vonnegut, Roald Dahl, and Sydney Padua will be supplemented with studies in the history and historiography of technology. The objects we examine will be as different from one another as the dulcimer-playing android presented as a gift to Marie Antoinette, IBM's Deep Blue, and contemporary devices like Amazon's Echo.

**Class Format:** seminar

**Requirements/Evaluation:** students will be evaluated based on mid-term and final essays, discussion participation, and brief in-class writing exercises.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** SCST concentrators

**Expected Class Size:** none

**Distributions:** (D2)

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**Fall 2018**

**SEM Section:** 01    TR 8:30 am - 9:45 am    Ezra D. Feldman

**HSCI 240 (F) Great Astronomers and Their Original Publications (WI)**

**Crosslistings:** ASTR240 / LEAD240 / SCST240 / HSCI240

**Secondary Crosslisting**

We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper

**Enrollment Limit:** 12
Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Distributions: (D2) (WI)

Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI, LEAD or SCST

Attributes: LEAD Facets or Domains of Leadership; SCST Related Courses;

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm    Jay M. Pasachoff

HSCI 336 (S) Science, Pseudoscience, and the Two Cultures (WI)
Crosslistings: LEAD336 / ASTR336 / HSCI336

Secondary Crosslisting
A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in Fads and Fallacies in the Name of Science, and using such recent journals as The Skeptical Inquirer and The Scientific Review of Alternative Medicine, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We discuss vaccination policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We will discuss conspiracy theories such as those about the Kennedy assassination, in view of the 2017 release of many documents from the time and the recent book by Alexandra Zapruder, the granddaughter of the person whose on-the-spot movie documented the fatal shot. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard's Arcadia and Michael Frayn's Copenhagen.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on biweekly 5-page papers, participation in discussions, and a 15-page final paper
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy.
Expected Class Size: 12
Department Notes: non-major course; does not count toward ASPH, ASTR or PHYS major
Distributions: (D3) (WI)
Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI or LEAD
Attributes: SCST Elective Courses;
Not offered current academic year

HSCI 338 (F) Transhumanism: Religion, Technoscience, Obsolescence
Crosslistings: SOC338 / REL338 / HSCI338 / SCST338

Secondary Crosslisting
This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the so-called "transhumanist movement" and its overriding aim: the transformation and eventual transcendence of human biological constitution; the realization, through highly speculative technoscientific means, of an enhanced or even "postbiological" existence, the so-called "posthuman condition," "Humanity 2.0." Through
close readings of historical documents, transhumanist texts, scholarship on transhumanism, and relevant works of science-fiction film and literature, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas have emerged, circulated, and taken up residence. To this end, we will consider transhumanism's ties to some of the most objectionable aspects of modern technology and late capitalism; eugenics, the commodification of health, and massive investments in pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and Euro-American (cyber) libertarian politics; and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, artificial intelligence, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of magical beliefs, practices, and forms of expectation and association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about embodiment, culture, and ways of being human.

Class Format: seminar
Requirements/Evaluation: attendance and participation, informal weekly writing, 15- to 20-page seminar paper
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators
Expected Class Size: 20
Distributions: (D2)
Not offered current academic year
HSCI 498 (S)  Independent Study: History of Science

History of Science independent study.

Class Format: independent study
Distributions:  (D2)

Spring 2019
IND Section: 01    TBA     Jason Josephson Storm
This program is designed to facilitate and promote innovations in curricular offerings in relation both to interdisciplinary conceptual focus and experimental pedagogical form. It provides support for faculty efforts to develop a curriculum that creatively responds to intellectual needs and modes of teaching/learning that currently fall outside the conventional pattern. Faculty members interested in offering courses that fall outside the aegis of departmental or existing interdisciplinary programs submit such courses directly to the Committee on Educational Affairs by the Registrar’s deadline for course submission in early spring. Courses that fit within the curricula of departments and interdisciplinary programs, even if interdisciplinary or experimental in nature, are found listed within those departments and programs.

**INTR 19 (W) 21st Century Museums--From the Inner Workings to the Future Vision of Culture Making**
Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19

**Secondary Crosslisting**
The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums—from art museums to scientific, historical, and specialty collections—and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

**Requirements/Evaluation:** final formal public exhibit

**Prerequisites:** keen interest in museums and culture

**Enrollment Limit:** 12

**Enrollment Preferences:** random selection

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm   Lisa B. Dorin

**INTR 99 (W) Indep Study: Interdisciplinary**
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

Winter 2019

IND Section: 01

**INTR 219 (F) Women in National Politics (WI)**
Crosslistings: PSCI219 / INTR219 / WGSS219

**Primary Crosslisting**
This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

**Class Format:** tutorial

**Requirements/Evaluation:** brief analytical papers and response papers for each week’s readings

**Extra Info:** may not be taken on a pass/fail basis, not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors, sophomores with permission of instructor

**Distributions:** (D2) (WI)

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**INTR 223 (S) Image, Imaging, and Imagining: The Brain and Visual Arts**

**Crosslistings:** NSCI318 / INTR223 / PSYC318

**Secondary Crosslisting**

This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating mental images and then directing the artist’s motor output. We will first examine the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work. Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the influence of neurological and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non-artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how “outsider” artists have portrayed brain syndromes and mental states. Students will conduct an empirical laboratory project that will explore their own experimental question in response to the course material. The class will include field trips to local museums.

**Class Format:** seminar and empirical lab course

**Requirements/Evaluation:** evaluation will be based on a midterm, participation in class discussions, and a poster presentation of the empirical project

**Extra Info:** satisfies one semester of Division III requirement

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** PSYC 101, an ARTH or ARTS course, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Studio Art majors; Psychology majors and Neuroscience concentrators

**Expected Class Size:** 12

**Distributions:** (D3)

**Distribution Notes:** meets Division 3 requirement if registration is under PSYC or INTR

**Attributes:** FMST Related Courses; NSCI Group B Electives; PSYC Area 1 - Behavioral Neuroscience; PSYC Empirical Lab Course

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**INTR 240 (F) The Autobiographical Philosophy of Education**

**Crosslistings:** INTR240 / PHIL240

**Secondary Crosslisting**

Why are you here? What do you expect to learn? How do you expect to learn? The College Mission Statement says that "Williams seeks to provide the finest possible liberal arts education by nurturing in students the academic and civic virtues, and their related traits of character". How have you already been taught the academic and civic virtues? Where have you been taught them? In school? On the sports field? At home? How did you develop your character? This first-year seminar will examine the philosophy of education through educational autobiographies: works that tell the story of a moral and intellectual education. Each book was chosen by and will be introduced by a professor from a different department, and then Professor

**Class Format:** seminar

**Requirements/Evaluation:** frequent short responses, including our own educational autobiographies that we will share

**Extra Info:** not available for the fifth course option

**Prerequisites:** open only to first-year students

**Enrollment Limit:** 12

**Enrollment Preferences:** Interested students should e-mail Professor Gerrard a very brief description of their educational background and interests in order to enroll. I will be seeking a balance of educational backgrounds and interests

**Expected Class Size:** 12

**Distributions:** (D2)

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Fall 2018

**SEM Section:** 01    TR 9:55 am - 11:10 am    Steven B. Gerrard

**INTR 322 (F) Race, Culture, Incarceration (WI)**

**Crosslistings:** AMST322 / AFR322 / INTR322 / PSCI313

**Primary Crosslisting**

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

**Class Format:** seminar

**Requirements/Evaluation:** brief analytical papers and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributions:** (D2) (WI)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST Space and Place Electives; JLST Interdepartmental Electives;

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Fall 2018

**SEM Section:** 01    W 1:10 pm - 3:50 pm    Joy A. James

**INTR 330 (S) Femininity, Captivity, and Cultural Politics**

This tutorial examines female, pro-feminist leadership for human rights that shapes cultural norms and perceptions of social justice. The tutorial will examine contributions to: activism, literature, art, film, music, theory focused on advocacy democracy.

**Class Format:** tutorial

**Requirements/Evaluation:** students write primary papers and review papers each week

**Prerequisites:** none

**Enrollment Limit:** 10

**Expected Class Size:** 4

**Distributions:** (D2)

**Not offered current academic year**
INTR 334 (S)  Radical Theories of Political Struggle: Anti-Black Racism and the Obama Administration
Crosslistings: INTR334 / AFR334 / PSCI346

Primary Crosslisting
This seminar reviews contemporary theories of “anti-black racism”; their articulation or assimilation within current political movements and mobilizations; and the influence and impact such theories-expressed in and/or as activism-on social justice and civil rights. Critical race theory, Afro-pessimism, feminist/queer theory and the works of the incarcerated are studied. Theorists studied include: Frank Wilderson; Angela Davis; Derrick Bell; Cheryl Harris. Students write weekly mini-reflection papers on assigned readings and collectively make analytical presentations.

Class Format: seminar
Requirements/Evaluation: 1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%). Weekly student presentations consist of 15 minutes of analysis with written summaries and Q/A.

Extra Info: 1st quarter of semester: thesis and outline; 2nd and 3rd quarters: 2-page summaries integrating assigned texts into research analysis; 4th quarter: edit final paper.
Prerequisites: familiarity with one of the following: critical race theory; Africana/Black studies; feminist anti-racist political movements
Enrollment Limit: 15
Enrollment Preferences: if over enrolled students will be submitted a paragraph on their research interest relevant to the seminar.
Expected Class Size: 15
Distributions: (D2)

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

INTR 343 (F)  Representations of Racial-Sexual Violence from Enslavement to Emancipation (WI)
Crosslistings: WGSS343 / AMST343 / AFR343 / INTR343

Primary Crosslisting
This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro; At the Dark End of the Street; films include Birth of a Nation; Bush Mama; To Kill a Mockingbird. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: tutorial; students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence.
Requirements/Evaluation: weekly primary and response papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: preference given to juniors and seniors
Expected Class Size: 8
Distributions: (D2) (WI)
Attributes: AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
TUT Section: T1 TBA Joy A. James

Spring 2019
TUT Section: T1 TBA Joy A. James

INTR 361 (F)  Writing about Bodies (WI)
Crosslistings: ARTH361 / WGSS361 / THEA361 / INTR361
Secondary Crosslisting

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies—actors, dancers, singers—and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations—art, theatre, literature, anthropology, philosophy—and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the ’62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films and selected tapes of live performances.

Class Format: tutorial

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

Attributes: AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;

Fall 2018

TUT Section: T1  TBA  Carol Ockman
INTERDISCIPLINARY STUDIES (No Div)
EXPERIMENTAL STUDIES

This program is designed to facilitate and promote innovations in curricular offerings in relation both to interdisciplinary conceptual focus and experimental pedagogical form. It provides support for faculty efforts to develop a curriculum that creatively responds to intellectual needs and modes of teaching/learning that currently fall outside the conventional pattern. Faculty members interested in offering courses that fall outside the aegis of departmental or existing interdisciplinary programs submit such courses directly to the Committee on Educational Affairs by the Registrar’s deadline for course submission in early spring. Courses that fit within the curricula of departments and interdisciplinary programs, even if interdisciplinary or experimental in nature, are found listed within those departments and programs.

EXPR 99 (W) Independent Study: Experimental Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Winter 2019
IND Section: 01

EXPR 420 (S) Architecture and Sustainability in a Global World (WI)
Crosslistings: ARTH420 / ENVI420 / EXPR420 / GBST420

Secondary Crosslisting

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: seminar; with travel component

Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, although a course in art/architectural history would be advantageous; registered students will also be required to submit an online application provided by the instructor before enrollment in the course is confirmed

Enrollment Limit: 6

Enrollment Preferences: Art History majors, Environmental Studies majors

Expected Class Size: 6

Materials/Lab Fee: Travel funds will be provided by a Class of 1963 Sustainability Development Grant

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is
EXPR 497 (F) Independent Study: Interdisciplinary Studies
EXPR independent study.
Class Format: independent study

EXPR 498 (S) Independent Study: Interdisciplinary Studies
EXPR independent study.
Class Format: independent study
The study of Italian in the target language encourages students to gain a deep appreciation of the language, culture and literature through active participation and meaningful experience with the culture on its own terms. Italian courses at Williams are therefore conducted exclusively in Italian in order to enhance and reinforce the emotive and cognitive involvement of the students as they are introduced to the Italian world-view in a lively and natural manner. Students desirous of more contact with Italian are encouraged to attend the weekly Italian Table in the designated college dining hall. More information can be found at cfllc.williams.edu/italian.

RLIT 99 (W)  Independent Study: Italian
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D1)

Winter 2019
IND Section: 01    TBA     Jennifer L. French

RLIT 101 (F)  Elementary Italian
This course is designed for beginners. Its goal is to give students the opportunity to develop a basic oral/aural and reading/writing proficiency in Italian. During the semester you will be given training in grammar, pronunciation, aural-oral skills, reading and writing in Italian through the study of a wide range of communication patterns and real-life situations. At the end of the semester you will be able to use Italian to talk about yourself, to describe your family, your town, your friends and to discuss about your interests. You will also be able to talk in Italian about present and past events and to converse with your peers about your daily activities. Your listening skills will allow you to understand short dialogues and conversations, to watch clips from mainstream Italian films, and to write short compositions. Conducted entirely in Italian.
Class Format: five hours a week with the professor
Requirements/Evaluation: evaluation will be based on participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams
Extra Info: students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; not open to those who have had one year or more of high school Italian
Enrollment Limit: 20
Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams
Distributions: (D1)
RLIT 102 (S) Elementary Italian
This course is designed for beginners who have already some basic knowledge of Italian. Its goal is to give students the opportunity to review and expand their oral/aural and reading/writing proficiency in Italian. During the semester you will continue to learn grammar, vocabulary, pronunciation, while improving your aural-oral skills, reading and writing in Italian. To achieve these goals, you will be presented with a wide range of communication patterns and real-life situations. At the end of the semester you will be able to use Italian to talk about yourself, your life, to describe your town and its history, your dreams and interests, and to express your opinion on complex topics. You will also be able to talk in Italian about present, past, and future events and to express doubts and hopes. You will be able to understand more complex conversations and clips from mainstream Italian films, and to write longer compositions. Conducted entirely in Italian.

Class Format: five hours a week with the professor

Requirements/Evaluation: evaluation will be based on participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

Extra Info: students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: RLIT 101; not open to those who have had one year or more of high school Italian

Enrollment Limit: 20

Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams

Distributions: (D1)

Spring 2019

LEC Section: 01    M-F 10:00 am - 10:50 am     Michele Monserrati

RLIT 105 (F) Pathway to Proficiency
The course taught in Italian aims primarily at fine-tuning the student's speaking, reading and writing ability, while providing an introduction to the formal study of Italian culture and society through the analysis of short literary texts, articles, films, and plays. Students will review and expand the grammar structures learned in the previous semesters with the goal of achieving a higher level of fluency and sophistication in language production. Italian 105 is intended for study-abroad returnees and other advanced speakers; students who have been particularly successful in Italian 101-102 are also encouraged to enroll.

Class Format: seminar

Requirements/Evaluation: oral presentations, midterm and final exams, tests, compositions, participation

Prerequisites: RLIT 101/102 or by permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D1)

Fall 2018

SEM Section: 01    MWF 11:00 am - 11:50 am     Michele Monserrati
Mission Statement and Learning Objectives

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

Learning Objectives for the Japanese Major

The Japanese major consists of a core language curriculum and a variety of interdisciplinary courses offered in the Asian Studies Department. In the Japanese language courses, students attain linguistic and cultural proficiency from the elementary through the advanced level. The interdisciplinary courses are designed to deepen students’ understanding of and familiarity with diversity and dynamicity in Japanese culture.

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL intermediate-high to advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Conduct research by engaging in cross-linguistic, cross-cultural, and comparative historical analysis with problem-solving and critical thinking skills.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.
- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

THE MAJOR

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different...
from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Japanese are indicated below:

**Japanese Major**

- Four additional semesters of Japanese language (300-level or higher).
- One approved course in Japanese language (400-level), literature or culture.
- One approved elective on Japan.

**STUDY ABROAD**

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.

**FAQ**

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus including readings/assignments, and exams or other written work.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, maximum of four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Approved courses only.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

**THE DEGREE WITH HONORS**

Students interested in writing an honors thesis in Japanese should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for JAPN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student’s performance in the oral defense.
The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

JAPN 25 (W) Kyoto Artisans: Exploring 1200 Years of Cultural History of Kyoto through Modern Craftsmanship

Kyoto, the former imperial capital of Japan has 1200 years of history. It is called Japan's cultural treasure house. The purpose of this travel course is to explore the cultural history of Kyoto and how traditional craftsmanship is perpetuated and transformed in a modern era as the city of Kyoto developed. Students will visit Kyoto artisans at their studio and through a discourse with thriving artists, they will arrive at their own conclusion about what it means to sustain tradition while pursuing modernization and innovation. The first week of the course is conducted on campus. Students will intensively study the cultural history of Kyoto with readings, films and discussion. Also in pairs, they will conduct research on one selected area of Kyoto craftsmanship to acquire in-depth knowledge. Each pair will be responsible to educate the entire group for the onsite visit in Kyoto. Then, for the second and third week, the class will travel to Kyoto. We will first visit historic sites to learn the context of how craftsmanship developed from courtly culture in the Heian period, samurai tradition in the Kamakura and Muromachi periods, religious ceremonies and Noh Theater and tea ceremonies. After and during these excursions, we will visit four artisan studios. They are a sacred mirror maker who could be the last of his kind, a textile weaver, a Noh mask maker, a sculptor of Buddhist statues. Some of these artisans are perpetuating hundreds of years of family tradition. Some started out as an apprentice and established his/her own studio. Students will also have hands on experiences at some studios. Students are expected to participate in all the scheduled activities, post a daily journal on the course website and share daily reflections. At the end of the Kyoto visit, students will summarize their reflections and present their views on Japanese traditional and modern craftsmanship to the local community and the Kyoto artisans at a public forum.

Class Format: travel

Requirements/Evaluation: final project; post daily blog to the course website and a public PowerPoint presentation in Kyoto

Prerequisites: at least one course in ASST or JAPN; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: personal statement

Materials/Lab Fee: $3,635

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Kasumi Yamamoto

JAPN 31 (W) Senior Thesis: Japanese

To be taken by all students who are candidates for honors in Japanese.

Class Format: independent study

Distributions: (D1)

Winter 2019

HON Section: 01 TBA George T. Crane

JAPN 99 (W) Independent Study: Japanese

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
JAPN 101 (F)  Elementary Japanese

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used extensively. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: evaluation will be based on daily classroom performance, homework, quizzes, a midterm, and a final exam

Extra Info: students registered for JAPN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (JAPN 101 and 102) are taken

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 15

Distributions: (D1)

Fall 2018

LEC Section: 01  TR 11:20 am - 12:35 pm  Kasumi Yamamoto
CON Section: 02  MWF 11:00 am - 11:50 am  Shinko Kagaya
CON Section: 03  MWF 12:00 pm - 12:50 pm  Shinko Kagaya

JAPN 102 (S)  Elementary Japanese

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used to facilitate learning. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: evaluation will be based on daily classroom performance, homework, quizzes, a midterm, and a final exam

Extra Info: students registered for JAPN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (JAPN 101 and 102) are taken

Prerequisites: JAPN 101

Enrollment Limit: none

Expected Class Size: 15

Distributions: (D1)

Spring 2019

LEC Section: 01  TR 11:20 am - 12:35 pm  Kasumi Yamamoto
CON Section: 02  MWF 9:00 am - 9:50 am  Shinko Kagaya
CON Section: 03  MWF 10:00 am - 10:50 am  Shinko Kagaya
JAPN 131 (F) Introduction to Japanese Linguistics

This course is an introduction to the basic ideas and methodology of linguistics. We learn how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meanings (semantics and pragmatics). Other topics, such as first language acquisition and language variations, may be discussed as needed. Although we use Japanese as the primary target data throughout the course, we occasionally look at data from other languages for further application of linguistic methodology and for the better understanding of cross-linguistic variations and underlying universality across languages. Classes are conducted in English.

Class Format: lecture

Requirements/Evaluation: class discussion, reading assignments (as preparation for class), written assignments (exercises), mid-term and final exam

Prerequisites: no background knowledge of Japanese or linguistics is required; open to all students who are interested in Japanese language or language in general

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Distributions: (D1)

Attributes: Linguistics

Fall 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm    Mamoru Hatakeyama

JAPN 153 (F) Japanese Film

Crosslistings: JAPN153 / COMP153

Secondary Crosslisting

From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. All texts are translated or subtitled. All levels welcome.

Class Format: lecture

Requirements/Evaluation: attendance, participation, some responses, two papers (5-7 pages), test

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: students majoring in a related field

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ASST

Attributes: FMST Core Courses

Not offered current academic year

JAPN 201 (F) Intermediate Japanese

This course is a continuation of First-Year Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam
Prerequisites: JAPN 101-102 or permission of instructor
Enrollment Limit: none
Expected Class Size: 10
Distributions: (D1)

Fall 2018
LEC Section: 01 TR 8:30 am - 9:45 am Mamoru Hatakeyama
CON Section: 02 MWF 9:00 am - 9:50 am Jinhwa Chang
CON Section: 03 MWF 10:00 am - 10:50 am Jinhwa Chang

JAPN 202 (S) Intermediate Japanese
This course is a continuation of Japanese 201, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.
Class Format: fact classes, three hours per week; act classes three hours per week
Requirements/Evaluation: evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam
Prerequisites: JAPN 201 or permission of instructor
Enrollment Limit: none
Expected Class Size: 10
Distributions: (D1)

Spring 2019
LEC Section: 01 TR 8:30 am - 9:45 am Mamoru Hatakeyama
CON Section: 02 MWF 11:00 am - 11:50 am Jinhwa Chang
CON Section: 03 MWF 12:00 pm - 12:50 pm Jinhwa Chang

JAPN 223 (S) Japanese Food Culture in a Global Context
Crosslistings: COMP223 / JAPN223
Primary Crosslisting
The bourgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.
Class Format: seminar
Requirements/Evaluation: active class participation, three response papers, two small projects (including descriptions & class presentations), and one research paper & presentation
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: none
Expected Class Size: 12
Distributions: (D1)
Not offered current academic year

JAPN 258 (S) Language and Literacy Development
Crosslistings: PSYC258 / JAPN258
**Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How "natural" is it to learn to read?**

**Class Format:** seminar

**Requirements/Evaluation:** active participation in the class discussion, weekly reaction paper, quiz, final paper

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Japanese, Chinese, Asian Studies, and Psychology majors

**Expected Class Size:** 25

**Department Notes:** Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under JAPN; meets Division 2 requirement if registration is under PSYC

**Attributes:** Linguistics

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Kasumi Yamamoto, Mamoru Hatakeyama

**JAPN 260 (F) Japanese Theatre and its Contemporary Context**

Crosslistings: THEA262 / COMP262 / JAPN260

**Primary Crosslisting**

Japan's rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (nohgaku, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, "of what relevance is each to a contemporary audience?" Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved? All readings and discussion will be in English.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** active class participation, presentations, written journals, two short papers, and one longer paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distributions:** (D1)

**Attributes:** GBST East Asian Studies Electives

Fall 2018

LEC Section: 01 Cancelled

**JAPN 274 (F) Confronting Japan (WI)**

Crosslistings: COMP274 / JAPN274
This tutorial looks into confrontations, within Japan and across its borders, how such confrontations are perceived, handled and narrated, and what they tell us about Japanese society. Through literature and other media, we will probe domestic issues, such as gender/economic disparities, aging, minorities, suicide, reclusion and post 3-11 recovery, and international issues, related to Japan's shifting roles within East Asia and beyond. Discussions will untangle the conflicting perspectives, and elaborate the thoughts and feelings of the various contestants. All readings and discussions will be in English. Some course materials will also be available in Japanese, for those interested.

Class Format: tutorial

Requirements/Evaluation: 4- to 5-page papers and 2-page critiques (in alternating weeks), and one final report at the culmination of the course

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Japanese majors

Expected Class Size: 10

Distributions: (D1) (WI)

Not offered current academic year

JAPN 276 (S) Premodern Japanese Literature and Performance

Crosslistings: COMP278 / JAPN276

Primary Crosslisting

Some of Japan's performance traditions, which developed in different historical settings, have survived to this day and continue to coexist and compete for the attention of audiences both domestically and abroad. This course examines the Japanese literature of three major periods in Japan's history, focusing on how literary and performance traditions have been interrelated in the unfolding of Japanese literary history. We will begin by looking into the Heian period (794-1185), when the work of female authors occupied center stage and some of the canonical texts of the Japanese literary and cultural tradition were born. Next we will consider the medieval period (1185-1600), which saw the rise of the samurai class and the consequent shift in the domain of artistic creation. Then we will look at the Edo period (1600-1867), when a new bourgeois culture flourished and audiences were greatly transformed. We will also explore the continuing force of premodern literary traditions in contemporary performing arts. All readings and discussions will be in English.

Class Format: lecture/discussion

Requirements/Evaluation: active class participation, presentations, written journals, two essay questions, one paper, and attendance of live performance events

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Distributions: (D1)

Attributes: GBST East Asian Studies Electives; PERF Interdepartmental Electives

Not offered current academic year

JAPN 301 (F) Upper-Intermediate Japanese

This course is a continuation of Japanese 201 and 202. Students will, further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention.

Class Format: three 75-minute classes

Requirements/Evaluation: evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 202 or permission of instructor

Enrollment Limit: none

Expected Class Size: 10
**JAPN 302 (S) Upper-Intermediate Japanese**

This course is a continuation of Japanese 301. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention.

**Class Format:** three 75-minute classes

**Requirements/Evaluation:** evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam

**Prerequisites:** JAPN 301 or permission of instructor

**Enrollment Limit:** none

**Expected Class Size:** 10

**Distributions:** (D1)

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**JAPN 401 (F) Advanced Japanese**

A continuation of Japanese 301 and 302, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

**Class Format:** three 75-minute classes

**Requirements/Evaluation:** evaluation will be based on daily performance, homework, quizzes and projects (presentations)

**Prerequisites:** JAPN 302 or permission of instructor

**Enrollment Limit:** none

**Expected Class Size:** 8

**Distributions:** (D1)

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**JAPN 402 (S) Advanced Japanese**

A continuation of Japanese 401, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

**Class Format:** three 75-minute classes

**Requirements/Evaluation:** evaluation will be based on daily performance, homework, quizzes and projects (presentations)

**Prerequisites:** JAPN 401 or permission of instructor

**Enrollment Limit:** none

**Expected Class Size:** 8

**Distributions:** (D1)
JAPN 403 (F)  Advanced Seminar in Japanese I
This course provides advanced training in listening, speaking, reading and writing Japanese, focusing on current issues in Japan.

Class Format: three hours per week
Requirements/Evaluation: evaluation will be based on classroom performance, homework, quizzes and projects.
Prerequisites: JAPN 402 or permission of instructor
Enrollment Limit: none
Expected Class Size: 5
Distributions: (D1)
Not offered current academic year

JAPN 404 (S)  Advanced Seminar in Japanese II
This course is designed for advanced Japanese language students. The goal is for students to be able to carry on extended discourse--such as a discussion, a speech, or an interview--in a culturally appropriate manner; to read authentic materials with ease; and to make presentations and write research papers on issues of interest. The course will focus on current social, cultural, educational, and political issues in Japan.

Class Format: three hours per week
Requirements/Evaluation: evaluation will be based on daily classroom performance, homework, quizzes, and projects
Prerequisites: JAPN 403 or permission of instructor
Enrollment Limit: none
Expected Class Size: 5
Distributions: (D1)
Not offered current academic year

JAPN 406 (F)  Advanced Japanese: JLPT 1, 2 or 3
This course is for advanced students, especially for those who would aim to pass Level 1, 2, or 3 of the Japanese Language Proficiency Test (JLPT) offered by the Japan Foundation and Japan Educational Exchanges and Services. JLPT not only measures examinees’ skill level, but has been used as a form of qualification, and also often for employment screening and evaluation. Students will work on all five areas of chôkai (listening comprehension), dokkai (reading comprehension), bunpô (grammar), goi (vocabulary) and kanji, based on their skill level.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on daily preparation and in-class performance, a weekly journal, and taking the JLPT exam suited to your level in December
Prerequisites: any one of Japanese 300¿s or 400¿s courses or permission of instructor
Enrollment Limit: 5
Enrollment Preferences: none
Expected Class Size: 4
Distributions: (D1)

Fall 2018
SEM Section: 01 MR 2:35 pm - 3:50 pm Shinko Kagaya

JAPN 407 (F) An Exploration of Japanese Language and Culture (WI)
Crosslistings: ASST207 / JAPN407

Primary Crosslisting
Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring
how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Class Format: tutorial

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207T will meet once a week; JAPN 407T will meet twice a week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none for ASST 207T; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407T

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Department Notes: students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ASST or JAPN

Attributes: Linguistics;

Fall 2018
TUT Section: T1 TBA Kasumi Yamamoto

JAPN 493 (F) Senior Thesis: Japanese

Japanese senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D1)

Fall 2018
HON Section: 01 TBA George T. Crane

JAPN 494 (S) Senior Thesis: Japanese

Japanese senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D1)

Spring 2019
HON Section: 01 TBA George T. Crane

JAPN 497 (F) Independent Study: Japanese
Japanese independent study. For students who have completed Japanese 402 or the equivalent.

**Class Format:** independent study

**Distributions:** (D1)

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**Fall 2018**

IND Section: 01  TBA  George T. Crane

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**JAPN 498 (S) Independent Study: Japanese**

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

**Class Format:** independent study

**Distributions:** (D1)

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**Spring 2019**

IND Section: 01  TBA  George T. Crane
THE PROGRAM IN JEWISH STUDIES

Jewish Studies is an interdisciplinary field that encompasses the texts, history, languages, philosophy, and culture of Jews and Judaism as they have changed over three millennia and throughout the world. The program offers courses in multiple disciplines including but not limited to Religion, Classics, History, Philosophy, Anthropology, Sociology, and Comparative Literature. Across these disciplines, the program examines topics such as religious belief and practice, textual interpretation, the development of Zionism, life in the Diaspora, the historicization and memorialization of the Holocaust, and historical, political and philosophical questions surrounding Jewish identity. Investigating the foundations and development of these various Jewish topics, as well as their interaction with and influence on other traditions, provides an opportunity to explore the continuities and diversity of Jewish life and thought. Students will gain exposure to a common body of knowledge and scholarly approaches through which to engage in their own rich and varied intellectual explorations of Jewish and related topics.

CONCENTRATION IN JEWISH STUDIES

The concentration in Jewish Studies requires five courses with at least two different prefixes: one gateway course, two core courses, one elective, and one capstone course. Senior concentrators should consult with the chair about arrangements for a capstone course.

Gateway Courses (can also count as core courses):
  - REL 201/COMP 201/JWST 201 The Hebrew Bible
  - REL 203/JWST 101 Judaism: Before the Law

Core Courses
  - ANTH 334/COMP 334/JWST 334/REL 334 Imagining Joseph
  - COMP 352/JWST 352/RLSP 352 Writing after the Disaster: The Literature of Exile
  - HIST 230/JWST 230 Modern European Jewish History, 1789-1948
  - HIST 338/JWST 338/REL 296 The History of the Holocaust
  - HIST 433/JWST 433 The Justice of Violence? Histories of Terrorism in Europe
  - HIST 434/JWST 434 The Meaning of Diaspora and the Jews of Europe
  - HIST 480T/ARAB 480T/JWST 480T Interpretations of the Israeli Palestinian Conflict
  - HIST 490T/JWST 490T Memory, History, and the Extermination of the Jews of Europe:
    - REL 202/JWST 202/COMP 214 Moses: Stranger in a Strange Land
    - REL 205/CLAS 205/COMP 217/JWST 205 Ancient Wisdom Literature
    - REL 206/COMP 206/JWST 206 The Book of Job and Joban Literature
    - REL 207/COMP 250/JWST 207/CLAS 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis
    - REL 209/JWST 209 Jewish America
    - REL 259/ENGL 259/JWST 259 Ethics of Jewish American Fiction
    - REL 330/PSCI 375/JWST 492 Modern Jewish Political Theory

Elective Courses

Students may meet the elective requirement with a course partially related to Jewish Studies or another core course. In an elective course partially related to Jewish Studies, a student will normally focus at least one of the major writing assignments on a topic relevant to Jewish Studies or approximately one-third of the course will be devoted to Jewish subjects. The list of relevant electives changes regularly, so the course catalog should be checked for details. Listed below are examples of courses partially related to Jewish Studies. Students may meet the elective requirement with a
course not listed here, subject to the approval of the Chair of Jewish Studies.

CRHE 101-102 Critical Languages: Hebrew

HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East

HIST 129/WGSS 129 Blacks, Jews, and Women in the Age of the French Revolution

HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/LEAD 207 The Modern Middle East

HIST 226/REL 222 Europe from Reformation to Revolution: 1500 1815

HIST 239 Germany in the Twentieth Century

HIST 311/ARAB 311 The United States and the Middle East

HIST 409/ARAB 409/GBST 409 Crescent, Cross, and Star. Religion and Politics in the Middle East

HIST 410/ARAB 410/JWST 410/REL 405 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East

REL 212/HIST 324 The Development of Christianity: 30 600 C.E.

Capstone Course

REL 330/PSCI 375/JWST 492 Modern Jewish Political Theory

THE DEGREE WITH HONORS IN JEWISH STUDIES

The degree with honors offers students the opportunity to undertake advanced research under the supervision of one or more of the faculty members in Jewish Studies. Students normally must have at least a 3.5 GPA in the concentration and secure a faculty sponsor to be eligible. In addition to completing the five courses required for the concentration, candidates must enroll in either JWST 493 and a Winter Study course or a Winter Study course and JWST 494 in their senior year, and prepare a substantial written thesis. Honors in Jewish Studies may be granted to concentrators after an approved candidate completes an honors thesis and is awarded an honors grade by her/his advisor and one other faculty reader. Students interested in becoming candidates for honors should consult with the program in the spring of the junior year.

Croghan Professorship

Each year, in addition to the regular course offerings listed above, Williams sponsors the Croghan Bicentennial Visiting Professor in Religion who offers one course in Judaism and/or Christianity

OVERSEAS STUDIES

Studying in Israel is highly recommended for students interested in Jewish Studies. Many students have spent a semester or year at Hebrew University, Tel Aviv University, or the University of Haifa. With the approval of the Jewish Studies program chair, students may count a study-abroad program towards up to two core requirements.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Gateway course and Capstone course.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

FUNDING

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman ’50, Samuel Bronfman II ’75, and Matthew Bronfman ’80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College’s formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener ’56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener ’56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.

JWST 31 (W) Senior Thesis: Jewish Studies

Jewish Studies senior thesis.

Class Format: thesis

Distributions: (D2)

Winter 2019

HON Section: 01    TBA     Edan  Dekel

JWST 99 (W) Independent Study: Jewish Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Winter 2019

IND Section: 01    TBA     Edan  Dekel

JWST 101 (F) Judaism: Before The Law

Crosslistings: JWST101 / REL203

Secondary Crosslisting

This course introduces the academic study of Judaism through a humanistic exploration of “the Law” as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between “Oral Law” and “Written Law,” medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth-century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts by Franz Rosenzweig, Leo Strauss and Joseph Soloveitchik, Kafka’s The Trial with his parable “Before The Law,” Woody Allen’s film Crimes and Misdemeanors, and ethnographic accounts of contemporary Jewish observance. All readings will be in translation.

Class Format: seminar

Requirements/Evaluation: class participation, three short papers, and a final longer paper

Extra Info: not available for the fifth course option
JWST 201 (F) The Hebrew Bible
Crosslistings: COMP201 / JWST201 / REL201

Secondary Crosslisting

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two to three longer papers

Not offered current academic year

JWST 202 (S) Moses: Stranger in a Strange Land
Crosslistings: COMP214 / JWST202 / REL202

Secondary Crosslisting

As chieftain, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God’s chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick-tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self-described “stranger in a strange land.” We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include renaissance visual depictions, literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. All readings are in translation.

Class Format: seminar

Requirements/Evaluation: class participation, short written assignments, and two or three longer papers

Not offered current academic year
Enrollment Limit: 19
Enrollment Preferences: students who have already taken a course in biblical literature
Expected Class Size: 19
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Attributes: JWST Core Electives

Spring 2019
SEM Section: 01    TR 9:55 am - 11:10 am    Edan Dekel

JWST 204 (F) Jesus and Judaism
Crosslistings: REL204 / JWST204
Secondary Crosslisting
Was Jesus a Christian? Was he Jewish? And if Christianity's ostensible founder was Jewish, what does that mean for his Christianness? This course will explore Christian, Jewish, and secular depictions of Jesus' Jewishness to see what they reveal about the nature and history of the relationship between Christianity and Judaism. Broad in its historical scope, the course will include examinations of ancient Jewish messianic expectations, New Testament depictions of Jesus' Jewishness, covert references to Jesus in the Talmud, medieval debates between Jews and Christians, and modern scholarly "quests" for the historical Jesus. Was Jesus Jewish? How so and for whom?
Class Format: seminar
Requirements/Evaluation: active preparation and participation, short papers (3-5 pages), and final exam
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 10-12
Distributions: (D2)
Not offered current academic year

JWST 205 (S) Ancient Wisdom Literature
Crosslistings: JWST205 / REL205 / COMP217 / CLAS205
Secondary Crosslisting
The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of hokhmah, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's Works and Days, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's Poor Richard's Almanack.
All readings are in translation.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two longer papers
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS or COMP

Attributes: JWST Core Electives

Not offered current academic year

JWST 206 (S) The Book of Job and Joban Literature  (WI)
Crosslistings: COMP206 / JWST206 / REL206

Secondary Crosslisting

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. All readings are in translation.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation, weekly short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP

Attributes: JWST Core Electives;

Not offered current academic year

JWST 207 (F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis
Crosslistings: COMP250 / REL207 / JWST207 / CLAS207

Secondary Crosslisting

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. *All readings are in translation.*

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation and several writing assignments

Extra Info: core course for COMP

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in Biblical literature

Expected Class Size: 19
JWST 209 (S) Jewish America
Crosslistings: JWST209 / REL209

Secondary Crosslisting

Who and what counts as "Jewish" in America? Does stand-up comedy have a distinctly Jewish pedigree? What about neoconservatism? How is it possible to answer such questions without falling into what David Hollinger has called the "booster-bigot trap"? How is it possible, that is, to avoid answers that uncritically celebrate "Jewish contributions" or perniciously suggest "Jewish influence"? This course will explore the various meanings of Jewishness in American culture as expressed by artists, rabbis, activists, intellectuals, boosters, bigots and others. We will seek to avoid the booster-bigot trap by focusing vigilantly on what is at stake wherever Jewishness is invoked, defined or ascribed. We will draw methodological support from scholars like Hollinger, Jonathan Freedman, Laura Levitt, Yuri Slezkine, Shaul Magid, Andrea Most and others. Particular attention will be given to the appearance of Jewish themes and involvement in popular culture and political action, as well as to Jewish American communal institutions, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and ethnographic readings, but will focus primarily on close analysis of films, literary fiction, stand-up comedy, political magazines, theological texts, and television shows. We may, for instance, watch films like The Jazz Singer (1927 and 1980), Exodus and Annie Hall; read John Updike's Bech: A Book, Philip Roth's Operation Shylock or Cynthia Ozick's The Puttermesser Papers; listen to the comedy of Mort Sahl, Lenny Bruce and Sarah Silverman; read from Henry Ford's Dearborn Independent, the Menorah Journal or Commentary; study works by Rabbis Stephen Wise, Abraham Joshua Heschel and Meir Kahane; and watch episodes of Bridget Loves Bernie, Northern Exposure and Curb Your Enthusiasm. We will also study arguments about the role and meaning of Jewishness in American secularization, "therapeutic culture," the civil rights movement, the sexual revolution, and feminism.

Class Format: seminar

Requirements/Evaluation: class participation, two short papers, a midterm take-home exam, and a final paper interpreting an example of Jewishness in America chosen by the student

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and students who are interested in either of these options

Expected Class Size: 25

Distributions: (D2) Not offered current academic year

JWST 217 (F) The Modern Middle East (DPE)
Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Secondary Crosslisting

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Class Format: lecture

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40
Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB  DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

Fall 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm     Magnús T. Bernhardsson

JWST 219 (S) Judaism Under Ancient Greek and Roman Imperialisms
Crosslistings: JWST219 / CLAS219 / REL219

Secondary Crosslisting
How did ancient Greek and Roman empires shape the beginnings of Judaism? In this course, we will examine how Greek and Roman imperial systems of identity, ethnicity, law, religion, and knowledge affected Judaism as a religious and cultural system. We will pay particular attention to the ways that Jews/Judeans responded to these imperial pressures, especially as those responses articulated "hybrid" versions of Judaism that were informed both by resistance to imperial centers as well as the sheer hegemony of those cultural systems. The course thus uses (and introduces students to) postcolonial theory to study the history of Judaism under Greek and Roman empires. Readings for this course will include a wide array of ancient Jewish works, such as the books of Maccabees, Flavius Josephus, Philo of Alexandria, the Dead Sea Scrolls, and the Mishnah. The course will also include select readings from early Christian texts and postcolonial theory.

Class Format: seminar
Requirements/Evaluation: active preparation and participation, short reading response papers (1-page), midterm, and final exam
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 10-12
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS
Not offered current academic year

JWST 230 (F) Modern European Jewish History, 1789-1948
Crosslistings: HIST230 / JWST230

Secondary Crosslisting
What does it mean to be a Jew? The vexed question of Jewish identity emerged anew at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the reform of Judaism, competing political ideologies, Jewish-gentile relations, the rise of modern anti-Semitism, the role of Jewish women, interwar Jewish life and culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and a novel.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two papers, and a final exam
Prerequisites: none
JWST 249 (F) Anti-Semitism (DPE)
Crosslistings: JWST249 / REL249

Secondary Crosslisting
This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term "anti-Semitism" come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

Class Format: seminar
Requirements/Evaluation: three short papers (4-5 pages), one longer final paper (6-8 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203
Expected Class Size: 18
Distributions: (D2) (DPE)

Fall 2018
SEM Section: 01    TF 1:10 pm - 2:25 pm    Jeffrey I. Israel

JWST 259 (F) Ethics of Jewish American Fiction (WI)
Crosslistings: JWST259 / ENGL259 / REL259

Secondary Crosslisting
After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

Class Format: seminar
Requirements/Evaluation: class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and English majors

**Expected Class Size:** 18

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under ENGL

**Attributes:** JWST Core Electives;

*Not offered current academic year*

### JWST 270 (S) Jewish and Christian Identity in the Ancient World

**Crosslistings:** JWST270 / REL270

**Secondary Crosslisting**

The modern engagement with the many ways that we construct identity has been matched by a similar wave of studies about identity construction in the ancient world. In this course, we will discuss the rise of "Judaism" and "Jewish identity" in the ancient period (looking at roughly 400 BCE-200 CE), and compare it with the movement of the followers of Jesus as a negotiation of a new identity within Judaism (roughly 30 CE-200 CE). We will conclude with the question of the "Parting of the Ways" of these two groups.

**Class Format:** seminar

**Requirements/Evaluation:** three short papers (4-5 pages), one final paper (10-15 pages), close reading of materials, engagement with class discussion

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators

**Expected Class Size:** 15

**Distributions:** (D2)

*Spring 2019*

SEM Section: 01  W 1:10 pm - 3:50 pm  Lawrence M. Wills

### JWST 289 (F) The Talmud on What it Means to be Human

**Crosslistings:** JWST289 / REL289

**Secondary Crosslisting**

The Talmud, a central text in Judaism, is one of the richest and most sophisticated works of literature and thought ever produced. In this course, students will be introduced to the challenges and thrills of reading the Talmud as they consider how the Talmud asks and answers the question of what it means to be human. We will be particularly interested in exploring how the Talmud envisions human difference and similarity in terms of humans' relationships with animals and material things. In addition to learning how to read the Talmud, therefore, students will also be introduced to burgeoning interdisciplinary theories and methods (Posthumanism and New Materialism) for considering what it means to be human in a world of animals and things.

**Class Format:** tutorial

**Requirements/Evaluation:** weekly papers, final paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Religion majors, Jewish Studies students

**Expected Class Size:** 10

**Distributions:** (D2)

*Fall 2018*

TUT Section: T1  TBA  Phillip J. Webster
JWST 334 (S) Imagining Joseph  (WI)  
Crosslistings: REL334 / COMP334 / ANTH334 / JWST334  
Secondary Crosslisting  
Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.  
Class Format: seminar  
Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation  
Prerequisites: none  
Enrollment Limit: 12  
Enrollment Preferences: based on responses to a questionnaire  
Expected Class Size: 10  
Distributions: (D2) (WI)  
Distribution Notes: meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP  
Attributes: JWST Core Electives;  
Spring 2019  
SEM Section: 01    W 1:10 pm - 3:50 pm     Peter  Just  

JWST 338 (F) The History of the Holocaust  
Crosslistings: HIST338 / REL296 / JWST338  
Secondary Crosslisting  
In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.  
Class Format: mostly discussion  
Requirements/Evaluation: evaluation will be based on class participation, a map quiz, four papers (4 pages) based on class readings, and a final research paper (6-8 pages)  
Prerequisites: none; open to first-year students with instructors permission  
Enrollment Limit: 25  
Enrollment Preferences: History majors and Jewish Studies concentrators  
Expected Class Size: 20-25  
Distributions: (D2)  
Attributes: HIST Group C Electives - Europe and Russia;  JWST Core Electives  
Not offered current academic year
JWST 434 (S) The Meaning of Diaspora and the Jews of Europe
Crosslistings: JWST434 / HIST434

Secondary Crosslisting

Dispersal, exile, migration, statelessness are all aspects of diaspora. And in the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, this seminar examines various interpretations of Jews' diasporic existence from the nineteenth century to the present, both as a cultural practice and a form of group identity from which political claims have been made. We will test the proposition that "The Modern Age is the Jewish Age," that is, that the meaning of diaspora in modern Jewish history has direct relevance to students of human identity not just of Jewishness. Throughout the second half of the semester, students will conduct independent archival research on some aspect of the history of the Jewish diaspora that will culminate in a 20-page paper. The seminar will continue to meet weekly as a research colloquium, to provide a forum for students to present their research and drafts in progress and provide feedback on fellow students' work.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: History majors and Jewish Studies concentrators
Expected Class Size: 15
Distributions: (D2)
Attributes: HIST Group C Electives - Europe and Russia; JWST Capstone Course; JWST Core Electives

Not offered current academic year

JWST 480 (F) Interpretations of the Israeli Palestinian Conflict  (DPE) (WI)
Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, though some academic experience with Middle East materials is preferred
Enrollment Limit: 10
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.
The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities are toward that past. This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the “bystanders” as compared to the “perpetrators”? Were the postwar trials of perpetrators a travesty of justice? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaninglessness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and more and more nations’ pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated should prove relevant for future consideration of other societies’ efforts to confront their own traumatic pasts.

**Class Format:** tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

**Requirements/Evaluation:** every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week

**Extra Info:** additional requirements on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** HIST Group C Electives - Europe and Russia; JWST Capstone Course; JWST Core Electives; Not offered current academic year

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst bourgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of “Jews” and “Judaism” in these arguments. And we will ask persistently: what constitutes a “Jewish justification” for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.
Class Format: seminar

Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth;

Extra Info: a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

Expected Class Size: 18

Distributions: (D2) (WI)

Attributes: JWST Capstone Course; JWST Core Electives;

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm    Jeffrey I. Israel

JWST 493 (F) Senior Thesis: Jewish Studies

Class Format: thesis

Distributions: (D2)

Fall 2018
HON Section: 01    TBA    Edan Dekel

JWST 494 (S) Senior Thesis: Jewish Studies

Class Format: thesis

Distributions: (D2)

Spring 2019
HON Section: 01    TBA    Edan Dekel

JWST 497 (F) Independent Study: Jewish Studies

Class Format: independent study

Distributions: (D2)

Fall 2018
IND Section: 01    TBA    Edan Dekel

JWST 498 (S) Independent Study: Jewish Studies

Class Format: Independent study

Distributions: (D2)

On leave Fall/Spring: Professor J. Nolan.
On leave Fall only: Associate Professor M. Barry. Professor James Nolan.

Justice and Law Studies is an interdepartmental program designed to give students a background in and framework for understanding the ways that philosophers, government officials, and others think about justice, and the related ways in which societies marshal power and implement law. This liberal arts program provides tools for thinking critically and arguing about what justice might entail, how it works in practice, and how rules, aspirations, laws, and norms evolve over time and in different parts of the world.

THE CONCENTRATION

The concentration in Justice and Law Studies consists of six courses: an interdisciplinary introductory course, four electives taken from at least two departments, and a senior seminar. Electives are listed below. Students may declare a program concentration at any point during their academic career.

Four Electives

Four elective courses are required to complete the concentration. These courses must be taken from at least two departments. Other courses, not listed below, may be approved by the Chair.

Senior Seminar

In 2018-19, the senior seminar will be The Unwritten Constitution taught by Professor Hirsch.

AFR 132 Contemporary Africana Social and Political Philosophy
AFR 164 Slavery in the United States
AFR 167 Let Freedom Ring? African Americans and Emancipation
AFR 257 Social Justice Traditions: 1960s to #Black Lives Matter
AFR 322/AMST 322/INTR 322/PSCI 313 Race, Culture, Incarceration
AFR 350 Organizing Resistance: Black Activism, Then and Now
AFR 381/HIST 381 From Civil Rights to Black Power
AFR 385 Civil War and Reconstruction
AFR 476/HIST 476 Black Radicalism (D)
AMST 311/HIST 368 Development of American Indian Law & Policy
AMST 343T/AFR 343T/INTR 343T/WGSS 343T Representations of Racial-Sexual Violence from Enslavement to Emancipation
AMST 352 Grassroots Organizing and Civil Resistance
ANTH 210/ENVI 210/JLST 210 Governing Nature
ANTH 220/ASST 318/INST 220 Law and Family in South Asia: Post-Colonial Dilemmas
ANTH 312/WGSS 314/GBST 313 Paradoxes of Human Rights and Humanitarianism (W)
ANTH 332/ENVI 332/JLST 332/GBST 332 Environmental Justice (D) (W)
CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science
ECON 229 Law and Economics
ECON 374T Poverty and Public Policy (W)
ECON 470 The Indian Economy: Development and Social Justice (D)
ENGL 132 Black Writing to, from, and About Prison

ENVI 250 Environmental Justice

ENGL 265/AMST 266 Topics in American Literature: Freedom and Captivity (W)

ENGL 407/COMP 407 Literature, Justice, and Community

ENVI 340/PSCI 343 Climate Change Law

ENVI 307/PSCI 317 Environmental Law

ENVI 328/PSCI 328 Global Environmental Politics

HIST 152/WGSS 152 The Fourteenth Amendment and the Meanings of Equality

HIST 153T Establishment & Exercise: Religion and the Constitution in the United States

HIST 164/AFR 164/AMST 165 Slavery in the United States

HIST 167/AFR 167/AMST 167 Let Freedom Ring? African Americans and Emancipation (W)

HIST 178T/WGSS 178T Marriage and the American Nation (W)

HIST 302/ARAB 243/REL 243 Islamic Law: Past and Present

HIST 304/AFR 304 South Africa and Apartheid

HIST 327 Law in the Middle Ages

HIST 376/WGSS 376/JLST 376 Sex, Gender, and the Law in U.S. History

HIST 380 Comparative American Immigration History

HIST 381/AFR 381 From Civil Rights to Black Power

HIST 433/JWST 433 The Justice of Violence? Histories of Terrorism in Europe

HIST 457/WGSS 457 Gender, Law, and Politics in U.S. History

HIST 483/AFR 483/GBST 483 Freedom in Africa

INTR 322/PSCI 313/AFR 322/AMST 322 Race, Culture, Incarceration

JLST 250 Trials

JLST 401/COMP 411/ENGL 332 Images of Law

PHIL 114 Freedom and Society (W)

PHIL 122 Philosophical Approaches to Contemporary Moral Issues

PHIL 212 Ethics and Reproductive Technologies

PHIL 228/WGSS 228 Feminist Bioethics

PHIL 291 Violence: Its Trajectory and Its Causes

PHIL 236 Contemporary Ethical Theory

PHIL 272 Free Will and Responsibility

PHIL 337T Justice in Health Care (W)

PSCI 160 Refugees in International Politics

PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210 Culture and Incarceration

PSCI 216 American Constitutionalism I: Structures of Power

PSCI 217 American Constitutionalism II: Rights and Liberties

PSCI 223 International Law

PSCI 236/WGSS 236 Sex, Gender, and Political Theory
PSCI 309/LEAD 309 Problems and Progress in American Democracy

PSCI 334 Theorizing Global Justice

PSCI 347 Law of the Sea

PSCI 359T The Body as Property (D) (W)

PSCI 420/JLST 401 Senior Seminar in Human Rights in International Politics and Law

PSYC 349 Psychology and Law

PSYC 361 Psychology of Nonviolence

REL 203/JWST 101 Judaism: Before The Law

REL 214/PSCI 271 Religion and the State

REL 358/GBST 358 Religion and Law (D)

RUSS 331T/COMP 331T/ENGL 371T The Brothers Karamazov (W)

SOC 202 Terrorism and National Security

SOC 215 Crime

SOC 218 Law and Modern Society

SOC 228 The Panopticon: Surveillance, Power, and Inequality

SOC 385 Breaking Apart

WGSS 405/HIST 458 Senior Seminar: Sexual Rights, Gender Equality, and Religious Liberty: Conflicts in Law, Culture, and Politics (W)

STUDY ABROAD

Students who study abroad should consult with the program chair to ensure that they can complete the requirements. Courses abroad may qualify as JLST electives if appropriate.

JLST 14 (W)  Mock Trial

In the Mock Trial course, students are divided into two teams in which they play the roles of attorneys and witnesses during their preparation for and participation in a simulated civil trial. They are given a series of witness statements and pleadings together with various documents and other data that they must evaluate for potential use as evidence as they plan to present their case as either the plaintiff or the defendant. Team members must prepare and deliver Opening Statements and Closing Arguments as well as handle direct and cross-examinations of the witnesses who testify for both sides. The "final exam" consists of two trials with the two teams switching sides on the second day such that they must evaluate the case from both sides. At the two trials, an experienced attorney plays the role of judge, and volunteer jurors from the community listen to the evidence and render their "verdict" based on the presentations. Adjunct Instructor Bio: David Olson '71 has practiced as a civil trial attorney for 40 years with a firm currently with over 500 attorneys handling cases in state and federal courts. He has taught Mock Trial on 6 previous occasions, receiving strong reviews for the course. Adjunct Co-Instructor Bio: After graduating from Villanova Law School where he was Editor in Chief of the Law Review, Steve Brown has been a litigator and trial lawyer for 40 years concentrating his practice in white-collar criminal defense and civil rights. He was a partner at Dechert LLP from 1991 to 2016, when he retired and became Civil Rights Counsel to the firm. He has spent much of his career doing pro bono work including representing Guantanamo Bay detainees and people and prisoners whose constitutional rights have been violated, and supervising Dechert associates in 40 trials in federal courts.

Class Format: Monday and Tuesday 10-1:30

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to upperclass students

Materials/Lab Fee: $16
JLST 99 (W) Independent Study: Legal Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D2)

Winter 2019
IND Section: 01 TBA Alan Hirsch

JLST 101 (F) Introduction to Justice and Law
This course will examine various aspects of America's legal system, including its historical and constitutional underpinnings; the processes of resolving disputes, e.g., trials, plea-bargaining, and civil settlement; and the roles of diverse participants in the system, e.g., judges, jurors, litigants, lawyers, and legislators. The course will emphasize the deeply interdisciplinary nature of law, exploring the law's intersections with politics, history, economics, anthropology, statistics, psychology, philosophy, art, sports, science, religion, and cyberspace.

Class Format: lecture/discussion
Requirements/Evaluation: three papers, a final exam, and class participation; attendance is mandatory; Williams' honor code applies to all assignments
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first-years and sophomores
Expected Class Size: 40
Distributions: (D2)

Fall 2018
LEC Section: 01 MWF 11:00 am - 12:15 pm Alan Hirsch

JLST 397 (F) Independent Study: Legal Studies
Legal Studies independent study. Open only under the supervision of a member of the Legal Studies Advisory Committee.
Class Format: independent study
Distributions: (D2)

Fall 2018
IND Section: 01 TBA Alan Hirsch

JLST 398 (S) Independent Study: Legal Studies
Legal Studies independent study. Open under the supervision of a member of the Legal Studies Advisory Committee.
Class Format: independent study
Distributions: (D2)
JLST 401 (S) The Unwritten Constitution

"The eight thousand words of America's written constitution only begin to map out the basic ground rules that actually govern our land." So begins Akhil Amar's book America's Unwritten Constitution. Amar recasts the debate over whether America has a "living Constitution," a debate usually revolving around whether change in constitutional meaning requires resort to the formal amendment process or can be achieved through judicial interpretation. Amar supports the latter view, but proposes something far-reaching: history itself effectively amends the Constitution. Thus, for example, he argues that speeches by Martin Luther King and precedents set by George Washington, as well as the daily activities and assumptions of ordinary Americans, have become constitutional subtext requiring consideration when we interpret the Constitution. Is that notion convincing? Preposterous? A healthy way of understanding the inevitable intersection of law, history, and politics? A transparent excuse to read one's own views into the Constitution? Through a careful reading of Amar, and other important constitutional theorists (including Antonin Scalia, Robert Bork, Laurence Tribe, Ronald Dworkin, and Richard Posner), we will probe different ways of thinking about the Supreme Law of the Land.

Class Format: seminar

Requirements/Evaluation: two papers, a final exam, and class participation

Prerequisites: PSCI 216 or PSCI 217 (or consent of the instructor)

Enrollment Limit: 19

Enrollment Preferences: Justice and Law Studies concentrators

Expected Class Size: 19

Distributions: (D2)

JLST 402 (S) International and Transitional Justice (WI)

Crosslistings: PSCI325 / JLST402

Secondary Crosslisting

Before the 1990s, the world saw only occasional, discrete war crimes trials after major-power cataclysms. In the last two decades, trials expanded dramatically in number, scope, and philosophy. Separate Ad Hoc Tribunals for crimes in Yugoslavia and those in Rwanda, in Sierra Leone and in Cambodia are giving way to a permanent International Criminal Court, which has begun to hand down indictments and refine its jurisdiction. The UN Security Council, alongside national governments, decides on legitimacy and punishment. At the same time, worries about residual impunity or the effect that punishment might have on societies' futures has led to the development of national and social courts, as well as national military tribunals, to complement those at the international level. Meanwhile, national activists look to international apologies and reparations for models of what to demand. Examples of internationalized transitional justice abound. This research seminar examines the intent, process, meaning and consequence of these new practices, particularly in terms of national constitutions, international law, and principles of justice.

Class Format: seminar

Requirements/Evaluation: four papers, longer final paper, class participation

Prerequisites: Political Science major or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors concentrating in International Relations

Expected Class Size: 14

Distributions: (D2) (WI)

Attributes: PSCI International Relations Courses; PSCI Research Courses;

Not offered current academic year

JLST 403 (S) Senior Seminar in Human Rights in International Politics and Law (WI)

Crosslistings: PSCI420 / JLST403
Secondary Crosslisting

The idea that all humans have rights simply because they are human-independent of anything they might do or achieve-has transformed local and international politics, probably permanently. This concept's place in international politics, its strengths and limitations, depend on how people use it. Beginning with the 18th-century's transatlantic movement to abolish slavery, we will examine international movements and institutions that have affected what human rights mean, to whom, and where. Readings draw on philosophy, history, sociology, and international relations, but as a political science class we emphasize politics. Who benefits from the idea of universal human rights? Who loses? How does this idea about individual value liberate and entrap? Does this idea ultimately reinforce American hegemony, or plant the seeds of a non-American order?

Class Format: seminar

Requirements/Evaluation: three lead essays, three critique essays, and one final essay

Prerequisites: PSCI 202, senior standing, permission of instructor

Enrollment Limit: 18

Enrollment Preferences: PSCI majors, senior JLST concentrators ; seniors

Expected Class Size: 18

Distributions: (D2) (WI)

Attributes: PSCI International Relations Courses;

Not offered current academic year
The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives, including literature, history, archaeology, art, philosophy, and religion. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both surveys and more specialized study of the classical world from earliest historical times through late antiquity.

**MAJOR**

Majors and prospective majors are encouraged to consult with the department’s faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Classics and Classical Civilization

**Classics:** (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments; 3) Participation in the Senior Colloquium.

**Classical Civilization:** (1) Either Classics 101 or 102 and one of Classics 222, 223, or 224; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level; (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy; 4) Participation in the Senior Colloquium.

A number of courses from other departments are cross-listed with Classics and may be elected for the major, for instance, Art History 213 Greek Art and Myth, Philosophy 201 Greek Philosophy, and Religion 210 Reading Jesus, Writing Gospels. Appropriate courses that are not cross-listed may also count toward the major with the approval of the chair of Classics. Examples of such courses, which vary from year to year, are Art History 105 Picturing God in the Middle Ages, Religion/Jewish Studies 201 The Hebrew Bible, Religion 212 The Development of Christianity, and Political Science 231 Ancient Political Thought.

**Senior Colloquium:** Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which normally meets every other week for an hour, vary according to the interests of the participants. Senior majors are also encouraged to participate.

**THE DEGREE WITH HONORS IN CLASSICS**

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

**COURSE NUMBERING SYSTEM**

**Language Courses:** The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level
course is Greek 201 or Latin 302, or equivalent language preparation. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies. Students may enter the rotation at any point.

Classical Civilization Courses: The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a given area of classical studies. Most of these courses do not assume prior experience in Classics or a cross-listed field.

STUDY ABROAD

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Greco-Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department’s faculty are always available to advise students, the chair has materials to share, and students can visit the department’s website for information and links to helpful sites.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Senior Colloquium.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

CLLA 99 (W) Independent Study: Latin

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D1)

Winter 2019

IND Section: 01   TBA   Edan Dekel
CLLA 101 (F)  Introduction to Latin
This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (e.g., Ovid's Metamorphoses) and from Latin prose (e.g., Pliny's Letters).

Class Format: recitation/discussion
Requirements/Evaluation: evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam
Extra Info: credit granted only if both semesters (CLLA 101 and 102) are taken
Prerequisites: none; this course is designed for the student with no previous preparation in Latin or with only a little Latin who wishes a refresher; students with some previous experience in Latin may want to enroll in CLLA 102 only (consult the department)
Enrollment Limit: 15
Expected Class Size: 8-10
Distributions: (D1)

Fall 2018
LEC Section: 01    MWF 11:00 am - 12:15 pm     Nicole G. Brown

CLLA 102 (S)  Introduction to Latin
This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (e.g., Ovid's Metamorphoses) and from Latin prose (e.g., Pliny's Letters).

Class Format: recitation/discussion
Requirements/Evaluation: evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam
Extra Info: credit granted only if both semesters (CLLA 101 and 102) are taken
Prerequisites: CLLA 101 or permission of department
Enrollment Limit: 18
Expected Class Size: 10-12
Distributions: (D1)

Spring 2019
LEC Section: 01    MWF 11:00 am - 12:15 pm     Nicole G. Brown

CLLA 201 (F)  Intermediate Latin: The Late Republic
Reading of selections from Latin prose and poetry, normally from a speech or letters by Cicero and from the poetry of Catullus. This course includes a comprehensive review of Latin grammar and aims primarily at developing fluency in reading Latin. At the same time it acquaints students with one of the most turbulent and important periods in Roman history and attends to the development of their interpretative and analytic skills.

Class Format: recitation/discussion
Requirements/Evaluation: evaluation will be based on classroom performance, quizzes, a midterm, and a final exam; occasional oral presentations or short essays may be required as well
Prerequisites: CLLA 101-102 or 3-4 years of Latin in secondary school; consult the department
Enrollment Limit: 12
Expected Class Size: 6-10
Distributions: (D1)

Fall 2018
CLLA 302 (S)  Vergil’s “Aeneid”
This course is a comprehensive introduction to Vergil’s Aeneid. Students will develop their ability to read and translate the Latin text of the poem, while at the same time exploring the major interpretive issues surrounding the definitive Roman epic. Through a combination of close reading and large-scale analysis, we will investigate the poem’s literary, social, and political dimensions with special attention to Vergil’s consummate poetic craftsmanship.

Class Format: discussion/recitation
Requirements/Evaluation: evaluation will be based on class participation, a midterm exam, a final paper, and a final exam
Prerequisites: CLLA 201 or permission of instructor
Enrollment Limit: 12
Expected Class Size: 10
Distributions: (D1)

Spring 2019

CLLA 405 (F)  Livy and Tacitus: Myth, Scandal, and Morality in Ancient Rome
Mythical stories of Rome’s founding, which were formulated by many generations of Roman authors and public figures, served as a framework for these very thinkers to analyze and articulate Roman self-image in rich and creative ways; one who stands out among these figures is the Augustan historian Livy. The “second founding” of the Republic by Augustus, and the careers of his successors, in turn gave later Roman writers like Tacitus fresh inspiration for Roman self-imagining and self-analysis. We will begin the semester in mythical Rome, reading selections from Book 1 of Livy’s history which present figures like Aeneas, the Trojan refugee whose arrival in Italy was conceptually crucial to Rome’s development and position in Italy and the Mediterranean; Romulus, by whom Rome was founded in an act of fratricide; the Sabine women, whose nobility prevented a deadly war between their fathers and their Roman kidnappers; and Lucretia, whose virtue and self-sacrifice led to the liberation of Rome from a decadent and violent monarchy and to the founding of the Roman Republic. We will examine how Livy deploys the storyteller’s art to excite his readers’ pathos, indignation, and sympathy; we will examine as well how Livy often filters his account of mythical Rome through the lens of his own time, thereby constructing Rome’s past through the Augustan present. Writing more than a century after Livy, Tacitus offers a different view of Augustus, and his account of the rude and dissolute Tiberius, the unscrupulous Livia, Rome’s craven and dispirited senators, and the many scandals attached to the imperial family, figures a Rome once again suffering under a decadent monarchy. Tacitus’s compressed, fastidious, inimitable prose is the vehicle for his stern yet often sardonic psychological insights, which subtly manage to combine moral judgment with prurient pleasure in the scandals of others.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class preparation and participation, an 8- to 10-page paper, a midterm, and a final exam
Prerequisites: CLLA 302 or permission of instructor
Enrollment Limit: 12
Expected Class Size: 6
Distributions: (D1)
Not offered current academic year

CLLA 407 (F)  Caesar and Cicero
The one a brilliant strategist, the other preeminent in the courts, Caesar and Cicero were both master politicians whose ambitions for their country and themselves brought them into bitter conflict. Their combined oeuvres provide compelling, detailed accounts of the events and personalities that ended the Roman republic and ushered in an era of prolonged civil war. Moreover, despite striking stylistic differences, their works jointly are regarded as the acme of classical Latin prose. In this course we will read extensive selections from Caesar’s commentaries and Cicero’s speeches and correspondence, aiming throughout at better understanding their rhetorical brilliance and pragmatic persuasive goals.

Class Format: recitation/discussion
Requirements/Evaluation: evaluation will be based on class participation, several short written assignments (such as article reviews), a midterm
Roman comedy flourished only briefly, between the second and third Punic Wars, but its cultural-historical importance is undeniable. In these *fabulae palliatae*, Latin comedies staged in Greek costume and featuring ostensibly Greek characters, Roman attitudes are questioned and mocked but ultimately reasserted. We will read the *Menaechmi* of Plautus and the *Adelphoe* of Terence, two plays that burlesque the stereotypical relationships between fathers, brothers, sons, and slaves. We may also consider selections from Cato the Elder, Cicero's letters, and other primary and secondary texts that shed additional light on Roman familial relationships and their place in republican society.

### Class Format: discussion/recitation

### Requirements/Evaluation: evaluation will be based on class participation, several papers of varying length, a midterm and a final exam

### Prerequisites: CLLA 302 or permission of instructor

### Enrollment Limit: 12

### Enrollment Preferences: if the course is oversubscribed, preference will be given to majors and potential majors in Classics and Comparative Literature

### Expected Class Size: 8-10

### Distributions: (D1)

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This course considers ethical and literary dimensions of self-fashioning, self-examination, and the conception of selfhood in the Stoic philosophy of the younger Seneca through close reading of extensive selections from his philosophical works and tragedies. The focus of this course lies squarely in the first century CE and on the analysis of Seneca's own texts. We begin, however, with an introduction to the ethics of Roman Stoicism through the personae theory of Panaetius as transmitted by Cicero's *De Officiis*. Moreover, we will read and discuss reflections on selfhood from some of Seneca's most famous philosophical and literary heirs, including Montaigne, Emerson, and Foucault, both to enrich our understanding of his work and to gain an appreciation of his considerable influence on later writing about the self.

### Class Format: seminar

### Requirements/Evaluation: evaluation will be based on class participation, several short written and oral assignments, midterm and final exams, and a final paper

### Prerequisites: CLLA 302 or permission of instructor

### Enrollment Limit: 12

### Expected Class Size: 5-10

### Distributions: (D1)

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This course will explore the two major works of Vergil that precede the *Aeneid*: the *Eclogues*, a series of ten pastoral poems that range widely across personal, political, and mythological themes; and the *Georgics*, a longer didactic poem in four books that uses an agricultural framework to examine
issues of life, death, power, suffering, and love. The goal throughout is to investigate the literary, political, and social dimensions of the poems with special attention to their relationship to earlier models, as well as their exquisite poetic craftsmanship.

Class Format: seminar

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Classics majors

Expected Class Size: 10

Distributions: (D1)

Not offered current academic year

CLLA 416 (S) Praise, Blame, and Performance in Flavian and Trajanic Rome

In this course, we will consider how authors of imperial Rome represent the spectacle of their urban surroundings. Poets such as Martial and Statius describe the lavish entertainments that Domitian put on in the newly constructed Colosseum: Saturnalia festivities, beast hunts, gladiatorial combats. But their interest in these imperial displays is just one aspect of a greater preoccupation with social performance and self-fashioning during this time. Statius invites readers to marvel at imperial statues, aristocratic villas, and even an impressive new road built by Domitian. Martial, on the other hand, dispenses not praise but blame: in his epigrams, he encourages readers to laugh at the ridiculous displays of upstarts, flatterers, and deviants, casting vice as entertainment. As we read selections from Statius' Silvae, Martial's De Spectaculis and epigrams, Pliny's letters about public and literary life, and his speech of praise for the emperor Trajan, we will pay particular attention to questions such as the following: What do these authors' representations of spectacle tell us about the values of Flavian and Trajanic Rome? How do their works constitute performances in their own right? What do these texts reveal about the social functions of literature under autocratic rule?

Class Format: seminar

Requirements/Evaluation: class participation, short writing assignments, two translation exams, and a final paper

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: majors and potential majors in Classics and Comparative Literature

Expected Class Size: 5-10

Distributions: (D1)

Not offered current academic year
LATINA/O STUDIES (Div II)
Chair: Professor Mérida M. Rúa

Professors: M. E. Cepeda, O. Chavoya, M. Rúa, C. Whalen. Associate Professor: J. Hidalgo. Affiliated Faculty: Assistant Professor G. Mitchell.

On leave Fall/Spring: Associate Professor J. Hidalgo.
On leave Spring only: Professor O. Chavoya.

Latina/o Studies is an interdisciplinary and comparative field of study that explores the histories, representations, and experiences of Latinas and Latinos in the United States. Latinas and Latinos include peoples who come from or whose ancestors come from Latin America and the Spanish-speaking Caribbean. The program seeks to cover the widest range of experiences, encompassing Mexican-Americans, Puerto Ricans, Cubans, and Dominicans, as well as more recent migrations from a wide variety of Central and South American countries. Courses, most of which use a comparative approach, seek to provide students with the tools to continue their work in areas of their particular interest. Focusing on a diverse group with a long history in the United States, which is also one of the fastest growing populations in the contemporary era, provides an opportunity to explore complex dynamics globally and within the context of the United States. The program examines topics such as the political and economic causes of migration, the impact of globalization, economic incorporation, racialization, the formation and reformulations of identities and communities, the uses of urban spaces, inter-ethnic relations, artistic expression, aesthetics, and visual and popular culture.

THE CONCENTRATION

The concentration in Latina/o Studies requires five courses. Students are required to take the introductory course (LATS 105), one 400-level Latina/o Studies seminar, and three electives. Two electives must be core electives, and one elective can be a related course in Comparative Race and Ethnic Studies or in Countries of Origin and Transnationalism. The three electives must include two different areas of study, and at least one elective must be at the 300 or 400 level. Additional courses may be approved by the Chair. Students, especially those considering graduate work or professional careers in the field, are encouraged to enroll in Spanish language courses at Williams.

Required course:
LATS 105 Latina/o Identities: Constructions, Contestations, and Expressions

One of the following 400-level seminars:
ARTH 464/LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation
LATS 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
LATS 409/AMST 411/ WGSS 409 Transnationalism and Difference: Comparative Perspectives
LATS 420/ENVI 421 Latinx Ecologies
LATS 427/AMST 327/ REL 314/AFR 427 Racial and Religious Mixture
LATS 471/HIST 471 Comparative Latina/o Migrations

Two of the following core electives:
LATS 106 /AMST 106 Coming of Age in the City: Growing Up and Growing Older in Communities of Color
LATS 112 Caribbean Diasporic Aesthetic
LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video
LATS 208/AMST 207/COMP 211/ENGL 251 Introduction to Latina/o Literatures
LATS 209/RLSP 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City
LATS 222 Ficciones
LATS 224/AMST 224/REL 224 U.S. Latina/o Religions
LATS 228 AFR 328/AMST 329/REL 223 Revolt and Revelation in 20th Century Americas
LATS 231 /AMST231/WGSS232 Approaches to Media Studies: Analyzing Mediated Difference
LATS 240/AMST 240/COMP 210 Latina/o Language Politics: Hybrid Voices
LATS 246/AMST 246 Aesthetics and Place-making in Latina/o New York
LATS 252 Puerto Rico and its Diaspora
LATS 358/ARTH 358 Latina/o Installation and Site Specific Art
LATS 286/HIST 286 Latina/o History, 1848 to the Present
LATS 312/AMST 312/ENVI 313 Chicago
LATS 313/AMST 313/WGSS 313/AFR 326 Gender, Race, and the Power of Personal Aesthetics (D)
LATS 316 The Graphic Narrative
LATS 318/AMST 318/REL 318/COMP 328/ENVI 318 California: Myths, Peoples, Places
LATS 330 DNA + Latinx
LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Sounding Out Gender, Race, and Sexuality
LATS 340 U.S. Afro-Latinidades
LATS 346/AMST 346 Latinas/os and the Media: From Production to Consumption
LATS 385 Politics, Activism, and Everyday Life
LATS 382/HIST 382/WGSS 382 Latina/o Politics
LATS 386/HIST 386/WGSS 386 Latinas in the Global Economy: Work, Migration, and Households
LATS 397 Independent Study
LATS 398 Independent Study
REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Americas
REL 309/AFR 309/LATS 309 Scriptures and Race
REL 326/LATS 426/WGSS 326/COMP 326 Queer Temporalities

One additional related course from either of the following subcategories OR from the core electives above:

Countries of Origin and Transnationalism
AFR 248/HIST 248 The Caribbean: From Slavery to Independence
ARTH 110 Introduction to Latin American and Latina/o Art
ARTH 271/COMP 272 The Brazilian Avant-garde of the 1960s
ARTH 440/LATS 440 Contemporary Exhibitions: Los Angeles and Latin America
ENVI 239/COMP 238 Introduction to Ecocriticism: North South Dialogues on Nature and Culture
HIST 143 Soccer and History in Latin America: Making the Beautiful Game
HIST 243 Modern Latin America, 1822 to the Present
HIST 245/AFR 346 History of Modern Brazil
HIST 343/LATS 343 Conquistadors in the New World
HIST 347 Democracy and Dictatorship in Latin America
HIST 492 Revolutionary Thought in Latin America
MUS 126 Cuban Popular Music and Culture
PSCI 266 The United States and Latin America
PSCI 349 Cuba and the United States
RLSP 212 Afro-Caribbean Literature: Race, Gender and Identity
RLSP 215 The Other Caribbean: Identity, Subalternity, and Resistance (19th, 20th, and 21st Centuries)
RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics
RLSP 402 Senior Seminar: Writing Latin America’s Environmental Crisis
RLSP 403/WGSS 403, Senior Seminar: Image, Violence, and the Feminine
WGSS 337 Race, Gender and Sexuality in Brazil

Comparative Race and Ethnic Studies
AFR 200 Introduction to Africana Studies
AMST 245/ANTH 245/LATS 245/WGSS 247 Introduction to Native American and Indigenous Studies
AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403 New Asian American, African American, Native American, and Latina/o Writing
ARTH 462/AMST 462/LATS 462/ARTH 562 Art of California: Pacific Standard Time
HIST 380 Comparative American Immigration History
WGSS 240/AMST 241/LATS 241/THEA 241 Performing Masculinity in Global Popular Culture
WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304 Queer of Color Critique: Race, Sex and Urban Life

Students can check with the program chair to see if other courses not listed here might count as electives.

THE DEGREE WITH HONORS
Honors in Latina/o Studies may be granted to concentrators after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded an honors grade by her/his advisor and two other faculty readers. In consultation with the advisor and the chair, faculty readers may be from outside the Latina/o Studies Program.

The honors project will be completed over one semester plus winter study. It may consist of a conventional research thesis of 40-70 pages or of other forms of presentation (e.g., video, art, theater). It may also combine a shorter research thesis with another medium.

To be accepted as a candidate for honors in Latina/o Studies, a student must meet these criteria:
Submit and earn approval of a project proposal in April of the junior year. The proposal should be no longer than 5 pages and should lay out the project’s aim and methodology, identify the student’s advisor for the work, and include evidence of competence in the necessary media for projects that include non-thesis forms.
Achieve a grade point average generally of at least 3.33 in LATS courses at the time of application.
Students admitted to the honors program must submit a 5-to 8-page revised proposal, with an annotated bibliography, by the second week of classes in the fall semester of her/his senior year. They should register either for LATS 493 in the fall semester and LATS 031 in Winter Study, or for LATS 031 in Winter Study and LATS 494 in the spring semester. These courses will be in addition to the 5 courses that make up the regular concentration.

STUDY ABROAD
Study abroad and other off-campus programs offer excellent opportunities for students to build on, and expand, the intellectual interests they develop as part of the Latina/o Studies concentration. Through their connections to various institutions in the U.S. and other nations, Latina/o Studies faculty can help place students in U.S. borderlands programs as well as programs in Mexico, Cuba, and other “countries of origin.”

FAQ
Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?
Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Course title and description. Although syllabus and description, including readings and assignments, would be preferable.
Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away? 
Yes. 1 of 5 for the concentration and can only count as an elective.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major? 
No.

Are there specific major requirements that cannot be fulfilled while on study away? 
Yes. Requirements that cannot be fulfilled: Intro Course, Senior Seminar, 2 Core Electives.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
None to date.

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LATS 16 (W)  True and Wild Tales: Argentine Cinema after 1985

Crosslistings: ARTH16 / LATS16

Secondary Crosslisting

The Argentine film industry is one of the most developed in the Spanish-speaking world. It is rich in genres and production scales, and in the issues raised by the films themselves. This immersive course encourages dynamic engagement with these issues, as we watch films that grapple with the country’s painful legacy of dictatorial rule, coming-of-age road movies, familial dramas, and riotous comedies that feature that distinctive, biting Argentine humor. Our meetings consist of three mandatory screenings per week, two of which are followed by class discussion. In addition to learning about the Argentine context, we will learn vocabulary and tools for discussing and writing about film. No previous coursework in film, or fluency in Spanish required (the films are subtitled)--only an interest in contemporary Argentine cinema and culture.

Class Format: afternoons

Requirements/Evaluation: 2- to 3-page paper; 3 mandatory screenings each week

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference will be given to Art Studio and Art History majors, as well as students concentrating in Latino/a Studies

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01    MTR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm   Mari Rodriguez Binnie

LATS 31 (W)  Senior Thesis: Latina/o Studies

Students must register for this course to complete an honors project begun in the fall or begin one to be finished in the spring.

Class Format: thesis

Prerequisites: approval of program chair

Enrollment Preferences: limited to senior honors candidates

Distributions: (D2)

Winter 2019

HON Section: 01    TBA    Mérida Rúa
LATS 99 (W) Independent Study: Latina/o Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Winter 2019
IND Section: 01 TBA Mérida Rúa

LATS 105 (F) Latina/o Identities: Constructions, Contestations, and Expressions
What, or who, is a Hispanic or Latina/o? At present, individuals living in the United States who are classified as such number approximately 57 million, constituting the country's largest "minority" group. In this course, we will study the interdisciplinary field that has emerged in response to this growing population, as we focus on the complex nature of "identity." Viewing identities as historically and socially constructed, we begin with a brief assessment of how racial, ethnic, class, and gendered identities take shape in the Hispanic Caribbean and Latin America. We then examine the impact of (im)migration and the rearticulation of identities in the United States, as we compare each group's unique history, settlement patterns, and transnational activity. Identity is also a contested terrain. As immigrants and migrants arrive, the United States' policymakers, the media, and others seek to define the "newcomers" along with long-term Latina/o citizens. At the same time, Latinas/os rearticulate, live, assert, and express their own sense of identity. In this light, we conclude the course with an exploration of these diverse expressions as they relate to questions of class, race, ethnicity, gender, sexual orientation, and national origins.

Class Format: discussion

Requirements/Evaluation: evaluation to be based on student participation and several short papers (1-5 pages) throughout the semester

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 20

Department Notes: required course for concentration in Latina/o Studies

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;

Fall 2018
LEC Section: 01 TR 9:55 am - 11:10 am Mérida Rúa, Carmen T. Whalen

LATS 106 (S) Coming of Age in the City: Growing up and Growing Older in Communities of Color (DPE) (WI)
This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Class Format: tutorial

Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-years, students considering an American Studies major or Latina/o Studies concentration

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)
LATS 112 (F) Caribbean Diasporic Aesthetics: An Introduction

This course explores how aesthetics can serve as an organizing principle for the critique, analysis, and theorizing of racial and diasporic formations across the 20th century, with a specific focus on Caribbean diasporic populations and their cultural production. We will think about aesthetics as literary, visual, and sonic representations authored by and about communities of color in response to the uneven processes of racialization, migration, colonization, and nation-state formation that inflect how identity is shaped and experienced across time and space. Engaging the work of artists like Hew Locke, María Magdalena Campos-Pons, Kara Walker, and Miguel Luciano in conversation with Stuart Hall, José Quiroga, Krista Thompson, and Michelle Ann Stephens among others will illuminate these inquiries. The circuits of culture, goods, ideas, labor, and peoples that flow between the archipelagos of the Caribbean and the metropoles such as Miami, New York, and London will serve as critical sites to map our interventions.

Class Format: seminar

Requirements/Evaluation: attendance and class participation, short writing assignments, a 4- to 5-page midterm paper, and a 10-page final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-year students and Latina/o Studies concentrators

Expected Class Size: 18

Distributions: (D2)

Attributes: LATS Core Electives

Fall 2018

SEM Section: 01 MR 2:35 pm - 3:50 pm Sebastian Perez

LATS 203 (F) Chicana/o Film and Video

Crosslistings: LATS203 / ARTH203 / AMST205 / WGSS203

Primary Crosslisting

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: film screenings will be scheduled as a lab

Requirements/Evaluation: evaluation will be based on one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH
LATS 208 (F) Introduction to Latina/o Literatures

Crosslistings: AMST207 / ENGL251 / LATS208 / COMP211

Primary Crosslisting

This discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. We will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). Students will endeavor to understand how each author defines Latinidad. What characterizes Latina/os for each of these writers and how do their works articulate the historical conditions out of which they emerge? How is Latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? The readings will provide both a survey of general ideas in the study of Latina/o literatures as well as specific case studies and historical examples from which we will extrapolate about the larger field. Readings include works by Tómas Rivera, Cristina García, Cristy C. Road, Oscar Zeta Acosta, Junot Díaz, Alisa Valdes-Rodriguez, and more.

Class Format: lecture

Requirements/Evaluation: students will be evaluated based on weekly online discussion forum posts, two short papers, a midterm exam, a final comprehensive project, as well as classroom participation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Latina/o Studies concentrators, American Studies and Comparative Literature majors

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST or LATS

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; LATS Core Electives

Not offered current academic year

LATS 220 (F) Introduction to Urban Studies: Shaping and Living the City

Crosslistings: LATS220 / AMST221 / ENVI221

Primary Crosslisting

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first and second year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20
LATS 222 (F) Ficciones: A Writing Workshop (DPE) (WI)
Crosslistings: ENGL252 / LATS222

Primary Crosslisting

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: studio/workshop

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL DPE: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change WI: Requires minimum 30 pages of writing, close reading by peers and instructor, and final portfolio of revisions

Attributes: LATS Core Electives;

Fall 2018
STU Section: 01 TR 8:30 am - 9:45 am Nelly A. Rosario
Spring 2019
STU Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 224 (S) U.S. Latinx Religions
Crosslistings: REL224 / AMST224 / LATS224

Primary Crosslisting

In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. We examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latinx communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices --such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latinx Muslims, and Santería--by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. We will also consider, though more briefly, questions of how one studies Latinx religions.

Class Format: discussion

Requirements/Evaluation: based upon class participation, short writing exercises, a 5-page essay, and an 8-12-page final review essay

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 15

Distributions: (D2)
LATS 228 (F) Revolt and Revelation in 20th-Century Americas
Crosslistings: AMST228 / AFR228 / LATS228 / REL223

Primary Crosslisting
Writing in 1971, Dominican priest and Peruvian theologian Gustavo Gutierrez asked “Is the Church fulfilling a purely religious role when by its silence or friendly relationships it lends legitimacy to dictatorial and oppressive government?” Such a question encapsulates the sometimes agonistic and other times deeply intertwined relationships between religious institutions, religious thought, and movements for political transformation in the 20th century Americas. This course examines those forms of “God-talk” broadly termed “liberation theologies” that responded to and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were borne out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings—such as those of Gutierrez—and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, Perú, and the United States of America between 1960-2000.

Class Format: seminar

Requirements/Evaluation: participation, short writing exercises, a 5- to 6-page take-home midterm essay, and an 8- to 12-page final review essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: majors and concentrators

Expected Class Size: 12

Distributions: (D2)

Attributes: LATS Core Electives

Not offered current academic year

LATS 231 (S) Approaches to Media Studies: Analyzing Mediated Difference
Crosslistings: AMST231 / LATS231 / WGSS232

Primary Crosslisting
Media’s influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hand-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this course will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minoritarian communities.

Class Format: seminar

Requirements/Evaluation: participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies and Women’s Gender & Sexuality Studies majors by seniority

Expected Class Size: 10

Distributions: (D2)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year
LATS 232 (S)  We the People in the Stacks: Democracy and Literatures of Archives
Crosslistings: ENGL232 / LATS232

Primary Crosslisting
"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue." --Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University This literature and writing course will examine the concept of archives through the lens of democratic ideals. A primary focus will be on how works of literature engage archives--their creation and deletions, their contents and omissions, their revelations and concealments. We will also look at the lives of archivists like Arturo Alfonso Schomburg. Readings include: "The Library of Babel" by Jorge Luis Borges; Important Artifacts and Personal Property From the Collection of Lenore Doolan and Harold Morris, Including Books, Street Fashion and Jewelry by Leanne Shapton; and All the Names by José Saramago. Drawing from the values explored in class, students will have opportunities to contribute to existing archives and to curate their own.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on attendance and class participation, short writing exercises, midterm project, final creative project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 12-15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL

Not offered current academic year

LATS 240 (S)  Latina/o Language Politics: Hybrid Voices
Crosslistings: AMST240 / LATS240 / COMP210

Primary Crosslisting
In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o communities. As such, how are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic phenomena such as code-switching (popularly known as "Spanglish") and Latina/o English, we will examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres as well, including theatre, autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

Class Format: seminar

Requirements/Evaluation: participation, two essays, final take-home examination

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

Expected Class Size: 12

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under LATS or AMST; meets Division 1 requirement if registration is under COMP

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; LATS Core Electives

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am     Maria Elena Cepeda
LATS 241 (F)  Performing Masculinity in Global Popular Culture  
Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Secondary Crosslisting

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar  
Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper  
Prerequisites: none  
Enrollment Limit: 20  
Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited  
Expected Class Size: 20  
Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA  
Attributes: EXPE Experiential Education Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives  
Not offered current academic year

LATS 246 (S)  Aesthetics and Place-making in Latina/o New York  
Crosslistings: AMST246 / LATS246

Primary Crosslisting

New York City has long served as a nexus of Latina/o migration and settlement since the late nineteenth century. From the New York sound of Afro-Cuban and Puerto Rican salsa to the poetics of slam poetry forged in the Nuyorican Poets Cafe, New York’s Latinas/os have defined and developed numerous forms of Latina/o popular expression. This course examines the aesthetic foundations of Latina/o New York, remaining attentive to the numerous diasporas that have migrated to and made the city their home. Student will engage with a multiplicity of popular cultural genres including memoirs, literature, poetry, sound, visual art, and photography in the context of the history of the city while focusing on key themes of racial formation, the politics of space and place, and the labor of culture.

Class Format: lecture/discussion  
Requirements/Evaluation: attendance and class participation, short writing exercises, 4- to 5-page midterm paper close-reading a text, and a 10- to 15-page final paper  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Limit: 20  
Enrollment Preferences: LATS concentrators and AMST majors  
Expected Class Size: 15  
Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; LATS Core Electives  
Not offered current academic year

LATS 247 (S)  Race and Religion in the American West  
Crosslistings: ENVI247 / LATS247 / REL247 / AMST247
Secondary Crosslisting

From the "Land of Enchantment" of New Mexico in the far reaches of the desert to the sacred temples on the West Coast that overlook Pacific Ocean, this course examines the peoples and the "sacroscapes" of the American West. Historian Patricia Limerick regards this region as an extraordinary site of convergence and one of "the greatest meeting places on the planet." The region is a site of cultural complexity where Penitentes maintained a sacred order, Pentecostals attracted a global audience, Native Americans forged legal/protected definitions of "religion," and Asian immigrants built the first Buddhist and Sikh temples. Until recently, standard surveys of religious history in North America have devoted minimal attention to the distinctive role of religion in the American West. They have focused on religious history in the flow of events westward from the Plymouth Rock landing and Puritan establishment while generally overlooking the Pueblo Revolt in modern-day New Mexico which occurred in that same century and marked the temporary suspension of Spanish encroachment. How do scholars of religion and history account for these renditions between the past and present? Most mainstream religious histories treat religious experience and identity in the U.S. West as additive rather than complementary to or constitutive of its mainstream narratives. Contemporary historians of religion note the need for new "sights," "cites," and "sites" in order to deconstruct and reconstruct this incomplete meta-narrative, taking into account such factors as migration, gender, region, and the environment.

Class Format: seminar/discussion

Requirements/Evaluation: student participation, weekly reflection papers (up to half page), midterm primary source paper (up to 5 pages), and a final research paper on Religion and the Environment (8-10 page paper with a media/visual component)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Extra Info 2: course is part of the 2016-17 Climate Change Initiative

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: none

Department Notes: religion: Elective Course

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ENVI Humanities, Arts + Social Science Electives; LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

LATS 252 (S) Puerto Rico and its Diaspora

Crosslistings: AMST252 / LATS252

Primary Crosslisting

On September 20, 2018, Maria—a category four hurricane made landfall on Puerto Rico. The most powerful storm to hit the island since 1932, Maria caused widespread catastrophic damage on a land already suffering from the devastating effects of a decades-long economic recession. Three months after the hurricane, half the island remained without power, water service yet to be reestablished in many areas, and aid distribution inadequate and inconsistent. The hurricane and its aftermath brought mainstream U.S. attention to Puerto Rico and its diaspora, while simultaneously calling attention to the island's status and relationship to the United States. This hybrid onsite-Skype-travel course is for students interested in learning about the historical, social, and political relationship between Puerto Rico and the United States. We will examine, for example, the political status of Puerto Rico, migration, race, social movements, and expressive cultural forms that have emerged as a result of this asymmetrical relationship. Through the study of the impact and legacy of U.S. policies on the island, we will also consider how the fiscal and humanitarian crisis and proposed solutions affect the daily collective lives of the people in the U.S. territory and the diaspora. This course is a unique collaboration between Vassar, Williams, and the UPR. To enroll in this course, students must commit to participating in an alternative spring break/community engagement project in Puerto Rico and flexible with possible changes in class time when Skyping with students from the University of Puerto Rico. We will gather in Puerto Rico to meet with peers from UPR and for an alternative spring break collaboration, interfacing with various community organizations that have taken up vital social, medical, and economic roles vacated by the United States. Taller Salud, PECES, and Casa Pueblo are among the organizations in Puerto Rico that students may work with as a part of the course’s community engagement component.

Class Format: seminar; to enroll in this course, students must commit to participating in an alternative spring break/community engagement learning project in Puerto Rico

Requirements/Evaluation: class participation, short writing exercises, group work/project, a midterm essay (5-7 pages), and a final essay (10-12 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
**Prerequisites:** students should have some fluency with the Spanish language

**Enrollment Limit:** 8

**Enrollment Preferences:** should be first- and second-years, students considering an American Studies major or Latina/o Studies concentration; AMST majors and LATS concentrators.

**Expected Class Size:** 8

**Distributions:** (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; EXPE Experiential Education Courses; LATS Core Electives

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**Spring 2019**

**SEM Section:** 01  MWF 8:30 am - 9:45 am  Mérida Rúa

**LATS 286 (F) Latina/o History, 1848 to the Present**

Crosslistings: HIST286 / LATS286

**Primary Crosslisting**

From 1848 to the present, Latina/o communities have taken shape in the United States through conquest and migration. Why and when have distinct Latina/o groups come to have sizeable communities in different regions of the United States? U.S. imperialism and foreign policies, as well military, political and economic ties between the United States and the various countries of origin define the political and economic contexts in which people leave their homes to come to the United States. In their search for low-wage labor, U.S. employers have recruited workers from Latin America and the Hispanic Caribbean. Mexicans, Puerto Ricans, Cubans, Dominicans, Guatemalans, and Salvadorans, as well as others, have responded to labor recruitment and have also relied on networks of family and friends to seek a better life in the United States. What do the histories of these distinct Latina/o groups share and where do their experiences diverge?

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final essay

**Prerequisites:** none

**Enrollment Limit:** 40

**Expected Class Size:** 20

**Distributions:** (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; LATS Core Electives

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**Fall 2018**

**LEC Section:** 01  MR 1:10 pm - 2:25 pm  Carmen T. Whalen

**LATS 309 (S) Scriptures and Race**

Crosslistings: AFR309 / LATS309 / REL309

**Secondary Crosslisting**

This course focuses on the relationships between constructions of race in the post-1492 American world and “Christian scriptures.” The big questions of the course examine the ways that contestations of power are intertwined with the making of, interpretation, and transformation of sacred texts. Both scriptures and race are conceptual constellations of human social imagination, and yet their conceptualization has often been embroiled in the hopes and traumas of everyday life in the Americas. How and why did these two terms come to have any relationship to each other? How and why do peoples engage “scriptures”? In what ways have “scriptures” informed how people imagine themselves, their communities, and their relationship to religious and racial “others”? How did “scriptures” and “race” inform each other in modern colonialisms and imperialisms? In this course, we will examine the ways that scriptures have been employed in order to understand and develop notions of race, and we will examine how ideas about and lived experiences of race have informed the concept of scriptures as well as practices of scriptural interpretation.

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation based upon participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to
LATS 312 (S) Chicago
Crosslistings: LATS312 / AMST312 / ENVI313
Primary Crosslisting
"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind room has been made for diversity--social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi-Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on attendance and class participation, group presentations and discussions, 5 critical briefs (2-pages) and a book review essay (15 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221
Expected Class Size: 15
Distributions: (D2)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; GBST Urbanizing World Electives; LATS Core Electives
Not offered current academic year

LATS 313 (F) Gender, Race, and the Power of Personal Aesthetics
Crosslistings: AFR326 / AMST313 / WGSS313 / LATS313
Primary Crosslisting
This course focuses on the politics of personal style among women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, and class inform standards of beauty, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal style among women of color? Is it feasible to assert that an easily identifiable "African American," "Latina," "Arab American" or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as activist strategy challenge traditional understandings of feminist political activity?

Class Format: seminar
Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: LATS 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course
Enrollment Limit: 12
Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority
Expected Class Size: 12
Distributions: (D2)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018
SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

LATS 316 (F) The Graphic Narrative: A "Global South" Perspective (DPE)
"[I]n a media-saturated world in which a huge preponderance of the world's news images are controlled and diffused by a handful of men' a stream of comic book images and words, assertively etched' can provide a remarkable antidote." --Edward Said, Introduction to Palestine by Joe Sacco. This course examines graphic narratives (and related texts and film) rooted in the "Global South," with particular emphasis on Latina/o and Latin American experiences. We will focus on how each author/artist deploys visual and narrative elements to express social, political, economic, and cultural realities. Regular assignments will offer students opportunities to create their own graphic narratives.

Class Format: seminar
Requirements/Evaluation: attendance and class participation, short writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Latina/o Studies concentrators
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: DPE: Readings in the course offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change
Attributes: LATS Core Electives

Fall 2018
SEM Section: 01 TR 11:20 am - 12:35 pm Nelly A. Rosario

LATS 318 (F) California: Myths, Peoples, Places (WI)
Crosslistings: ENVI318 / LATS318 / REL318 / AMST318 / COMP328
Primary Crosslisting
Crosslisting Between Paradise and Hell, between environmental disaster and agricultural wonderland, between Reagan and Berkeley, between a land of all nations and a land of multiracial enmity, a diversity of myths have been inscribed onto and pursued within the space we call California. How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as "sprawling multicultural dystopia," and California as "west of the west."

Class Format: seminar
Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 15
Distributions: (D2) (WI)
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; LATS Core Electives;
Not offered current academic year

LATS 330 (S) DNA + Latinx: Decoding the “Cosmic Race” (DPE)
Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. In this interdisciplinary course, we will explore Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Readings will include The Cosmic Race by José Vasconcelos, The Cosmic Serpent by Jeremy Narby, Bird of Paradise: How I Became Latina by Raquel Cepeda, and The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome by Alondra Nelson.

Class Format: seminar
Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Latina/o Studies concentrators
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: DPE: Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change
Attributes: LATS Core Electives

Spring 2019
SEM Section: 01 MR 1:10 pm - 2:25 pm Nelly A. Rosario

LATS 335 (S) Race, Gender, and Performance from Literature to Social Media
Crosslistings: COMP339 / THEA322 / AMST332 / LATS335 / WGSS330

Secondary Crosslisting
How can contemporary performance expand ideas and practices of belonging in the United States, as figured through race, gender, and sexuality? This spring course will begin with readings of dramatic literature including Suzan-Lori Parks's Venus, David Henry Hwang's M. Butterfly, and Young Jean Lee's The Shipment to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. We will develop shared vocabulary and methodologies of performance studies, including readings by scholars including J.L. Austin, Judith Butler, and José Esteban Muñoz. This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces?

Class Format: seminar
Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper
Extra Info: not available for the fifth course option
Prerequisites: none
LATS 338 (S) Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality (WI)

Crosslistings: LATS338 / WGSS338 / AMST339

Primary Crosslisting

In this class we will investigate a wide variety of Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are the various facets of Latina/o identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Class Format: seminar

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

Extra Info: may not be taken on a pass/fail basis

Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; GBST Borders, Exiles + Diaspora Studies Electives; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Spring 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Maria Elena Cepeda

LATS 340 (S) U.S. Afro-Latinidades

This course takes an interdisciplinary approach to examine the history, lived experiences, and cultural productions of Afro-Latinx in the United States. Discussions in the course will center on three related questions: What is Afro-Latinidad? How does Blackness in Latin America differ from its articulation among Afro-Latinx in the United States? And, how have migration and sociopolitical processes impacted the lives of U.S. Afro-Latinx and our collective understanding of Afro-Latinidad? Throughout the course, we will draw on literature in the social sciences and humanities to examine the transnational nature of race and Blackness across the Americas, as well as the intersection between these identities and gender, sexuality, and class. We will also examine several media and cultural productions of U.S. Afro-Latinx (poems, novels, documentary films, blogs, and social media sites) and critically analyze their articulation of the Afro-Latinx experience.

Class Format: seminar

Requirements/Evaluation: evaluation based on participation, reading reflections, leading discussion, a 5- to 8-page midterm essay, and a 12- to 15-page final essay or a final collaborative project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Latina/o Studies concentrators
LATS 346 (F) Latinas/os and the Media: From Production to Consumption (WI)
Crosslistings: LATS346 / AMST346

Primary Crosslisting
This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course
Enrollment Limit: 12
Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority
Expected Class Size: 12

LATS 348 (F) Graphic Narratives as Democratic Ideals
Crosslistings: COMP348 / LATS348 / AMST348

Primary Crosslisting
This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. The primary focus will be on texts that explore themes of democracy and Latinidades. We will also discuss the "graphic activism" of artists like Sharon Lee De La Cruz of Digital Citizens Lab, a design collective with a focus on civic technology. Throughout the course, students will have the opportunity to create their own graphic narratives, either digitally or in print. Possible guest speaker: comic book artist Ivan Vélez (Planet Bronx, 2015 Creative Capital Award in Visual Arts).

Class Format: seminar/workshop
Requirements/Evaluation: based on attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: LATS concentrators
Expected Class Size: 15
LATS 358 (S) Latina/o Installation and Site-Specific Art
Crosslistings: ARTH358 / LATS358
Primary Crosslisting
This course will explore the various forms of installation and site-specific artworks created by Latina/o artists for both museums and public space. We will examine the ways in which Latina/o artists have used space as a material in the production of artworks and how this impacts the works’ meanings and the viewer’s experience. Within the context of U.S. Latina/o culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.
Class Format: lecture/discussion
Requirements/Evaluation: two short papers, periodic research reports, final research paper, and presentation
Prerequisites: LATS 105 or ARTH 102 or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Latina/o Studies concentrators and Art majors
Expected Class Size: 12
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ARTH
Attributes: AMST Arts in Context Electives; AMST Space and Place Electives; LATS Core Electives
Not offered current academic year

LATS 385 (S) Politics, Activism, and Everyday Life: Latinas/os in New York City and the Northeast
Crosslistings: HIST385 / LATS385
Secondary Crosslisting
This course explores how everyday life has shaped the politics and activism of Latinas/os in New York City and the Northeast from the post-World War II era to the present. Arriving in larger numbers in the 1940s and 1950s, Puerto Ricans sought to define a place for themselves in the region. In ensuing decades, Cubans, Dominicans, Central and South Americans, and Mexicans increasingly settled in the city and the region. Addressing the issues stemming from their everyday lives, politics and activism took a wide variety of forms from community building to meet immediate needs, to social service approaches and community-based organizing during the War on Poverty in the early 1960s, to the radical political and social movements of the late 1960s and the 1970s, to electoral politics throughout the decades to the present. Activists organized around a wide variety of often intersecting issues including education, workers’ rights, women’s rights and feminism, legal status, and LGBTQ+ visibility and rights. At times, politics and activism were rooted in one national origin group, while other efforts were intentionally and explicitly Latinx. This course will draw on autobiographies and other primary materials, as well as documentaries to help in making the connections between everyday life and politics. For final projects, students will have the option of delving deeper into autobiographies and other narrative sources OR of engaging in community based learning throughout the semester and using these experiences as the foundation for their final projects.
Class Format: lecture
Requirements/Evaluation: class participation, two essays of 3- to 5-pages each, final project of 7- to 10-pages, and final presentation, option of community based learning
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
LATS 386 (S)  Latinas in the Global Economy: Work, Migration, and Households
Crosslistings: LATS386 / HIST386 / WGSS386

Primary Crosslisting
An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latinas workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs?

Class Format: discussion
Requirements/Evaluation: evaluation based on class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class
Prerequisites: open to first-year students with instructor's permission

Spring 2019
LEC Section: 01  Cancelled

LATS 397 (F)  Independent Study: Latina/o Studies
Latina/o Studies independent study.

Class Format: independent study
Distributions: (D2)
Attributes: LATS Core Electives

Fall 2018
IND Section: 01  TBA  Mérida Rúa

LATS 398 (S)  Independent Study: Latina/o Studies
Latina/o Studies independent study.

Class Format: independent study
Distributions: (D2)
Attributes: LATS Core Electives
LATS 408 (F)  Envisioning Urban Life: Objects, Subjects, and Everyday People  (WI)
Crosslistings: LATS408 / AMST408

Primary Crosslisting
What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be "urban," to live in an "urban community," or to be the product of an "urban environment"? Who do we think the people are who populate these spaces? This course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality, form, and function of U.S. urban life. A few of the topics we may cover include historical accounts of the varied ways in which poverty and "urban culture" have been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio-spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, a short essay, a series of writing exercises, and a semester-long final project
Prerequisites: prior courses in AMST, LATS, or permission of instructor; not open to first year students
Enrollment Limit: 14
Enrollment Preferences: senior Latina/o Studies concentrators and senior American Studies majors
Expected Class Size: 14
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST 400-level Senior Seminars; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; LATS 400-level Seminars;

Fall 2018
SEM Section: 01   W 1:10 pm - 3:50 pm   Mérida  Rúa

LATS 409 (F)  Transnationalism and Difference: Comparative Perspectives  (WI)
Crosslistings: AMST411 / WGSS409 / LATS409

Primary Crosslisting
In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle East.

Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, an original 12-15 page research paper conducted in stages, and peer editing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing
Enrollment Limit: 12
Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority
Expected Class Size: 10
Distributions: (D2) (WI)
LATS 420 (F) Latinx Ecologies
Crosslistings: LATS420 / ENVI421

Primary Crosslisting

An August 2015 Latino Decisions poll found that Latinxs, more than other ethnic groups in the U.S.A., are deeply concerned about climate change and the "environment". How and why might some Latinxs be disproportionately impacted by climate change? How have a few distinct Latinx theorists and activists imagined and constructed ecology? How are struggles for environmental justice related to broader Latinx concerns with and constructions of place? This seminar will examine a few moments in distinct Latinx histories and geographies such as California migrant farmworkers and the struggle over pesticides, urban movements over waste management such as the Young Lords’ garbage offensive, food justice movements and urban gardening, as well as literary and theological representations of affective and sacred ecologies such as Helena María Viramontes’ *Their Dogs Came With Them* and Ecuadoran-U.S. ecofeminist Jeanette Rodríguez’s theological texts. Evaluation will be based on class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

Class Format: seminar

Requirements/Evaluation: class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Latinx Studies concentrators; Environmental Studies majors and concentrators

Expected Class Size: 10

Distributions: (D2)

Attributes: LATS 400-level Seminars

Not offered current academic year

LATS 426 (S) Queer Temporalities (WI)
Crosslistings: REL326 / WGSS326 / COMP326 / LATS426

Secondary Crosslisting

Birth, childhood, adolescence, college, adulthood, career, marriage, family, mid-life, old age, death, afterlife. How are all these facets of being human imagined as stages in time, as axes on certain progressive lines that delineate human social relations? How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? How have our conceptions of time and our demarcations of lifecycles shifted historically? How do people whose experiences do not align with dominant cultural social stages negotiate ideas of lifecycle and timing? Especially for individuals and peoples who have been denied self-representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Muñoz) we will examine some non-linear, non-normative, and interruptive approaches to making sense of time, space-time, and self within time.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on class attendance, analytical essays, responses, and revised essays

Extra Info: Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5-page analysis of the week’s reading. The other student will respond orally with a 2-page response to their partner's paper.

Extra Info 2: Pairs will also prepare a midterm synthesis, students will revise two of their 5-page analytical papers: one from the first half of the semester, one from the second half due at the end of the semester. may not be taken pass/fail or fifth course

Prerequisites: none

Enrollment Limit: 10
LATS 427 (S) Racial and Religious Mixture (WI)
Crosslistings: AMST327 / AFR427 / LATS427 / REL314

Primary Crosslisting
The very term “mixture” implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: seminar
Requirements/Evaluation: evaluation based on participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a 20- to 25-page research paper
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;
Not offered current academic year

LATS 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE) (WI)
Crosslistings: ARTH440 / LATS440

Secondary Crosslisting
This seminar examines connections between Latina/o and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Class Format: seminar
Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)
Enrollment Limit: 15
Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators
Expected Class Size: 12
Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS. DPE: The key themes explored in the course concerning art and activism, borders and diaspora, globalism and modernism in the visual arts intersect with the critical exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Also, a number of the exhibitions studied in the class explicitly take up issues of difference, power, and equity. Through discussion, presentations, and writing assignments students will develop and refine skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice. WI: This course is a Writing Intensive seminar. This means that there will be considerable focus on writing, revision, and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus.

Attributes: ARTH post-1600 Courses; LATS Countries of Origin + Transnationalism Elect;

Fall 2018
SEM Section: 01  W 1:10 pm - 3:50 pm  C. Ondine Chavoya

LATS 462 (F) Art of California: Pacific Standard Time (WI)
Crosslistings: LATS462 / AMST462 / ARTH562 / ARTH462

Secondary Crosslisting

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. In fall 2017, a new Getty PST initiative focused on Latin American and Latino art will commence and this class will consider these exhibitions as well.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 102

Enrollment Limit: 15
Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators
Expected Class Size: 15
Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST or LATS

Attributes: AMST Arts in Context Electives; AMST Space and Place Electives; ARTH post-1600 Courses; LATS Comparative Race + Ethnic Studies Electives;

Not offered current academic year

LATS 471 (S) Comparative Latina/o Migrations (WI)
Crosslistings: LATS471 / HIST471

Primary Crosslisting

Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms "Hispanic" and "Latina/o" to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we
develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** evaluation will be based on class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Latina/o Studies concentrators

**Expected Class Size:** 8-15

**Distributions:** (D2) (WI)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; GBST Borders, Exiles + Diaspora Studies Electives; HIST Group F Electives - U.S. + Canada; LATS 400-level Seminars;

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Carmen T. Whalen

**LATS 493 (F) Senior Honors Thesis: Latina/o Studies**

Students beginning their thesis work in the fall must register for this course and subsequently for LATS 031 during Winter Study.

**Class Format:** independent study

**Prerequisites:** approval of program chair; limited to senior honors candidates

**Distributions:** (D2)

Fall 2018

HON Section: 01 TBA Mérida Rúa

**LATS 494 (S) Senior Honors Thesis: Latina/o Studies**

Students beginning their thesis work in Winter Study must register for this course.

**Class Format:** independent study

**Prerequisites:** approval of program chair; limited to senior honors candidates

**Distributions:** (D2)

Spring 2019

HON Section: 01 TBA Mérida Rúa

**LATS 497 (F) Independent Study: Latina/o Studies**

**Class Format:** independent study

**Distributions:** (D2)

Fall 2018

IND Section: 01 TBA Mérida Rúa
LATS 498 (S)  Indep Study: Latina/o Studies

Independent Study: Latina/o Studies

Class Format: independent study

Distributions: (D2)

Spring 2019

IND Section: 01   TBA   Mérida Rúa
LEADERSHIP STUDIES focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts—whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation state waging war. It seeks to understand the dynamics of the relationships between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, a number of questions are addressed through the curriculum. How have men and women defined leadership and what are the bases of leaders’ legitimacy in different historical contexts? How do leaders in different contexts emerge? Through tradition, charisma, or legal sanction? How do different types of leaders exercise and maintain their domination? What are the distinctive habits of mind of leaders in different historical contexts? What are the moral dilemmas that leaders in different contexts face? What are the typical challenges to established leadership in different historical contexts? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures? How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete one of the two sequences outlined below (6 courses total). Additional and/or substitute electives are offered each year; students should consult the course offerings in the catalog for the full list of elective offerings in a given year.

LEADERSHIP STUDIES—TRADITIONAL TRACK

The introductory course:
LEAD/PSCI 125 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

One required course on ethical issues related to leadership, typically:
LEAD 330 Ethics, Scandals & Leadership
PHIL 119 Plato with Footnotes: Ethics and Politics
PSCI 203 Introduction to Political Theory

Two core courses dealing with specific facets or domains of leadership, such as:
ARTH 501/LEAD 301 Museums: History and Practice
ASTR/LEAD 340 Great Astronomers and Their Original Publications
CLAS/LEAD 323 Leadership, Government, and the Governed in Ancient Greece
HIST 111/LEAD 150 Movers and Shakers in the Middle East
HIST/LEAD 207 The Modern Middle East
HIST/LEAD 241 The Rise and Fall of the Soviet Union
LEAD 212/HIST 393 Sister Revolutions in France and America
LEAD 250/PSCI 205 Political Leadership
LEAD/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders
LEAD/PSCI 293 Leadership and Political Change
LEAD 295 Leadership and Management
LEAD/PSCI 369 The Crisis of Leadership
PSCI/LEAD 141 Bandits and Warlords
PSCI/LEAD 206 Dangerous Leadership in American Politics
PSCI/LEAD 215 Race and Inequality in the American City
PSCI/LEAD 216 American Constitutionalism I: Structures of Power
PSCI/LEAD 217 American Constitutionalism II: Rights and Liberties
PSCI/LEAD 218 The American Presidency
PSCI/LEAD 309 Problems and Progress in American Democracy
PSCI/LEAD 311 Congress
PSCI/LEAD 312 American Political Thought
PSCI/LEAD 314 Leadership in American Political Development
PSCI/LEAD 327 Leadership and Strategy
PSCI 345 Cosmology and Rulership in Ancient Chinese Political Thought
PSCI/LEAD 355 American Realism: Kennan, Kissinger and the American Style of Foreign Policy
PSCI/LEAD 367 The Politics of American National Security
SOC 387 Propaganda

One Leadership Studies Winter Study course (listed separately in the catalog)

Capstone course:
LEAD 402 The Art of Presidential Leadership

LEADERSHIP STUDIES—KAPLAN PROGRAM IN U.S. FOREIGN POLICY TRACK

An introductory course:
HIST 262 The United States and the World, 1776 to 1914
HIST 263 The United States and the World, 1914 to the Present
PSCI/LEAD 120 America and the World
LEAD/PSCI 125 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

One required course on issues related to American domestic leadership, such as:
LEAD 250/PSCI 205 Political Leadership
LEAD/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders
LEAD/PSCI 369 The Crisis of Leadership
PSCI/LEAD 206 Dangerous Leadership in American Politics
PSCI/LEAD 218 The American Presidency
PSCI/LEAD 309 Problems and Progress in American Democracy
PSCI/LEAD 311 Congress

Three required courses dealing with specific facets of American foreign policy leadership, such as:
HIST 262 The United States and the World, 1776 to 1914
HIST 263 The United States and the World, 1914 to the Present
HIST 388 Decolonization and the Cold War
HIST/ASST/LEAD 389 The Vietnam Wars
HIST/LEAD 464 The United States and the Vietnam War
PSCI 225 International Security
PSCI/LEAD 262 America and the Cold War
PSCI/LEAD 242 America and the Vietnam War
PSCI 266 The United States and Latin America
PSCI/LEAD 355 American Realism: Kennan, Kissinger and the American Style of Foreign Policy
PSCI/LEAD 362 The Wilsonian Tradition in American Foreign Policy
PSCI/LEAD 367 The Politics of American National Security
SOC 202 Terrorism and National Security

One capstone course:
LEAD 402 The Art of Presidential Leadership
PSCI/LEAD 327 Leadership and Strategy
PSCI/LEAD 365 U.S. Grand Strategy (W)
PSCI/LEAD 367 The Politics of American National Security

(There is no winter study component to the American Foreign Policy Leadership track.)

Students should check with the program chair to see if other courses not listed here might count as electives.

HONORS IN LEADERSHIP STUDIES

Although there currently is no Honors route in the Leadership Studies program, it often is possible for students pursuing the concentration to undertake an Honors project within their major disciplines on topics that enables them to develop and explore their interests in Leadership Studies. Faculty in the program are happy to discuss this possibility with concentrators and to help them develop suitable Honors thesis topics. In some cases, depending on the topic and the department involved, a faculty member in the program might also be able to serve as an official or unofficial co-supervisor for an Honors project in another discipline.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?
Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
No, not formally, but it is not been an issue yet. To the best of my knowledge, students have requested one course be counted toward the concentration at most.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
No.

Are there specific major requirements that cannot be fulfilled while on study away?
Yes. Introductory course, Winter Study course.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
Yes. The Introductory course has historically been taught only in the fall.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
None to date.
LEAD 12 (W) Principles of Effective Leadership

This course will examine issues related to effective leadership in a variety of contexts, primarily through the experience of guest lecturers. We will begin by identifying key principles of leadership with reference to several great leaders in history, moving on to consider contemporary yet timeless topics such as personal responsibility, corruption and fraud in the private sector as well as the essential role good communications skills play in exercising leadership. The majority of class sessions will feature distinguished guest speakers, many of whom are Williams alumni, who have held leadership roles in government, business, philanthropy and healthcare. Probing our guests’ approaches to organizational leadership is the primary goal of this Winter Study. Each student will be asked to host a guest at dinner or breakfast before we meet, to introduce him or her to the class, and to stimulate discussion. After each lecture, we will spend time in the next class sharing impressions, surprises and lessons learned. There will be a 10-page final paper which may take a variety of forms and formats, but which should address the basic themes in our readings as well as what you have learned from our guests, both collectively and more specifically in the case of at least three individuals. Adjunct Instructor Bio: William E. Simon, Jr., ’73. Businessman, lawyer, and philanthropist, Mr. Simon is Co-Chairman of William E. Simon & Sons, a private equity firm, and the William E. Simon Foundation. Early in his career he was Assistant U.S. Attorney in the Southern District of New York and later was the 2002 Republican gubernatorial nominee in California. Mr. Simon is a Trustee Emeritus of Williams College.

Class Format: mornings

Requirements/Evaluation: 10-page paper and an in-class presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators, preference to seniors and juniors

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 TWR 11:00 am - 12:50 pm PORG 11:00 am - 12:50 pm Bill Simon

LEAD 13 (W) Practical Preparation for Work After Williams: Standing Out Instead of Fitting In!

Crosslistings: LEAD13 / PSYC13

Primary Crosslisting

Students will dramatically enhance and expand their own practical professional competencies and personal attributes by gaining specific skills valuable and relevant for success in the real-world of work! Dynamic sessions are conducted by an exceptionally accomplished instructor focusing on character, interpersonal astuteness, communicating skills, leading effective change, financial statement literacy, decision-making under pressure, and thinking critically about and acting intentionally for personal development. Knowledge is transferred in the classroom through fast-paced, concise student-led discussion, live interaction with seven world-class guest speakers, individual communications exercises, role-playing, and personal one-on-one mentoring by the instructor. Preparing for productive class discussions and participation requires reading three short books (The Headmaster; Killer Angels; Breaking Through) and various articles, watching selected videos, understanding material provided in a subject matter guidebook, completing a private Birkman assessment online, as well understanding wide-ranging human performance though an encapsulated case study of the people at the Battle of Gettysburg. Benefits realized by students from all classes can be applied to any enterprise, including business, entrepreneurial initiatives, education, non-profits, and public sector governmental service. Students prepare a 5-page paper on a topic of their choosing that is work-shopped in a tutorial peer evaluation format prior to submission to the instructor. A one-page personal development action plan is also prepared that remains confidential between the student and the instructor in order to provide private individual mentoring and coaching. Class meetings are conducted with lots of fun starting in mid-morning for 1 hour and 45 minutes Monday through Thursday during Winter Study with an estimated three hours of daily preparation (about 20 hours per week) necessary by each student in order to take ownership for achieving and enjoying the full learning experience. Course Daily Agenda: http://www.intersolvegroup.com/wp-content/uploads/WilliamsWinterStudyAgenda2019.pdf Adjunct Instructor Bio: http://www.intersolvegroup.com/leadership-profile/

Class Format: Monday through Thursday 10-11:50 AM

Requirements/Evaluation: class participation based on materials provided for daily preparation, a 5-page paper reviewed in a tutorial peer format and evaluated by the instructor, and a one-page personal development action plan
LEAD 14 (W) The CIA and the Politics of Intelligence
Crosslistings: LEAD14 / PSCI14
Secondary Crosslisting
This course will trace the evolution of CIA from an organization largely focused, in its early days, on coups and regime change under the Dulles brothers, to its present role in the war on terror and beyond. Students will consider how intelligence is and ought to be gathered, and the political issues that emerge from those activities. Some of the Agency's signal successes and failures will be examined, and some of its directors will be evaluated. The fluctuating relationship between CIA and the FBI will also be discussed. Stress will be placed on the personal experiences of those who have served in the Agency. Adjunct Instructor Bio: Donald Gregg '51 served in CIA from 1951-82, worked in the White House from 1979-89, and was US Ambassador to South Korea from 1989-93. He is now chairman emeritus of The Korea Society. 1980-89, taught a second-year graduate level course at the Master of Science in Foreign Service Program of Georgetown University. He is now chairman of the Pacific Century Institute in Los Angeles.
Class Format: afternoons
Requirements/Evaluation: evaluation will include class attendance and participation, and a short, 3- to 4-page retrospective paper on the course and its content
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: preference to PSCI and LEAD students
Materials/Lab Fee: cost of book ($25)

LEAD 15 (W) Barack Obama: A First Draft of Presidential History
Crosslistings: LEAD15 / PSCI15
Primary Crosslisting
Barack Obama's election in 2008 seemed to many Americans to mark the dawn of a new era in American history. Eight tumultuous years later, he left office with a significant record of achievement—and his political opponents in control of the White House, Congress, and most of the states. This course will undertake a preliminary historical assessment of the Obama presidency. Looking at foreign policy and domestic issues (including economic policy, health care, immigration, and LGBTQ rights), we will examine Obama's leadership style and its relation to the structure of American politics in the early 21st century; the sources of his achievements and disappointments; and his enduring significance for American politics and history. Students will read (and view) primary sources as well as works of journalism and scholarly analysis, which we will discuss in seminar-style class meetings. Halfway through the course, students will propose an essay on some important aspect of Obama's presidency; the final assignment will be the essay itself.
Class Format: afternoons
Requirements/Evaluation: 10-page paper
Prerequisites: one course in American politics, Leadership Studies, and/or 20th century American history
Enrollment Limit: 19
Enrollment Preferences: preference will be given to LEAD concentrators and PSCI majors
Materials/Lab Fee: $12 plus cost of books
LEAD 18 (W)  Wilderness Leadership in Emergency Care

This Winter Study course is for students who would like to participate in a 9 day, 72 hour comprehensive hands on in-depth look at the standards and skills of dealing with wilderness based medical emergencies. Topics that will be covered include, Response and Assessment, Musculoskeletal Injuries, Soft Tissue Injuries, Environmental Injuries, and Survival Skills. Additional topics, such as CPR, are also included. Students will be required to successfully complete the written and practical exams, and not miss any of the 9 classes to receive credit and WFR/CPR certification.

Class Format: the course runs nine consecutive days straight from 9AM-5PM, with a possible one nighttime rescue exercise

Requirements/Evaluation: written and practical exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: submit a statement of purpose to the instructor explaining why they want to take the course and hope to gain from the experience

Materials/Lab Fee: $465

Attributes: EXPE Experiential Education Courses

LEAD 19 (W)  21st Century Museums--From the Inner Workings to the Future Vision of Culture Making

Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19

Secondary Crosslisting

The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums--from art museums to scientific, historical, and specialty collections--and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

Requirements/Evaluation: final formal public exhibit

Prerequisites: keen interest in museums and culture

Enrollment Limit: 12

Enrollment Preferences: random selection

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

LEAD 99 (W)  Independent Study: Leadership Studies

Winter 2019

LEC Section: 01    WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm   Lisa B. Dorin
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Winter 2019

IND Section: 01    TBA    Justin Crowe

LEAD 120 (S)  America and the World
Crosslistings: LEAD120 / GBST101 / PSCI120

Secondary Crosslisting

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

Class Format: lecture/discussion

Requirements/Evaluation: short papers, class participation, and final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

Distributions: (D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

LEAD 125 (F)  Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies
Crosslistings: PSCI125 / LEAD125

Primary Crosslisting

This course introduces students to the major issues in the study of leadership, a central concept in the study of politics. Looking at leaders from ancient Greece to the contemporary United States, we will explore the big questions of leadership studies: What makes a leader successful? Where does legitimacy come from? What (if anything) distinguished a leader from a demagogue? Do good leaders make good followers, or vice versa? What is the relationship between leadership and morality--can the ends justify the means? Why do good leaders sometimes lead badly? How can disempowered people exercise effective leadership? What functions does leadership fill, and what challenges do leaders face, in modern democratic states?

Class Format: lecture/discussion

Requirements/Evaluation: active class participation, 5-page research proposal, 10-page research paper, in-class midterm exam, and cumulative final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-year students and sophomores
**Expected Class Size:** 25

**Department Notes:** subfield open in Political Science major

**Distributions:** (D2)

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**Fall 2018**

**LEC Section:** 01  
**TF 2:35 pm - 3:50 pm  
Mason B. Williams**

**LEAD 127 (S) America First? The Trump Era and the Future of World Politics**

**Crosslistings:** PSCI127 / LEAD127

**Secondary Crosslisting**

"America First" was a slogan and a perspective on foreign policy adopted by isolationists like Charles Lindberg in the 1930's. In the aftermath of Pearl Harbor and the Second World War, a strong bipartisan consensus emerged around the principles of liberal international internationalism and "America First" perspectives were marginalized in American politics. However, with the election of Donald Trump, the American presidency is now in the hands of someone who proudly claims the America first mantle. This course provides a historical and theoretical context for understanding what is unique about President Trump's approach to American foreign policy in the 21st century. Particular attention will be devoted to the contrast between the views of Trump and those of the American foreign policy establishment over issues such as NATO, nuclear proliferation, Russia, immigration, terrorism, free trade, and conflicts in the Middle East.

**Class Format:** lecture

**Requirements/Evaluation:** two analytical essays, short response papers, and final group project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** potential political science majors and leadership studies concentrators (foreign policy track)

**Expected Class Size:** 20

**Distributions:** (D2)

**Attributes:** PSCI International Relations Courses

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**Spring 2019**

**LEC Section:** 01  
**M 7:00 pm - 9:40 pm  
James McAllister, Chris Gibson**

**LEAD 141 (S) Bandits and Warlords**

**Crosslistings:** LEAD141 / GBST141 / PSCI141

**Secondary Crosslisting**

A leading scholar once quipped that political communities "qualify as our largest examples of organized crime." He wasn't far off: governments are meant to protect their citizenry, but as the #bringbackoursgirls or the KONY 2012 campaigns reveal, sometimes they fail. Bandits emerge, racketeers flourish, and warlords replace governments. By looking at Boko Haram, Séleka rebels, Al-Shabaab, Somali pirates and the Lords Resistance Army, this course explores the conditions that lead to the collapse of government protection and its replacement by bandits and warlords. We will then use this understanding to examine prominent examples of banditry and warlordism in Latin America, the Middle East and Europe.

**Class Format:** lecture

**Requirements/Evaluation:** class participation, five short papers and a final exam

**Prerequisites:** none; open only to first-years and sophomores

**Enrollment Limit:** 50

**Enrollment Preferences:** first-years

**Expected Class Size:** 40

**Distributions:** (D2)

**Attributes:** LEAD Facets or Domains of Leadership
LEAD 150 (F) Movers and Shakers in the Middle East  (WI)
Crosslistings: LEAD150 / HIST111 / ARAB111

Secondary Crosslisting
This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 19
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 15-19
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership;

LEAD 205 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy  (DPE)
Crosslistings: PSCI212 / LEAD205

Primary Crosslisting
America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy—and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy—and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Class Format: lecture
Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Leadership Studies concentrators and Political Science majors
Expected Class Size: 25
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course examines the role of race, gender, and class in structuring the history of American politics and citizenship;
efforts by marginalized communities to gain access to full citizenship; and the role of politics in shaping regimes of social difference. Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses

Spring 2019
LEC Section: 01 TR 11:20 am - 12:35 pm Mason B. Williams

LEAD 206 (F) Dangerous Leadership in American Politics (WI)
Crosslistings: PSCI206 / LEAD206
Secondary Crosslisting

"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders?". A common assumption is that those who do it well—whether in the presidency, the parties, social movements, organizations, or local communities—are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention—as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition’s leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of “dangerous” goals acceptable, and what are these goals?

Class Format: tutorial
Requirements/Evaluation: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Political Science majors and Leadership Studies concentrators
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses;

Fall 2018
TUT Section: T1 TBA Nicole E. Mellow

LEAD 207 (F) The Modern Middle East (DPE)
Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207
Secondary Crosslisting
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.
Class Format: lecture
LEAD 212 (S) Sister Revolutions in France and America
Crosslistings: HIST393 / LEAD212
Primary Crosslisting
In the late-eighteenth century, two revolutions burst forth--they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and why the French Revolution took a more radical course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on three papers, several class presentations, and active participation in class discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: students with backgrounds in American history, French history or Political Science
Expected Class Size: 15
Distributions: (D2)
Attributes: HIST Group C Electives - Europe and Russia; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern; LEAD Facets or Domains of Leadership

Spring 2019
SEM Section: 01 T 1:10 pm - 3:50 pm Susan Dunn

LEAD 215 (S) Race and Inequality in the American City
Crosslistings: PSCI215 / LEAD215
Secondary Crosslisting
In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality.
Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Class Format: seminar
Requirements/Evaluation: class participation; several short essays and a longer paper with presentation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Political Science majors and Leadership Studies concentrators
Expected Class Size: 25
Distributions: (D2)
Attributes: LEAD Facets or Domains of Leadership; POEC U.S. Political Economy + Public Policy Course

Spring 2019
SEM Section: 01    TF 2:35 pm - 3:50 pm     Mason B. Williams

LEAD 216 (F) American Constitutionalism I: Structures of Power
Crosslistings: PSCI216 / LEAD216

Secondary Crosslisting
How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power -- the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the conservative ascendancy of the late twentieth century. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.

Class Format: lecture/discussion
Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Political Science majors
Expected Class Size: 25
Distributions: (D2)
Attributes: LEAD Facets or Domains of Leadership; POEC U.S. Political Economy + Public Policy Course; PSCI American Politics Courses

Fall 2018
LEC Section: 01    MWF 8:30 am - 9:45 am     Justin Crowe

LEAD 217 (S) American Constitutionalism II: Rights and Liberties
Crosslistings: PSCI217 / LEAD217

Secondary Crosslisting
How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties -- freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.

Class Format: lecture/discussion

Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

Distributions: (D2)

Attributes: LEAD Facets or Domains of Leadership; POEC U.S. Political Economy + Public Policy Course; PSCI American Politics Courses

Not offered current academic year

LEAD 218 (S) The American Presidency

Crosslistings: LEAD218 / PSCI218

Secondary Crosslisting

To study the presidency is to study human nature and personality, constitution and institution, strategy and contingency. This course will examine the problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? How much do we attribute the shaping of politics to the agency of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency different in foreign and domestic policy? How are national security concerns balanced with domestic priorities such as the protection of civil liberties? How is the office and purpose of the presidency affected by an economic order predicated on private capital? Exploration of these questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional-executive relations, the media, and emergency powers. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.

Class Format: lecture/discussion

Requirements/Evaluation: one exam, two short to medium length papers, small group projects, and class participation

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Political Science majors and Leadership studies concentrators

Expected Class Size: 35

Distributions: (D2)

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; POEC U.S. Political Economy + Public Policy Course; PSCI American Politics Courses

Spring 2019

LEC Section: 01    TF 1:10 pm - 2:25 pm    Nicole E. Mellow

LEAD 225 (F) International Security

Crosslistings: LEAD225 / PSCI225
This course deals with basic questions about war and peace. What are the major causes of war? Why do leaders choose to use violence in the pursuit of political objectives? How does the threat of war shape international politics and diplomatic outcomes? How are wars fought? What are their consequences? And why do states sometimes seek to cooperate to achieve their objectives and other times settle disputes through force or the threat of force? To address these questions, this course covers a number of specific topics: the causes, conduct, and consequences of the two world wars; the origins, course, and end of the Cold War; the influence of nuclear weapons on international security; regional conflicts and rivalries; regime type and international conflict; alliances and patron-client relationships; diplomacy; crisis decision-making; asymmetric conflicts; and great power politics, grand strategy, and international order.

Class Format: lecture

Requirements/Evaluation: class participation, one 6- to 8-page paper, midterm, final

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

Distributions: (D2)

Attributes: GBST Borders, Exiles + Diaspora Studies Electives; LEAD American Foreign Policy Leadership; PSCI International Relations Courses

Fall 2018

LEC Section: 01  MWF 11:00 am - 12:15 pm  Galen E Jackson

LEAD 240 (F) Great Astronomers and Their Original Publications  (WI)

Crosslistings: ASTR240 / LEAD240 / SCST240 / HSCI240

We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialogo, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (Miscellanea curiosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); William Herschel and Caroline Herschel (1778, 1798). In more recent centuries, the original works are articles: 20th-century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

Class Format: seminar

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Distributions: (D2) (WI)

Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI, LEAD or SCST

Attributes: LEAD Facets or Domains of Leadership; SCST Related Courses;
LEAD 250 (S) Political Leadership

Crosslistings: LEAD250 / PSCI205

Primary Crosslisting

This course will examine the leadership strategies of American political leaders with an emphasis on the importance of communication strategies for public sector leaders. We will study these issues by examining local, state and federal political leaders and by answering key questions specific to the political realm. We will read and watch significant speeches of American political leaders, be visited by guests with deep knowledge and insight into the world of politics and read a variety of writings by academics and practitioners on the subject. We will explore questions such as "What characteristics mark successful communication and how do leaders craft a unique and effective communications style?" and "What strategic considerations are there for female political leaders and do they have different challenges in communicating?" The first series of classes will focus on communication taking a look at some of America's best political orators, the special requirements of crisis communication and the changes that new media has brought to the practice of politics and government. We will then explore the tenets of political strategy--both in campaigns and governing. This segment of the course will take a look at the tools used in crafting a strategy and how to put together a winning coalition. The final classes in the course will explore the unique challenges and opportunities facing select sub-groups of political leaders: women, celebrity candidates and officeholders and high-achieving young political leaders--operators and elected officials.

Class Format: seminar

Requirements/Evaluation: three short papers and a final research paper

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 15

Distributions: (D2)

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 261 (F) The United States and the World, 1898 to the Present

Crosslistings: LEAD261 / HIST263

Secondary Crosslisting

This survey course examines the United States and the World since 1898. Students will be introduced to key diplomatic developments since the Spanish-American War, when the country began its ascendancy to hegemonic power from which it is now in retreat. American power reached its apex during the Cold War, but that conflict and its offshoots like the Vietnam War brought about crises over national identity and values that remain unresolved. Readings and discussions will focus on issues of ideology, empire and neo-imperialism, domestic politics and foreign policy, and the relationship between culture and foreign relations.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, pop quizzes, short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students, then History majors

Expected Class Size: 25-30

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada; LEAD American Foreign Policy Leadership
LEAD 262 (F) America and the Cold War

Crosslistings: LEAD262 / HIST261 / PSCI262

Secondary Crosslisting

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Class Format: lecture/discussion

Requirements/Evaluation: one medium length paper, an in-class midterm and final exam, and a series of short assignments

Prerequisites: none; PSCI 202 is recommended but not required

Enrollment Limit: 19

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 19

Distributions: (D2)

Attributes: LEAD American Foreign Policy Leadership; PSCI International Relations Courses

Not offered current academic year

LEAD 285 (F) The Revolutionary Generation: Galaxy of Leaders

Crosslistings: HIST354 / LEAD285 / PSCI285

Primary Crosslisting

The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and character: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments--a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

Class Format: seminar

Requirements/Evaluation: three papers, several class presentations, and active participation in all discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar

Enrollment Limit: 12

Enrollment Preferences: students with a background in Leadership Studies, American History or American Political Science

Expected Class Size: 12

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern; LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership

Fall 2018

SEM Section: 01    T 1:10 pm - 3:50 pm     Susan Dunn

LEAD 293 (F) Leadership and Political Change
Crosslistings: PSCI293 / LEAD293

Primary Crosslisting

This course will examine the foundations of effective political leadership --- both transformational and evolutionary. It will balance theory and practice, case studies and student exploration to better understand how political change and policy reform is enacted in a representative democracy. The course begins with a framework to evaluate leadership, transitions to examining the importance of vision in effecting political change, moves to an in-depth look at effective communicative strategies and mobilization techniques required to realize that change, and concludes with an assessment of the prospects for leadership in the current political landscape. We will cover presidential, congressional, and military leadership and include prominent guest speakers from the world of American politics.

Class Format: lecture/discussion

Requirements/Evaluation: two 7- to 8-page analytic essays, one 12- to 15-page analytic essay, and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LEAD concentrators and PSCI majors

Expected Class Size: 20

Distributions: (D2)

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses

Fall 2018

LEC Section: 01    TR 11:20 am - 12:35 pm    Chris  Gibson

LEAD 295 (F) Leadership and Management

What are the differences between effective leaders and effective managers of complex organizations, or are they one and the same? If different, what are the key elements making each successful, and are there any critical dynamics or interdependencies among these elements? Finally, are there important distinctions between the factors required for success by leaders/managers in different domains or cultures, and by leaders/managers of different genders or ethnicities? In this course, we will wrestle with these questions by examining both successful and unsuccessful leadership and management of complex organizations in a number of domains, including the worlds of business, non-profits, higher education, the military, government, and others. Our primary means of doing so will be through case studies, supplemented by readings from noted leadership and management thinkers, and by the appearance of several distinguished guest speakers.

Class Format: seminar for the first half of the course and tutorial for the second half

Requirements/Evaluation: active class participation, several brief (1 to 2 pages) response papers, a short midterm paper, & a longer final paper, which will be written by a team of two students during the tutorial portion of the course

Extra Info: the final paper will focus on two cases of each team's choice

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Leadership Studies concentrators and sophomores, juniors and seniors

Expected Class Size: 20

Distributions: (D2)

Attributes: LEAD Facets or Domains of Leadership

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm    Chip  Chandler

LEAD 301 (S) Museums: History and Practice

Crosslistings: ARTH303 / LEAD301 / ARTH501
Secondary Crosslisting
Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that result in the
institutions of our time. The seminar will examine museums past, present and future looking at governance and administration practices, architecture and installation, accessioning/deaccessioning policies, and cultural property issues. It will also consider current trends in exhibition, public education and other programming in both “encyclopedic” and contemporary arts institutions. Class discussions will have a special focus on how museums strive to balance their scholarly and artistic roles with their civic and social responsibilities while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on oral presentations as well as two research papers
Extra Info: may not be taken on a pass/fail basis
Enrollment Limit: 14

Enrollment Preferences: Graduate Program students then to senior Art History majors

Department Notes: satisfies the seminar requirement for the undergraduate Art History major
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LEAD
Attributes: AMST Space and Place Electives; LEAD Facets or Domains of Leadership

Spring 2019
SEM Section: 01 T 1:00 pm - 4:00 pm Michael Conforti

LEAD 302 (S) Leadership in a Global World
Crosslistings: LEAD302 / PSCI302

Primary Crosslisting

The events and forces of the twenty-first century have fundamentally challenged our previous assumptions of how individuals relate to one another and how societal progress occurs---that is to say, of how leadership occurs in a global world. In this course we will explore different styles of leadership, followership, failure, and team-building. Over the course of the semester, we will consider topics ranging from teaching to politics, civil society to social media, all with an eye toward how individuals engage with the teams they seek to lead as well as how they engage in both short- and long-term thinking to avoid obstacles, mobilize support, and accomplish their goals. Since leadership is a phenomenon relevant to all individuals and all paths, the course will also include introspection and self-analysis of one's own capacities and weaknesses around the core questions and dilemmas of leadership.

Class Format: seminar

Requirements/Evaluation: three 2-page memos, 5-page midterm essay, 25-page final paper, class presentation, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19

Enrollment Preferences: Leadership Studies concentrators and potential concentrators

Expected Class Size: 19
Distributions: (D2)
Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership

Spring 2019
SEM Section: 01 M 1:10 pm - 3:50 pm Howard Dean

LEAD 309 (F) Problems and Progress in American Democracy
Crosslistings: LEAD309 / PSCI309

Secondary Crosslisting
"I confess," French aristocrat Alexis de Tocqueville wrote in the introduction to his *Democracy in America*, "that in America I saw more than America. I sought the image of democracy itself, with its inclinations, its character, its prejudices, and its passions, in order to learn what we have to fear or hope from its progress." What would Tocqueville see if he returned to America today, almost 200 years later? What types of institutions, dynamics, and processes animate American political life in the twenty-first century? With Tocqueville as a guide to thinking about political ethnography, this course investigates four central elements of political life—religion, education, difference, and crime and punishment—that simultaneously pose problems for and represent sites of progress in American democracy. For each subject, we will ask several key questions. How has that particular aspect of political life changed in the recent past? How might it change in the near future? Does it conform to how American politics is designed to work? To how we want American politics to work? Using a diverse set of readings drawn from empirical political science, contemporary democratic theory, American political thought, historical documents, political punditry (from the left and the right), and current events, our focus, like Tocqueville before us, is on teasing out both the lived experience—the character and challenges—of American democracy and examining any disconnect between that experience and the ideals that undergird it. Among the many specific questions we will consider are whether particular religious traditions might be incompatible with democratic values, the extent to which recent changes in higher education have affected the health of democratic politics, the effects of ideological polarization on democratic discourse, and the place of the jury system in securing democratic justice. Throughout the semester, we will not only approach these questions from the joint perspectives of theory and practice but also seek to enrich our understanding by exploring American democracy as it happens all around us with several exercises in the community at large.

**Class Format:** discussion

**Requirements/Evaluation:** two experiential projects with accompanying write-ups of at least 5 and 7 pages, six 2- to 3-page ethnographic reflections, and class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** a previous course in American politics or Political Theory or permission of instructor

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses; JLST Interdepartmental Electives; LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses

Not offered current academic year

**LEAD 311 (F)  Congress (WI)**

Crosslistings: LEAD311 / PSCI311

Secondary Crosslisting

In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others? How does Congress, often considered to be the most powerful assembly in the world, organize itself so that it can act as an institution and not just a platform for 535 individuals? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote-or hinder-the legitimacy, responsiveness, and responsibility expected of a democratic governing institution?

**Class Format:** seminar

**Requirements/Evaluation:** class participation, several short papers, and a 20-page research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** PSCI 201 or permission of instructor

**Enrollment Limit:** 14

**Expected Class Size:** 14

**Distributions:** (D2) (WI)

**Attributes:** PSCI American Politics Courses; PSCI Research Courses;

Not offered current academic year

**LEAD 312 (S)  American Political Thought (WI)**
Crosslistings: PSCI312 / LEAD312

Secondary Crosslisting
From democracy to liberty, equality to community, foundational ideas -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

Class Format: tutorial
Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Political Science majors and prospective majors
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: AMST Critical and Cultural Theory Electives; LEAD Facets or Domains of Leadership; PHIL Related Courses; PSCI American Politics Courses; PSCI Political Theory Courses;
Not offered current academic year

LEAD 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory (WI)
Crosslistings: LEAD320 / PSCI320

Primary Crosslisting
Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the $20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history--including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write a 10-12 page paper examining the politics of memory for a leader of their choice.

Class Format: seminar
Requirements/Evaluation: two short (5- to 6-page) essays and a 10- to 12-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Leadership Studies concentrators, Political Science majors
Expected Class Size: 19
Distributions: (D2) (WI)
Distribution Notes: WI: Extensive feedback and in-class discussion of writing and argumentation.
Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI Research Courses;
LEAD 323 (F)  From Achilles to Alexander: Leadership and Community in Ancient Greece  (WI)
Crosslistings: CLAS323 / HIST323 / LEAD323

Secondary Crosslisting
Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)
Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred
Enrollment Limit: 19
Expected Class Size: 12
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS
Attributes: HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern; LEAD Facets or Domains of Leadership;

LEAD 325 (S)  The Roosevelt Style of Leadership
Crosslistings: LEAD325 / HIST358

Primary Crosslisting
In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies, their writings and speeches, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

Class Format: seminar
Requirements/Evaluation: evaluation based on participation in class discussions, oral reports, two research papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar
Enrollment Limit: 15
Enrollment Preferences: Leadership Studies concentrators and students with a background in American history and Political Science
Expected Class Size: 15
Distributions: (D2)
LEAD 327 (S) Leadership and Strategy (WI)
Crosslistings: PSCI327 / LEAD327
Secondary Crosslisting
This class is about the role of leaders and statecraft in international relations. In particular, this course examines the relationship between political and military objectives. The aim is to identify and analyze the principal structural and situational constraints--both foreign and domestic--that limit leaders' freedom of action, and which they must manage effectively to achieve their diplomatic and military goals. The course integrates theoretical perspectives related to a range of international security issues--including the causes of war, alliance politics, nuclear strategy, deterrence, coercion, reassurance, misperception, and credibility concerns--with illustrative case studies of decision-makers in action. The basic structure of the class is interdisciplinary; the goal of this approach is to utilize key conceptual arguments to gain greater leverage for the examination of major historical decisions in national security policy. Students will be asked to analyze and evaluate the strategic choices we examine, as well as the process by which they were reached. The primary objective of the course is for students to improve dramatically their understanding of the role of leaders and strategic choice in international relations.

Class Format: seminar
Requirements/Evaluation: active class participation, two 6-8 page papers, and a final exam
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Political Science Majors and Leadership Studies concentrators
Expected Class Size: 15
Distributions: (D2) (WI)
Attributes: LEAD Facets or Domains of Leadership; PSCI International Relations Courses;
Not offered current academic year

LEAD 330 (F) Ethics, Scandals & Leadership
Unfortunately, ethical scandals are and always have been a regular occurrence in all walks of life throughout the world. Oftentimes a scandal results simply from the actions of an isolated individual, be it a corrupt politician, businessman, coach, or any other individual who is in a position to benefit from an unethical action. Perhaps even more troublingly, sometimes all or parts of an organization can become mired in a scandal that requires the witting or unwitting complicity of not only corrupt individuals, but also many others who are regarded by their friends and families--and who consider themselves--ethical people. Occasionally, a scandal even involves cooperation among a number of organizations, as in the case of the tobacco industry's concerted denial of the dangers of smoking for decades, thereby expanding the number of otherwise ethical individuals complicit in the unethical action. The focus of this course is twofold. The first objective is to understand the role of leadership at all levels in causing or failing to prevent such scandals. The second is to explore how organizations can best protect themselves from unethical and/or ineffective leaders, and how ethical leaders can best discourage unethical behavior within their organizations.

Class Format: seminar for the first half of the course, tutorial for the second-half
Requirements/Evaluation: active class participation, several papers of varying lengths, and optional final presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: not open to first-year students
Enrollment Limit: 12
Enrollment Preferences: Leadership Studies concentrators and those who have taken LEAD125/PSCI 125 and/or LEAD 295
Expected Class Size: 12
Distributions: (D2)
Attributes: LEAD Ethical Issues of Leadership
LEAD 336 (S)  Science, Pseudoscience, and the Two Cultures  (WI)  
Crosslistings: LEAD336 / ASTR336 / HSCI336  

Secondary Crosslisting  
A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent “Science Wars” over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in *Fads and Fallacies in the Name of Science*, and using such recent journals as *The Skeptical Inquirer* and *The Scientific Review of Alternative Medicine*, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We discuss vaccination policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We will discuss conspiracy theories such as those about the Kennedy assassination, in view of the 2017 release of many documents from the time and the recent book by Alexandra Zapruder, the granddaughter of the person whose on-the-spot movie documented the fatal shot. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard's *Arcadia* and Michael Frayn's *Copenhagen.*

Class Format: seminar  
Requirements/Evaluation: evaluation will be based on biweekly 5-page papers, participation in discussions, and a 15-page final paper  
Prerequisites: none  
Enrollment Limit: 12  
Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy.  
Expected Class Size: 12  
Department Notes: non-major course; does not count toward ASPH, ASTR or PHYS major  
Distributions: (D3) (WI)  
Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI or LEAD  
Attributes: SCST Elective Courses;  
Not offered current academic year

LEAD 348 (S)  The Black Radical Tradition  (WI)  
Crosslistings: LEAD348 / PSCI348 / AFR348  

Secondary Crosslisting  
The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of “radical”; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.  

Class Format: tutorial  
Requirements/Evaluation: attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class
LEAD 355 (S) American Realism: Kennan, Kissinger and the American Style of Foreign Policy (WI)

Secondary Crosslisting

George Kennan is widely considered to be the author of the containment strategy that ultimately won the Cold War. Henry Kissinger served as National Security Advisor and Secretary of State. In addition to their distinguished careers in government, both men have published well regarded and popular scholarship on various aspects of American foreign policy, international relations, and nuclear weapons. This tutorial will first examine the nature of their relationship to both Realist and Wilsonian perspectives on American foreign relations. We will then examine their experiences as strategists and policymakers during the most crucial moments of the Cold War. One of the key questions we will seek to answer is why Kennan and Kissinger disagreed on so many important issues, ranging from the Vietnam War to the role of nuclear weapons, despite their shared intellectual commitment to Realism. Finally, we will also examine some of the more recent biographies of both men, including John Lewis Gaddis's Pulitzer prize-winning *George F. Kennan: An American Life* and Niall Ferguson's *Kissinger: 1923-1968: The Idealist*.

Class Format: tutorial

Requirements/Evaluation: five 6-page papers, five 2-page response papers

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors, Leadership Studies concentrators (foreign policy track), and History majors.

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: LEAD Facets or Domains of Leadership; LEAD American Foreign Policy Leadership; PSCI International Relations Courses;

Not offered current academic year

LEAD 360 (F) The Political Thought of Frantz Fanon (WI)

Secondary Crosslisting

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Class Format: seminar

Requirements/Evaluation: evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none
LEAD 362 (F) The Wilsonian Tradition in American Foreign Policy  (WI)
Crosslistings: LEAD362 / PSCI362

Secondary Crosslisting

During and after the First World War, President Woodrow Wilson developed an approach to international relations that challenged the dominant assumptions of Realism. Instead of a world order marked by alliances, arms races, and wars, Wilson offered a vision of a peaceful world and the rule of international law. While America ultimately rejected the League of Nations, the Wilsonian tradition has continued to exert a powerful influence on scholars and policymakers. This tutorial will intensively examine Wilson's efforts to recast the nature of the international system, the American rejection of his vision after the First World War, and the reshaping of Wilsonianism after the Second World War. We will spend equal time in the tutorial on both the theoretical and historical dimensions of Wilsonianism.

Class Format: tutorial

Requirements/Evaluation: 4 papers of 7-8 pages and response papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSCI 120, 202, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and Leadership Studies Concentrators (Kaplan track)

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: LEAD American Foreign Policy Leadership; PSCI International Relations Courses;

Not offered current academic year

LEAD 367 (S) The Politics of American National Security
Crosslistings: LEAD367 / PSCI367

Secondary Crosslisting

Liberal democracies face the challenge of establishing effective civil-military relations in order to protect and promote their cherished way of life while preserving civilian control of the armed forces. A lot is at stake in getting it right -- everything from national survival to the preservation of liberty. In the process, countries must decide on policies for the armed forces: should they be forced to adopt the values of the society they protect, and should the military be used to drive social change in the country? This course provides an extensive examination of American civil-military relations from the Founding era to the current day. The constitutional, legal, and theoretical frameworks for civil-military relations are explored to set the conditions for students to assess contemporary US grand strategy and the merits and consequences (including moral-ethical) of using military force to achieve political ends. The course concludes with a section on the future of American civil-military relations.

Class Format: seminar

Requirements/Evaluation: three analytical essays (3500 words each) and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: PSCI majors and LEAD concentrators
Expected Class Size: 18  
Distributions: (D2)  
Attributes: LEAD Facets or Domains of Leadership; LEAD American Foreign Policy Leadership; PSCI International Relations Courses

Spring 2019  
SEM Section: 01  MR 1:10 pm - 2:25 pm  Chris Gibson

LEAD 369 (S)  The Crisis of Leadership  
Crosslistings: PSCI369 / LEAD369  
Primary Crosslisting  
It is now a commonplace that the liberal democracies of Europe and North America (and beyond) are facing a "crisis of leadership." In country after country, champions of cosmopolitan values and moderate reform are struggling to build sufficient popular support for their programs. These failures have created space for a politics of populism, ethno-nationalism, and resentment--an "anti-leadership insurgency" which, paradoxically, has catapulted charismatic (their critics would say demagogic) leaders to the highest offices of some of the largest nations on earth. In this course, we will seek to understand the challenges liberal, cosmopolitan leadership has encountered in the 21st century and the reasons why populist, nationalist leadership has proven resurgent. We will begin by examining institutional constraints facing political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment. Then we will look at some important factors which shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. Our primary questions will be these: Why is transformative leadership so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world?

Class Format: seminar  
Requirements/Evaluation: class participation, regular response papers, research proposal, research paper  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Extra Info 2: this is a research course; the primary written assignment will be a research paper which students will develop over the course of the semester  
Prerequisites: none  
Enrollment Limit: 14  
Enrollment Preferences: Political Science majors, Leadership Studies concentrators  
Expected Class Size: 14  
Distributions: (D2)  
Attributes: LEAD American Domestic Leadership  
Not offered current academic year

LEAD 382 (F)  The Great War, 1914-1918  (WI)  
Crosslistings: LEAD382 / HIST482  
Secondary Crosslisting  
During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement. What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Class Format: tutorial  
Requirements/Evaluation: paper or critique every week  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none
LEAD 389 (S) The Vietnam Wars

Crosslistings: HiST389 / LEAD389 / ASST389

Secondary Crosslisting

This course explores Vietnam’s twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam’s domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam’s anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America’s domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

Class Format: seminar

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: History and Asian Studies majors

Expected Class Size: 15-20

Distributions: (D2)

Attributes: HIST Group B Electives - Asia; HIST Group F Electives - U.S. + Canada; LEAD American Foreign Policy Leadership

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Jessica Chapman

LEAD 397 (F) Independent Study: Leadership Studies

Leadership Studies independent study. Permission of the chair of Leadership Studies required.

Class Format: independent study

Distributions: (D2)

Fall 2018

IND Section: 01 TBA Justin Crowe

LEAD 398 (S) Independent Study: Leadership Studies

Leadership Studies independent study. Permission of the chair of Leadership Studies required.

Class Format: independent study

Distributions: (D2)
LEAD 402 (F) The Art of Presidential Leadership

In this seminar, we will focus on the leadership skills, strategies, successes and failures of some of the greatest American presidents--Washington, Jefferson, Theodore Roosevelt, FDR, Reagan--as well as some of the most controversial--Lyndon Johnson and Nixon. We will investigate how these presidents developed as leaders before as well as after their election to the presidency. How did they determine their goals and assemble their leadership teams? How did they mobilize followers and connect with them? What challenges did they face and what principles guided them? What failures did they meet and why? Readings will include correspondence, speeches, and biographies. Students will make extensive use the Proquest data base of historical newspapers to study history as it was being made.

Class Format: seminar
Requirements/Evaluation: evaluation based on three papers, several class presentations, and active participation in all discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: LEAD 125 or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: Leadership Studies concentrators and students with background in American history and Political Science
Expected Class Size: 15
Distributions: (D2)
Attributes: LEAD Facets or Domains of Leadership

Fall 2018

LEAD 464 (S) The United States and the Vietnam War

Crosslistings: LEAD464 / HIST464
Secondary Crosslisting

U.S. involvement in Vietnam affected nearly every aspect of American life, including the country's overall foreign policy, its military strategy, the relationship between various branches of government, the nation's political trajectory, the role of media in society, youth culture, race relations, and more. This seminar explores America's war in Vietnam and its dramatic ramifications at home and abroad. We will evaluate the Vietnam War era as a turning point in U.S. history--and in the role of the U.S. in the world--by reading and discussing a number of scholarly works on domestic and international aspects of the conflict. Students will develop an original research topic and research and write a 20- to 25-page research paper, based in primary sources, on one aspect of America's Vietnam War.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper
Enrollment Limit: 15
Enrollment Preferences: advanced History majors
Expected Class Size: 10-15
Distributions: (D2)
Attributes: HIST Group F Electives - U.S. + Canada; LEAD American Foreign Policy Leadership

Not offered current academic year
LINGUISTICS  
Advisor: Professor Gail Newman

How is language structured? What are the social forces associated with the development of language? How does the mind process and produce language? What are the best methods for teaching and learning a new language? Linguistics is a vibrant and multifaceted field that bridges the academic and the everyday. From Sociolinguistics to Linguistic Anthropology to Applied Linguistics, each of the various disciplines associated with the general area of Linguistics provides an illuminating perspective on the ways in which language works.

At Williams, students can gain insight into the intricacies of linguistic functions in courses located in several different academic units.

Linguistics

ANTH 227 (F)  Language and Society: What Does Your Speech Say About You?
Crosslistings: ARAB227 / ANTH227

Secondary Crosslisting
Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

Class Format: lecture
Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: seniors, students who need to fulfill Arabic major or Anthropology major requirements, students interested in linguistics
Expected Class Size: 20
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ARAB; meets Division 2 requirement if registration is under ANTH
Attributes: Linguistics
Not offered current academic year

ANTH 262 (F)  Language and Power
"A language is a dialect with an army and a navy." This (originally Yiddish) aphorism points to ways in which language, often imagined to be a neutral or apolitical medium of communication, proves in practice to be a social domain fully implicated in the operations of power. How do we create community - and social exclusion - by the way that we talk? What role does speech play in the accumulation of cultural capital? How are racism and colonialism sustained by language practices, and how can speech transform the world? This introduction to linguistic anthropology draws together classic works of linguistic and semiotic theory with studies of the politics of actual speech grounded in rich and particular cultural and historical contexts, from witchcraft accusations in rural France to American presidential elections. Students will gain familiarity with key concepts (speech acts, performatives, code-switching, language ideology), themes and debates in the social scientific study of language. Assignments include regular postings of 1-page critical response papers and an ethnographic project analyzing a series of speech events in the Williams or Berkshire County community.

Class Format: lecture
Requirements/Evaluation: regular postings of critical response papers and an ethnographic final project
Extra Info: not available for the fifth course option
ARAB 224 (S) Second Language Learning: The Learner, the Classroom, and the Social World

Learning a second language is one of the most exhilarating, rewarding, and eye-opening experiences of a life-time. Millions of people around the globe embark on a journey of exploration of target languages and cultures while reflecting on the self and home culture(s) in the process. This course introduces you to core issues related to the learning of a second language. What are the processes involved in learning a second language? What does it mean to know another language? Is second language learning similar to first language learning? Why are some language learners more successful than others? What individual variables do learners bring to the learning process? How can classrooms facilitate second language learning? How do learners perceive teachers’ feedback? How does the specific socio-cultural context impact language learning? How does learning about the target culture feed into language learning? How does the learner’s identity evolve in the process of second language learning? These are some key second language learning questions that we will examine in this class. Readings are drawn from studies on the learning of different languages.

Class Format: lecture

Requirements/Evaluation: active class participation, assignments, article presentation and leading a class discussion, language learner interview, a research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

ARAB 227 (F) Language and Society: What Does Your Speech Say About You?

Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

Class Format: lecture

Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none
ASST 207 (F) An Exploration of Japanese Language and Culture (WI)

Crosslistings: ASST207 / JAPN407

Secondary Crosslisting

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Class Format: tutorial

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207T will meet once a week; JAPN 407T will meet twice a week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none for ASST 207T; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407T

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Department Notes: students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ASST or JAPN

Attributes: Linguistics;

Fall 2018
TUT Section: T1  TBA  Kasumi Yamamoto

BIOL 409 (F) Cultural Evolution in Biological Systems (WI)

The evolution of genetically transmitted traits has been the subject of extensive study since the "modern synthesis" combined Darwin's and Mendel's ideas--later enriched by molecular approaches to developmental biology. More recently, the study of evolution has been extended to traits that are transmitted via social learning. The cultural evolution that occurs in such behavioral traits has many parallels with evolution based on genes: errors and innovation correspond to genetic mutations, immigration may bring in new forms of the behavior, and population bottlenecks can result in loss of behavioral traits. However, there is also a crucial difference between genetic and social transmission of traits: social learners can potentially acquire traits from many members of their population, including unrelated individuals. This difference has many implications, including the acceleration of the evolutionary time scale. We will explore the ways socially learned behaviors evolve, using systems such as tool use (primates, crows), vocal learning (songbirds, orcas), and social organization (baboons). Among the topics we will consider are the role of neutral models and random processes, how neural constraints guide social learning, how social status influences the choice of tutors, and how competition and sexual selection drive changes in learned behavior. We will also consider how these processes interact and how they generate differences as well as parallels between cultural and genetic evolution.

Class Format: tutorial

Requirements/Evaluation: five 4- to 5-page papers; five 1-2 page response papers; tutorial presentations; contribution to the intellectual enterprise
CHIN 252 (F)  Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language
This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one's native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese.
All readings in English with some examples in Chinese.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, several oral presentations and short papers, and a final research project
Prerequisites: CHIN 101 or permission of instructor
Enrollment Limit: 19
Expected Class Size: 12
Distributions: (D1)
Attributes: EXPE Experiential Education Courses; Linguistics
Not offered current academic year

CHIN 431 (S)  Introduction to Chinese Linguistics
Is Chinese--whose nouns "lack" number and whose verbs have no tense--a monosyllabic, "primitive" language? Are the Chinese characters a system of logical symbols or "ideographs," which indicate meaning directly without regard to sound? Could (and should) the characters be done away with and alphabetized? Are Cantonese, Hakka, and Taiwanese dialects or languages? And what is the relationship between Chinese, Japanese, Korean, and Vietnamese? These are some of the questions we will be taking up in this one-semester introduction to the scientific study of the Chinese language. Topics to be covered include: the phonological, syntactical, and lexical structure of Modern Standard Chinese; the Chinese writing system; the modern Chinese dialects; the history of the Chinese language; sociolinguistic aspects of Chinese; and language and politics in various Chinese-speaking societies. Readings in English and Chinese, with class discussion in Mandarin
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on classroom performance, homework, two short papers, and one longer paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CHIN 302 or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: current or prospective Chinese or Asian Studies majors
Expected Class Size: 12
Distributions: (D1)
Attributes: Linguistics
Not offered current academic year
COGS 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
Crosslistings: PHIL222 / COGS222 / PSYC222

Primary Crosslisting
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: lecture/discussion
Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises
Extra Info: not available for the fifth course option
Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 25
Department Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributions: (D2)
Attributes: Linguistics; PHIL Contemp Metaphysics & Epistemology Courses; PSYC 200-level Courses
Not offered current academic year

JAPN 131 (F) Introduction to Japanese Linguistics
This course is an introduction to the basic ideas and methodology of linguistics. We learn how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meanings (semantics and pragmatics). Other topics, such as first language acquisition and language variations, may be discussed as needed. Although we use Japanese as the primary target data throughout the course, we occasionally look at data from other languages for further application of linguistic methodology and for the better understanding of cross-linguistic variations and underlying universality across languages. Classes are conducted in English.

Class Format: lecture
Requirements/Evaluation: class discussion, reading assignments (as preparation for class), written assignments (exercises), mid-term and final exam
Prerequisites: no background knowledge of Japanese or linguistics is required; open to all students who are interested in Japanese language or language in general
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 25
Distributions: (D1)
Attributes: Linguistics

Fall 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm    Mamoru Hatakeyama

JAPN 258 (S) Language and Literacy Development
Crosslistings: PSYC258 / JAPN258

Primary Crosslisting
Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy
acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How "natural" is it to learn to read?

Class Format: seminar

Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Japanese, Chinese, Asian Studies, and Psychology majors

Expected Class Size: 25

Department Notes: Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under JAPN; meets Division 2 requirement if registration is under PSYC

Attributes: Linguistics

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Kasumi Yamamoto, Mamoru Hatakeyama

JAPN 407 (F) An Exploration of Japanese Language and Culture (WI)

Crosslistings: ASST207 / JAPN407

Primary Crosslisting

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Class Format: tutorial

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207T will meet once a week; JAPN 407T will meet twice a week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none for ASST 207T; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407T

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Department Notes: students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ASST or JAPN

Attributes: Linguistics;
PHIL 203 (S) Logic and Language (QFR)
Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

Class Format: lecture/discussion

Requirements/Evaluation: a midterm, a final, frequent homework and problem sets

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 50-80

Distributions: (D2) (QFR)

Attributes: Linguistics; PHIL Contemp Metaphysics & Epistemology Courses;

PHIL 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
Crosslistings: PHIL222 / COGS222 / PSYC222

Secondary Crosslisting

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: lecture/discussion

Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises

Extra Info: not available for the fifth course option

Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Department Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2)

Attributes: Linguistics; PHIL Contemp Metaphysics & Epistemology Courses; PSYC 200-level Courses

Not offered current academic year

PHIL 280 (S) Frege, Russell, and the Early Wittgenstein

The last line of Ludwig Wittgenstein's *Tractatus* famously reads: "Whereof one cannot speak, thereof one must be silent." Are there things that cannot be put into words? What are the limits of language? What is the nature of language? How do logic and language relate? We will examine these (and other questions) in the context of the great philosophical revolution at the beginning of the last century: the linguistic turn and the birth of analytic philosophy. We will see how a focus on language affects our understanding of many traditional philosophical questions, ranging from epistemology and metaphysics to aesthetics and ethics. Our texts will include Gottlob Frege, *The Foundations of Arithmetic*, Bertrand Russell, *Principles of
Mathematics, and Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*. While you’re debating whether to take this class, consider the following puzzle. There is a village where the barber shaves (a) all those and (b) only those who do not shave themselves. Now, ask yourself: who shaves the barber? You will see that if the barber does not shave himself, then by condition (a) he does shave himself. And, if the barber does shave himself, then by condition (b) he does not shave himself. Thus, the barber shaves himself if and only if he does not shave himself. See if you can figure out why this is sometimes called a paradox, and then ask yourself what this has to do with our opening questions.

**Class Format:** seminar

**Requirements/Evaluation:** two short papers (5 pages) and one longer final paper (12-15 pages)

**Prerequisites:** at least two PHIL courses; PHIL 202 and 203 recommended

**Enrollment Preferences:** Philosophy majors, then seniors and juniors of any major

**Expected Class Size:** 12-15

**Distributions:** (D2)

**Attributes:** Linguistics; PHIL History Courses

Not offered current academic year

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**PHIL 304 (F) Philosophy of Language (WI)**

This will be a course in the philosophy of language at it has developed over the past century and a half in the analytic tradition. We will narrow our focus even further and will concentrate primarily on meaning, reference and truth. What sorts of things can be true or false? We ordinarily claim that sentences are true or false, but are there other entities whose truth and falsity explains the truth and falsity of sentences? If there are such things—we'll call them propositions--what are they like? If there aren't such things, how do we characterize meaningfulness instead? What is it for a sentence or a proposition to be true? We think that there is a difference between a linguistic object's being meaningful and its having a referent. For example, many people would agree that 'Keith's favorite unicorn' is a meaningful expression. However, few (haters gonna hate) would say that the expression has a referent. It is difficult, however, to get clear on the relation between the meaning of an expression and its reference. We'll try to make some progress on these issues. Our study will definitely include Frege, Russell, Quine, Searle, and Kripke. There will be a series of short response papers in which you provide a careful analysis of particular arguments in our texts. There will also be a midterm paper (roughly 10 pages) and a final paper (roughly 15 pages) which you will develop and revise in consultation with the instructor. It will be very helpful, though not absolutely necessary, for you to have some familiarity with logic and some experience in reading philosophy.

**Class Format:** seminar

**Requirements/Evaluation:** short response papers, midterm paper (10pp), final paper (15pp)

**Prerequisites:** previous philosophy course and familiarity with logic suggested

**Enrollment Limit:** 19

**Enrollment Preferences:** Philosophy majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** Linguistics; PHIL Contemp Metaphysics & Epistemology Courses;

Not offered current academic year

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**PHIL 308 (F) Wittgenstein's "Philosophical Investigations"**

Bertrand Russell claimed that Ludwig Wittgenstein was "perhaps the most perfect example I have ever known of genius as traditionally conceived--passionate, profound, intense, and dominating." Wittgenstein's two masterpieces, the *Tractatus Logico-Philosophicus* and the *Philosophical Investigations*, stand like opposing poles around which schools of twentieth-century analytic philosophy revolve. The Wittgenstein of the *Tractatus* is known as the "earlier Wittgenstein," the Wittgenstein of the *Investigations* is known as the "later Wittgenstein." This course is an intensive, line-by-line study of the *Investigations*--one of the greatest (and thus, one of the most controversial) books in the history of philosophy. Aside from its overwhelming influence on 20th and 21st century philosophy and intellectual culture, any book which contains the remark, " if a lion could talk, we could not understand him," deserves serious attention.

**Class Format:** seminar

**Requirements/Evaluation:** one short midterm paper (5-7 pages) and one longer final paper (12-15 pages)

**Prerequisites:** at least two Philosophy Courses, PHIL 202 highly recommended
PSYC 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
Crosslistings: PHIL222 / COGS222 / PSYC222
Secondary Crosslisting
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.
Class Format: lecture/discussion
Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises
Extra Info: not available for the fifth course option
Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended

PSYC 258 (S) Language and Literacy Development
Crosslistings: PSYC258 / JAPN258
Secondary Crosslisting
Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How “natural” is it to learn to read?
Class Format: seminar
Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper
Prerequisites: none

Enrollment Limit: 25
Enrollment Preferences: Japanese, Chinese, Asian Studies, and Psychology majors

Department Notes: Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course
Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under JAPN; meets Division 2 requirement if registration is under PSYC

Attributes: Linguistics

Spring 2019

SEM Section: 01  MR 2:35 pm - 3:50 pm  Kasumi Yamamoto, Mamoru Hatakeyama

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ENVIRONMENTAL STUDIES
Chair: Professor Henry Art

Associate Director: Lecturer Sarah Gardner


On Leave Fall/Spring: Professor R. Bradburd. Class of 1946 Environmental Fellow-in-Residence E. Kolbert.


Mystic Executive Director: T. Van Winkle.

MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES

Alex Apotsos, Visiting Lecturer in Geosciences
Henry W. Art, Professor of Biology and Environmental Studies
Sonya Auer, Visiting Assistant Professor of Biology
Lois M. Banta, Professor of Biology
Ron D. Bassar, Assistant Professor of Biology
Ben Benedict, Lecturer in Art
Mary K. Bercaw-Edwards, Associate Professor for Literature of The Sea, Williams-Mystic Maritime Studies Program
Julie C. Blackwood, Assistant Professor of Mathematics
Roger E. Bolton, Professor of Economics, Emeritus
Cory E. Campbell, instructional Technology Specialist
Phoebe A. Cohen, Associate Professor of Geosciences
Anthony J. Carasquillo, Assistant Professor of Chemistry
David Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies
Jose E.A. Constantine, Assistant Professor of Geosciences
Mea S. Cook, Associate Professor of Geosciences
David P. Dethier, Professor of Geosciences*
Joan Edwards, Professor of Biology
Laura Ephraim, Associate Professor of Political Science
Michael Evans, Assistant Director of The Zilkha Center for Environmental initiatives
Jessica M. Fisher, Assistant Professor of English
Antonia Foias, Professor of Anthropology and Sociology
Jennifer L. French, Professor of Spanish
Sarah S. Gardner, Lecturer in Environmental Studies
Matthew Gibson, Assistant Professor of Economics
Environmental issues call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise. The three curricular options in Environmental Studies—the major in Environmental Studies and the concentrations in Environmental and Maritime Studies—are designed to help majors and concentrators to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, the social sciences, and the arts and humanities;
• Understand ecological principles and the nature of living systems;
• Apply scientific methods to collect environmental data and evaluate environmental quality;
• Understand the political and economic factors that inform, enable, and constrain environmental policy;
• Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;
• Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental challenges;
• Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, funding for student-organizations, and student initiated activities, and generous support for summer research and internships. The Class of 1966 Center, a Living Building and the Program’s home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. The CES manages the Hopkins Memorial Forest, a 2600-acre natural area northwest of campus, in which there are field-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. CES also operates the Environmental Analysis Laboratory in Morley Science Center. The Maritime Studies concentration builds on the course offerings of the Williams-Mystic Maritime Studies Program at Mystic Seaport.

The requirements for the environmental studies major and concentration have been revised. The requirements for students from the class of 2020 and subsequent classes are immediately below, followed by the requirements for the students from the class of 2019.

Overview of the Major and Concentrations for Classes of 2020 and Subsequent Classes

The Environmental Studies major is an eleven course major. The major has a “core” of seven courses, with varying amounts of choice for the various “core” course requirements. All majors are required to take four of the seven courses: ENVI 101, ENVI 102, ENVI 411, and the ENVI senior seminar, ENVI 412. ENVI 101, Nature and Society: An Introduction to Environmental Studies, is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 102, Introduction to Environmental Science, introduces students to the interdisciplinary study of the Earth’s systems through the synthesis of physical, chemical, geological, and biological perspectives. All majors are also required to take, in the senior year (or junior year under special circumstances), ENVI 411, Environmental Planning Workshop: Community-Based Environmental Problem Solving (offered every fall), and ENVI 412, Environmental Studies Senior Seminar (offered every spring). The remaining component of the “core” is comprised of three foundational 200-level courses, one from each of three lists of courses (see below), with each list representing the three main branches of the environmental curriculum (environmental humanities, environmental social science/policy, and environmental science). Students choose, in consultation with their major advisor, the course they will take from each of the three lists.

Building on this seven course foundation, each ENVI major devises an individualized four-course cluster of electives that together comprise a disciplinary or thematic specialization sequence—for example, climate change policy, environmental justice, environmental chemistry, sustainable food and agriculture, sustainable cities, environmental ethics, etc. Students are responsible for designing their own specialization cluster in consultation with a faculty advisor and the CES Advisory Board in the spring semester of their sophomore year. One of these four electives in the cluster must be among those listed by the Program as a research methods course, although students may petition to count another course toward this requirement under special circumstances.

The study of living systems is an integral component of environmental studies, and therefore all students majoring in environmental studies will need to complete at least one course designated by the Program as a “living systems” course (this may be within their specialization cluster or as one of their 200-level foundational courses).

The Environmental Studies concentration is a seven course concentration in which students gain broad exposure to environmental studies while pursuing another major. In addition to the core of ENVI 101, ENVI 102, ENVI 411 and ENVI 412. Students pursuing the concentration will take one elective each from each of three lists of courses, each list representing a broad category of inquiry: the natural world, humanities, arts, and social sciences; and environmental policy.

The Maritime Studies concentration is a seven course concentration that builds on course work completed during the Williams-Mystic Maritime Studies Program. In addition to four intermediate-level core courses completed at Williams-Mystic, students pursuing the Maritime Studies concentration will also take the interdisciplinary introductory course GEO 104 (Oceanography), an elective, and ENVI 412, Environmental Studies Senior Seminar. Students may attend the Williams-Mystic Program in their sophomore, junior or senior year. Students who have completed other study-away programs that emphasize marine studies should consult with the program chair about the possibility of completing the Maritime Studies
Submitting your Proposed “Course Cluster” and “Plan of Study” to the Major

Students intending to major in environmental studies must meet with a prospective advisor chosen in consultation with the Environmental Studies Chair to develop their proposed four-course cluster and plan of study through the major. We encourage all students interested in the major to meet with a faculty member in Environmental Studies at least one week prior to spring Pre-registration to discuss their proposed cluster and plan of study. The proposals must be submitted to the program Chair on or before the final day of pre-registration in the spring of the sophomore year. Application materials and instructions are available from Environmental Studies faculty and on the CES website (ces.williams.edu). The proposals will be reviewed by the CES Advisory Board.

Credit for AP, IB, A-levels and other pre-Williams courses

At this time, students are not allowed to place out of ENVI 101 or ENVI 102. Students who feel that they have a compelling case for placing out of ENVI 101 or 102 must submit a petition to the Chair or Associate Director of Environmental Studies. The petition should include the syllabus, course materials, assignments, etc. for the course(s) that the student wishes to substitute for ENVI 101 or 102.

Substituting laboratory science courses taken at Williams for ENVI 102

Students who have taken two or more laboratory science courses at Williams in BIOL, CHEM, or GEOS may in exceptional circumstances be excused from the requirement to take ENVI 102. Requests should be submitted to the Chair or Associate Director of Environmental Studies prior to the spring of the junior year.

Planning for prerequisites on your path through the Environmental Studies major

While ENVI 101 or ENVI 102 are recommended starting points for the major, and are prerequisites for many other ENVI course offerings, please note that some of the course options for the major may have other courses as prerequisites that may not count toward the programs. For example, ENVI/ECON 213 (Intro to Environmental and Natural Resource Economics) has a prerequisite of ECON 110 (Principles of Microeconomics). We strongly suggest that you do advance planning to avoid being blocked from taking a relevant course. For example, should you want to design a cluster that emphasizes environmental economics, ENVI/ECON 387 (Economics of Climate Change) has a prerequisite of ECON 251 (Price and Allocation Theory), which in turn has a prerequisite of ECON 110. Similarly, should you design a cluster that emphasizes resource conservation, you should be aware that ENVI 312 (Communities and Ecosystems) has a prerequisite of ENVI/BIOL 203 (Ecology) or ENVI/BIOL 220 (Field Botany and Plant Natural History). Students interested in the program are encouraged to consult with members of the Environmental Studies Program and to contact the Environmental Studies Director or Associate Director.

Study Away

Many study away options are available to students in Environmental Studies, including the Williams-Mystic Maritime Studies Program. Furthermore, the Williams-Mystic Program is the foundation of the Maritime Studies concentration. Students considering either a semester or year away who intend to major or concentrate in Environmental Studies should consult the Chair or Associate Director of Environmental Studies and the Dean in charge of study abroad as early as possible to discuss their options. Students may take up to two courses outside of Williams toward their major or concentration, but must have advance approval in writing from the Chair of Environmental Studies.

Advising

Majors and concentrators (or first years and sophomores interested in the major or concentrations offered by CES) are encouraged to talk at any time with the Chair or Associate Director of Environmental Studies, or any other members of CES or Maritime Studies for advice. All incoming majors and concentrators will choose a faculty advisor in the spring of their sophomore year.

Advisors for 2018-19: Ralph Bradburd, Henry Art, Sarah Gardner, Nicolas Howe, Pia Kohler, Laura Martin, Mea Cook, Luana Maroja, James Manigault-Bryant.

Overview of the Major and Concentrations for the Classes of 2019

The Environmental Studies major is an eleven course major. The major has a “core” of six courses, with varying amounts of choice for the various “core” course requirements. All majors are required to take two of the courses, ENVI 101 and ENVI 102. ENVI 101, Nature and Society: An Introduction to Environmental Studies, is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 102, Environmental Science, introduces students to the interdisciplinary study of the Earth’s systems through the synthesis of physical, chemical, geological, and biological perspectives. All majors are also required to take, in the senior year (or junior year under special circumstances), one 400-level Environmental Studies capstone research practicum that involves either collaborative research on a specific environmental problem or client-driven team project on issues of environmental significance in the Berkshire region. Two such courses will be offered in the 2018-19 academic year: ENVI 411, Environmental Planning Workshop: Community-Based Environmental Problem Solving, and ENVI 412, Environmental Studies Senior Seminar. The remaining component of the “core” is comprised of three 200-level courses, one from each of three lists of courses, with each list representing the three main branches of the environmental curriculum (environmental humanities, environmental social science/policy, and environmental science). Students choose, in consultation with their major advisor, the course they will take from each of the three lists.
Building on this six-course foundation, each ENVI major devises an individualized five-course cluster of electives that together comprise a disciplinary or thematic specialization sequence—for example, climate change policy, environmental justice, environmental chemistry, sustainable food and agriculture, sustainable cities, environmental ethics, etc. Students are responsible for designing their own specialization cluster in consultation with a faculty advisor and the CES Advisory Board in the spring semester of their sophomore year. One of these five electives in the cluster must be among those listed by the Program as a research methods course.

The study of living systems is an integral component of environmental studies, and therefore all students majoring in environmental studies will need to complete at least one course designated by the Program as a “living systems” course (this may be within their specialization cluster or as one of their 200-level foundational courses).

The Environmental Studies concentration is a six course concentration in which students gain broad exposure to environmental studies while pursuing another major. In addition to the core of ENVI 101, ENVI 102, and one of the 400-level ENVI capstone practicum courses, students pursuing the concentration will take one elective each from each of three lists of courses, each list representing a broad category of inquiry: the natural world; humanities, arts, and social sciences; and environmental policy.

The Maritime Studies concentration is a seven course concentration that builds on course work completed during the Williams-Mystic Maritime Studies Program. In addition to four intermediate-level core courses completed at Williams-Mystic, students pursuing the Maritime Studies concentration will also take the interdisciplinary introductory course GEOS 104 (Oceanography), an elective, and one of the 400-level ENVI capstone practicum courses. Students may attend the Williams-Mystic Program in their sophomore, junior or senior year. Students who have completed other study-away programs that emphasize marine studies should consult with the program chair about the possibility of completing the Maritime Studies concentration.


HONORS IN ENVIRONMENTAL STUDIES (MAJOR OR CONCENTRATION)

Candidates for honors in Environmental Studies will complete a thesis in their senior year. A student earns honors by successfully completing a rigorous independent project under the supervision of a member of the CES faculty. The thesis may either be a one-semester plus winter study project, or a full-year project (two semesters plus winter study). Students who are majoring in environmental studies, and who opt to complete a year-long thesis project, have the option of substituting the second semester of their thesis work for the spring semester senior seminar. Honors will be awarded on the basis of the academic merit and originality demonstrated by the student in the completed thesis. Because many theses will require sustained field, laboratory or archival work that is difficult to combine with conventional coursework, students are strongly encouraged to spend the summer before senior year and/or their senior year Winter Study doing advance research.

Funds to support student research are available from endowment funds of the CES, and an open competition is held each spring to allocate summer funding resources. Some other departments also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the expectation of such research in mind.

Juniors who wish to apply to pursue honors should submit a 5-page proposal to their intended advisor and the Chair of Environmental Studies by the end of the week following spring break. If a student wishes to pursue thesis research advised by a faculty member not affiliated with CES, the student must also identify a co-advisor from within the program. Environmental Studies concentrators may undertake an honors thesis and submit it to both their major department and Environmental Studies; petitions for a joint honors project should be approved by the department chair and the Chair of Environmental Studies by the end of the junior year. Students will be notified by the end of the spring semester whether or not their proposal has been approved.

Students doing a full-year thesis should plan on a presentation in early November to their thesis advisor, second reader, and, if applicable, co-advisor, at which the thesis writer will offer a discussion of the work completed on the thesis to date, and provide an outline of the full thesis and a timetable for completion of the remaining parts of the thesis.

HONORS IN MARITIME STUDIES

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and write-up of results. The thesis may either be a one-semester plus winter study project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be a continuation and expansion of the student’s Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

WINTER STUDY AND INDEPENDENT STUDY

In addition to courses fulfilling the environmental studies major and concentration requirements, the following courses are offered:

ENVI 397, 398 Independent Study of Environmental Problems

MAST 397, 398 Independent Study: Maritime Studies
Winter study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when reviewing each year’s Winter Study offerings.

THE MAJOR IN ENVIRONMENTAL STUDIES

The Environmental Studies major is an eleven course major, distributed according to the requirements detailed below. Because the ENVI curriculum was restructured, students in the class of 2019 have different requirements than those for the class of 2020 and subsequent classes. The requirements for the class of 2020 follow immediately below. Those for the class of 2019 are provided below those for the class of 2020.

For students in the class of 2020 and subsequent classes:

Introductory required courses (2 courses):
- ENVI 101 Nature and Society: An Introduction to Environmental Studies
- ENVI 102 Introduction to Environmental Science

200-level foundational courses required for all ENVI majors (3 courses, 1 from each category):

Culture/Humanities
- ENVI 217 Landscape, Place, and Power (formerly Environmental Humanities: Theory and Practice)
- ENVI 244 Environmental Ethics
- ENVI 250 Environmental Justice
- ENVI 259 New England Environmental History

Social Science/Policy
- ENVI/ECON 213 Introduction to Environmental and Natural Resource Economics (ECON 110 prerequisite)
- ENVI 270 Environmental Problems: Social Causes, Consequences and Policy Solutions
- ENVI/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
- ENVI 307/PSCI 317 Environmental Law

Environmental Science (with lab)
- ENVI 203 Ecology
- ENVI 205 Geomorphology
- ENVI 215 Climate Changes

Specialization (4-course) Cluster (including a “methods course” and in some cases one “living systems” course)

In the spring of the sophomore year, at the same time that the major declaration is due, each student planning to major in Environmental Studies is required to submit a detailed proposal for a specialization cluster comprised of four elective courses built around a disciplinary or thematic focus. The proposed specialization must include one course identified as a “methods” course, that is, a course providing substantial training in a relevant method of inquiry (see list below for indicative list of courses that might fulfill that designation).

To help students get a better idea of what the “cluster” entails, we have provided examples of specialization clusters on the CES website, including on the following themes (not intended to be an exhaustive list): climate change policy, environmental economics, environmental justice, environmental literature, environmental chemistry, environmental biology, environmental geosciences, environmental planning and design, urban environmental studies, water and energy, sustainable food and agriculture, environmental justice.

The student’s specialization sequence will be developed under guidance of an adviser from the CES faculty, and formally approved by the CES Advisory Board, and will be examined in the broader context of the student’s proposed route through the major (including their choice of 200-level foundational courses). One of the courses in the student’s proposed route through the major must be from a designated list of “living systems” courses (below).

Courses taken abroad may be included in the specialization with the approval of the Chair or Associate Director. Additional courses from the
200-level group requirements (culture/humanities; social science/policy; and environmental science) or from among the research practicum courses may also be included in the specialization.

**One “methods course” requirement:**
- ENVI 214/GEOS 214 Geographic Information Systems
- or STAT 201 Statistics and Data Analysis
- or STAT 202 Introduction to Statistical Modeling
- or ANSO 205 Ways of Knowing
- or POEC 253 Empirical Methods in Political Economy
- or STAT 202 Introduction to Statistical Modeling
- or ECON 255 Econometrics
- or STAT 346 Regression and Forecasting
- or CHEM 364/ENVI 364 Instrumental Methods of Analysis
- or MATH 410/BIOL 214 Mathematical Ecology

This is not intended to be an exhaustive list. Students are expected to make the case for how their designated methods course complements their proposed specialization.

**One “living systems course” requirement:**
- BIOL 203/ENVI 203 Ecology
- BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
- BIOL 220/ENVI 220 Field Botany and Plant Natural History
- BIOL 231/MAST 311 Marine Ecology
- GEOS 210/MAST 211 Oceanic Processes
- BIOL 302/ENVI 312 Communities and Ecosystems

The Environmental Studies program will consider requests from students to substitute another course that focuses on living systems for one of the courses listed above. These requests should be submitted to the Chair or to Sarah Gardner, Associate Director.

**Senior Seminar Requirement:**
In the senior year—or, under special circumstances during the junior year—students will take two 400-level seminars, ENVI 411 and ENVI 412, that together serve as a capstone experience for the major and concentrations. These courses are interdisciplinary, issue-based and project-driven. Offered every fall semester, the practicum Environmental Planning Workshop engages students in team-based work on community projects in the Berkshires involving urban and rural land use planning and sustainable design. Offered in the spring semester, the Senior Research Seminar engages students in research on a policy-related environmental problem.

**Required Courses (2 courses)**
- ENVI 411 Practicum: Environmental Planning Workshop: Community Based Environmental Problem Solving
- ENVI 412 Practicum: Senior Research Seminar

**CONCENTRATION IN ENVIRONMENTAL STUDIES**
The Environmental Studies concentration provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The concentration is designed so that students will understand the complexity of issues and perspectives that inhere in environmental problems and will appreciate that most environmental issues lack distinct disciplinary boundaries. The goal of the concentration is to educate students to be well-informed, environmentally literate citizens who have the capacity to become active participants in the local and global community. To this end, the concentration is designed to develop the capability to think in interdisciplinary ways and to use synthetic approaches to solve problems while incorporating the knowledge and experiences gained from majoring in other departments at the College.

The concentration in Environmental Studies consists of seven courses: four core courses and one elective course from each of the three categories below: The Natural World; Humanities, Arts and Social Sciences; and Environmental Policy.

**Required Courses (4 courses)**
ENVI 101 Nature and Society: An Introduction to Environmental Studies

ENVI 102 Introduction to Environmental Science

ENVI 411 Practicum: Environmental Planning Workshop: Community Based Environmental Problem Solving

ENVI 412 Practicum: Senior Research Seminar

**Distribution Courses (3 courses, 1 from each group)**

In order to earn the concentration a student must take one course from each of the following three groups. Courses may be counted both toward the concentration in Environmental Studies and toward a disciplinary major. (It is not possible to major in Environmental Studies while also concentrating in Environmental Studies).

Students may check with the Chair or Associate Director of Environmental Studies to see if other courses not listed here might count as electives, such arrangements must be approved in writing.

**The Natural World**

- BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
- BIOL 203/ENVI 203 Ecology
- BIOL 220/ENVI 220 Field Botany and Plant Natural History
- BIOL 302/ENVI 312 Communities and Ecosystems
- BIOL 422/ENVI 422 Ecology of Sustainable Agriculture
- BIOL 424/ENVI 424 Conservation Biology
- CHEM 341/ENVI 341 Toxicology and Cancer
- CHEM 364/ENVI 364 Instrumental Methods of Analysis
- ENVI 240T Conservation and Climate Change
- GEOS 101/ENVI 105 The Co-Evolution of Earth and Life
- GEOS 102 An Unfinished Planet
- GEOS 103/ENVI 103 Global Warming and the Reshaping of Landscapes
- GEOS 104/ENVI 104/MAST 104 Oceanography
- GEOS 201/ENVI 205 Geomorphology
- GEOS 205/ENVI 207 Earth Resources
- GEOS 206/ENVI 206 Renewable Energy and the Sustainable Campus
- GEOS 214/ENVI 214 Remote Sensing and Geographic Information Systems
- GEOS 215/ENVI 215 Climate Changes
- GEOS 226/ENVI 226/MAST 226 The Oceans and Climate
- GEOS 254/ENVI 254 Gulf of California Tectonics and Coastal Ecosystems
- GEOS 314/MAST 314/ENVI 314 Sediment Records of Climate Change
- GEOS 324/ENVI 324 Corals and Sea Level
- GEOS 405/ENVI 405 Geochemistry: Understanding Earth’s Environment
- MAST 211/GEOS 210 Oceanographic Processes
- MAST 311/BIOL 231 Marine Ecology
- MATH 410/BIOL 214 Mathematical Ecology
- PHYS 108/ENVI 108 Energy Science and Technology

**Humanities, Arts, and Social Sciences**
AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment
ANTH 214/ENVI 224 The Rise and Fall of Civilizations
ANTH 272/WGSS 272 Sex and the Reproduction of Society
ANTH 332/ENVI 332/JLST 332/GBST 332 Environmental Justice
ARTS 329 Architectural Design II
ENGL 331 Romantic Culture
ENGL 378/ENVI 378 Nature/Writing
ENVI 110 The Anthropocene
ENVI 217 Landscape, Place, and Power (formerly Environmental Humanities: Theory and Practice)
ENVI 239/COMP 238 Introduction to Ecocriticism: North South Dialogues on Nature and Culture
ENVI 250 Environmental Justice
ENVI 252 Biodiversity and Climate Change
ENVI 259/HIST 259 New England Environmental History
ENVI 260 The Whale
ENVI 261 Animal Biocapital and the Politics of meat
ENVI 243/ANTH 243 Reimagining Rivers
ENVI 244T/PHIL 244T Environmental Ethics
ENVI 285/ENGL 286 Writing about Science and Nature
ENVI 291/REL 291/SOC 291 Religion and the American Environmental Imagination
ENVI 303/SOC 303 Cultures of Climate Change
ENVI 322 Trash
HIST 478/ENVI 478/AMST 478 Cold War Landscapes
HIST 491/ENVI 491/AMST 490 The Suburbs
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City
LATS 312/AMST 312/ENVI 313 Chicago
LATS 318/AMST 318/REL 318/COMP 328/ENVI 318 California: Myths, Peoples, Places
LATS 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
MAST 231/ENGL 231 Literature of the Sea
MAST 352/HIST 352 America and the Sea, 1600 Present
PHIL 216/ENVI 216 Philosophy of Animals
PSCI 235/ENVI 235 Environmental Political Theory
PSCI 347 Law of the Sea
PSYC 346/ENVI 346 Environmental Psychology
REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Americas
REL 287/ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment
RLSP 223/ENVI 223/COMP 263 Colonial Landscapes: Latin America’s Contemporary Environmental Literature
SOC 315 Culture, Consumption and Modernity
Environmental Policy

ANTH 210/ENVI 210/JLST 210 Governing Nature
ANTH 332/ENVI 332/JLST 332/GBST 332 Environmental Justice
ECON 213/ENVI 213 Introduction to Environmental and Natural Resources Economics
ECON 228/ENVI 228 Water as a Scarce Resource
ECON 238/ENVI 238 Sustainable Economic Growth
ECON 386/ENVI 386/ECON 518 Environmental Policy and Natural Resource Management
ECON 387/ECON 522/ENVI 387 Economics of Climate Change
ECON 388/ECON 517/ENVI 388 Urbanization and Development
ECON 465 Pollution and the Labor Market
ENGL 331 Romantic Culture
ENVI 244T Environmental Ethics
ENVI 248T “Our Response Will Define Our Future”: Climate Change Policy Analysis
ENVI 270 Environmental Problems: Social Causes, Consequences and Policy Solutions
ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
ENVI 307/PSCI 317 Environmental Law
ENVI 308 Science and Politics in Environmental Decision Making
ENVI 309/HSCI 309/SCST 309/PSCI 301 Environmental Politics and Policy
ENVI 328/PSCI 328 Global Environmental Politics
ENVI 329 Our Planet’s Plastic Plight
MAST 351/ENVI/GEOS 104 Oceanography
PSCI 229 Global Political Economy
PSCI 273/ENVI 273 Politics without Humans?
PSCI 347 Law of the Sea

CONCENTRATION IN MARITIME STUDIES

The Maritime Studies concentration provides students with an opportunity to explore how humans interact with the environment, including the maritime environment. Understanding the oceans and our interactions with them is of increasing importance in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from the perspectives of the humanities, social sciences, and physical sciences. Maritime Studies is an interdisciplinary, cross-divisional program that includes the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (GEOS 104 Oceanography), four intermediate core courses (at Williams-Mystic), an elective, and the senior seminar.

Students who have completed other study-away programs that emphasize maritime studies should consult with the CES chair about the possibility of completing the Maritime Studies concentration

Required Courses (7 courses)

Introductory Course

MAST/ENVI/GEOS 104 Oceanography

Note: Students who take MAST 211/GEOS 210 (Oceanographic Processes) at Williams-Mystic can substitute an extra elective in lieu of GEOS 104
Capstone Course

One Practicum course:

ENVI/MAST 412 Practicum: Environmental Science and Policy

Core Courses (taken as part of Williams-Mystic program at Mystic Seaport):

MAST/ENGL 231 Literature of the Sea
MAST 311/Biol 231 Marine Ecology OR MAST 211/GEOS 210 Oceanographic Processes
MAST/ENVI 351/ PSCI 319 Marine Policy
MAST/HIST 352 America and the Sea, 1600-Present

Elective Courses

Elective courses are listed based on either a clear maritime statement in the course description or broad practical/theoretical applicability to maritime studies. Concentrators will take a minimum of one course from the list below. If concentrators find other courses in the catalog that they believe meet the requirements for a MAST elective, they may bring them to the attention of the Chair or Associate Director.

Maritime History

HIST 127 The Expansion of Europe
HIST/AFR 248 The Caribbean: From Slavery to Independence
HIST/JAPN/ASST 321 History of U.S.-Japan Relations
HIST/ASST/INST 391 When India was the World: Trade, Travel and History in the Indian Ocean

Maritime Literature

CLAS 101/COMP 107 The Trojan War

Marine Policy

ECON/ENVI 213 Introduction to Environmental and Natural Resources Economics
ECON/ENVI 386/ ECON 518 Environmental and Natural Resource Policy
ENVI 307/PSCI 317 Environmental Law
PSCI 223 International Law
PSCI 229 Global Political Economy
PSCI 347 Law of the Sea
ENVI/PSCI 328 Global Environmental Politics

Marine Science

BIOL 414 Life at Extremes: Molecular Mechanisms
GEOS 212 / BIOL 211 Paleobiology
GEOS/ENVI 215 Climate Changes
GEOS/ENVI/MAST 226 The Oceans and Climate
GEOS 302 Sedimentology
GEOS/ENVI/MAST 314 Sediment Records of Climate Change

MAST 25 (W)  Material Culture and Craft of 19th Century Coastal New England
The goal in this course is to provide an opportunity for students to develop an intimate understanding of 19th century Mystic through lived experience. To appreciate a culture or a community so different from what we live and experience today, you must also understand the ways in which its residents shaped their world, specifically, the crafts they plied. There are few opportunities in life when this understanding can be delivered through lived experience. This will be one of them. Taking advantage of the extraordinary resources of Williams-Mystic, the coastal and ocean studies campus of Williams College located at the Mystic Seaport in Mystic, CT, this winter-study course, taught at Williams-Mystic, aims to: 1) provide rich hands-on participatory experiences that authentically mirror 19th century maritime craft and culture; and 2) offers learners a rare opportunity to delve deeply into the mindset of 19th century maritime culture by creating an authentic artifact that reflects understanding of the values and mores of this time period.

There will be a number of instructors; including instructors employed by the Mystic Seaport in who specialize in chanteys, shipsmithing, ship Carving, scrimshaw, canvasworks, and boatbuilding.

**Class Format:** Williams-Mystic

**Requirements/Evaluation:** performance-based evaluation using exemplars, experts and authentic audience; final paper or project

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** by application

**Materials/Lab Fee:** $1,500

**Attributes:** EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 Cancelled

**MAST 31 (W) Sen Thesis: Maritime Studies**

Maritime Studies senior thesis.

**Class Format:** independent study

Winter 2019

HON Section: 01

**MAST 99 (W) Independent Study: Maritime Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

Winter 2019

IND Section: 01

**MAST 104 (S) Oceanography**

Crosslistings: MAST104 / ENVI104 / GEOS104

**Secondary Crosslisting**

The oceans cover about 72% of Earth’s surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.
MAST 211 (F)  Oceanographic Processes

Crosslistings: GEOS210 / MAST211

Primary Crosslisting

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

Class Format: lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Extra Info: offered only at Mystic Seaport

Distributions: (D3)

Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses

Fall 2018
LEC Section: 01    TBA     Lisa A. Gilbert

Spring 2019
LEC Section: 01    TBA     Lisa A. Gilbert

MAST 231 (F)  Literature of the Sea  (WI)

Crosslistings: MAST231 / ENGL231

Primary Crosslisting

Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example--depending on fall or spring semester--Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville's masterpiece *Moby-Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science.

Class Format: small group tutorials with weekly lectures, including coastal and near-shore field trips and ten days at sea

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final paper

Extra Info: offered only at Mystic Seaport

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Distributions: (D1) (WI)

Attributes: AMST Arts in Context Electives; ENVI Humanities, Arts + Social Science Electives;
**MAST 311 (F) Marine Ecology**
Crosslistings: BIOL231 / MAST311

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

**Class Format:** lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Extra Info:** offered only at Mystic Seaport

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses

**MAST 324 (S) Corals and Sea Level**
Crosslistings: GEOS324 / MAST324 / ENVI324

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

**Class Format:** lecture/laboratory

**Requirements/Evaluation:** short papers, labs, participation in discussion, and a research project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geoscience majors, students who commit to the Spring Break trip

**Expected Class Size:** 10

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EXPE Experiential Education Courses
Spring 2019
LEC Section: 01 TR 11:20 am - 12:35 pm Mea S. Cook
LAB Section: 02 R 1:00 pm - 4:00 pm Mea S. Cook

MAST 351 (F) Marine Policy
Crosslistings: ENVI351 / PSCI319 / MAST351

Primary Crosslisting
This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore
Requirements/Evaluation: an independent research paper, a presentation, and a final exam
Extra Info: offered only at Mystic Seaport
Department Notes: satisfies the Environmental Policy requirement for the Environmental studies concentration
Distributions: (D2)
Attributes: ENVI Environmental Policy; EXPE Experiential Education Courses; POEC International Political Economy Courses

Fall 2018
LEC Section: 01 TBA Catherine Robinson Hall

Spring 2019
LEC Section: 01 TBA Catherine Robinson Hall

MAST 352 (F) Americans and the Maritime Environment (WI)
Crosslistings: HIST352 / MAST352

Primary Crosslisting
This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind's changing relationship with the world's oceans. Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project
Requirements/Evaluation: two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style
Extra Info: offered only at Mystic Seaport
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Distributions: (D2) (WI)
Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern;

Fall 2018
LEC Section: 01 TBA Alicia C. Maggard

Spring 2019
LEC Section: 01 TBA Alicia C. Maggard

MAST 397 (F) Independent Study: Maritime Studies
MARITIME STUDIES

INDEPENDENT STUDY

CLASS FORMAT: independent study

Fall 2018
IND Section: 01  TBA  Henry W. Art

MAST 398 (S)  Independent Study: Maritime Studies

CLASS FORMAT: independent study

Spring 2019
IND Section: 01  TBA  Henry W. Art

MAST 402 (S)  Senior Seminar: Perspectives on Environmental Studies

Crosslistings: ENVI412 / MAST402

Secondary Crosslisting

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.

CLASS FORMAT: seminar

Requirements/Evaluation: evaluation is based on active participation, discussion leading, several smaller assignments and capstone project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 302 or MAST 351 Maritime Policy or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: limited to senior Environmental Studies majors and concentrators and Maritime Studies concentrators

Expected Class Size: 20

Department Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: (WI)

Distribution Notes: does not meet Division 1, 2, or 3 requirements Each student in this course will complete a semester-long research project resulting in a final report of 20-25 pages. The project will proceed in phases, with significant pieces of writing due at regular intervals throughout the semester, and with multiple opportunities for revision and peer review. There will also be several short reading response papers during the first half of the semester.

Attributes: EVST Senior Practicum; SCST Elective Courses;

Spring 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  Nicolas C. Howe

MAST 404 (S)  Coastal Processes and Geomorphology

Crosslistings: ENVI404 / MAST404 / GEOS404

Secondary Crosslisting

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks
and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

**Class Format:** lecture two times a week with a lab one time per week

**Requirements/Evaluation:** lab reports, tests, and an independent research project

**Prerequisites:** GEOS 104 or permission of instructor

**Enrollment Limit:** none

**Expected Class Size:** 10

**Distributions:** (D3) (QFR)

**Attributes:** ENVI Natural World Electives;

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Spring 2019

LEC Section: 01  MWF 8:30 am - 9:45 am  Alex A. Apotsos

**MAST 493 (F) Senior Thesis: Maritime Studies**

Maritime Studies senior thesis.

**Class Format:** independent study

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

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Fall 2018

HON Section: 01  TBA  Henry W. Art

**MAST 494 (S) Senior Thesis: Maritime Studies**

Maritime Studies senior thesis.

**Class Format:** independent study

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

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Spring 2019

HON Section: 01  TBA  Henry W. Art
Materials Science is an interdisciplinary field which combines microscopic physics and chemistry in order to understand and control the properties of materials such as plastics, semiconductors, metals, liquid crystals, and biomaterials. Williams students with an interest in the properties of materials or in pursuing careers in materials science or a variety of engineering disciplines would benefit from following the courses in this program.

MTSC Courses

**CHEM 336 (F) Materials Chemistry**

Materials Science focuses on the study of bulk physical properties such as hardness, electrical conductivity, optical behavior, and elasticity. Materials chemists bridge the gap between traditional synthetic chemists and materials scientists, by working to understand the relationships between bulk physical properties, length scale (mesoscale, nanoscale), and molecular structure. This course will cover a variety of different types of materials and their properties including solids (insulators, semiconductors, conductors, superconductors, magnetic materials), soft materials (polymers, gels, liquid crystals), nanoscale structures, and organic electronics. We'll examine some of the latest developments in materials chemistry, including new strategies for the synthesis and preparation of materials on different length scales, as well as a variety of potential applications of emerging technologies.

**Class Format:** lecture, three hours per week  
**Requirements/Evaluation:** evaluation is based on problem sets, reviews of research articles, hour exams, and a final exam  
**Extra Info:** may not be taken on a pass/fail basis  
**Prerequisites:** CHEM 155 or 256 and 251/255  
**Enrollment Limit:** 24  
**Expected Class Size:** 16  
**Distributions:** (D3)  
**Attributes:** MTSC Courses  
Not offered current academic year

**CHEM 348 (F) Polymer Chemistry**

From synthetic to natural macromolecules, we encounter polymers everywhere and everyday. This course explores the multitude of synthetic techniques available and discusses how structure defines function. Topics include condensation and chain (anionic, cationic, radical) polymerizations, dendrimers, controlling molecular weight, ring opening, and biopolymer syntheses. Fundamentals of composition and physical properties of polymers, and methods of characterization are also covered.

**Class Format:** lecture, two meetings per week; laboratory, four hours per week  
**Requirements/Evaluation:** evaluation is based on problem sets, participation, exams, laboratory work, and a final project  
**Prerequisites:** CHEM 251/255  
**Enrollment Limit:** 12  
**Enrollment Preferences:** Chemistry majors  
**Expected Class Size:** 12  
**Distributions:** (D3)  
**Attributes:** BIMO Interdepartmental Electives; MTSC Courses  
Not offered current academic year

**CHEM 364 (S) Instrumental Methods of Analysis**
Crosslistings: ENVI364 / CHEM364

Primary Crosslisting

This course provides the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Student will gain knowledge and understanding of the theory and practical use of a variety of instrumental techniques; including, but not limited to, chromatography, mass spectrometry, thermal methods, electroanalytical techniques, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies, with examples drawn from the current literature. Analytical chemical and instrumental techniques will be developed in the lecture and extensively applied within the laboratory. These skills are useful in a wide variety of scientific areas. Through exploration of primary literature and review articles we will discuss recent developments in instrumental methods and advances in the approaches used to address modern analytical questions.

Class Format: lecture, three hours per week; laboratory, four hours per week

Requirements/Evaluation: evaluation is based on class participation, 2 exams, problem sets, oral presentations and discussions of selected topics, laboratory work, and an independent project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

Enrollment Limit: 12

Expected Class Size: 12

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives; ENVI Natural World Electives; EVST Methods Courses; MTSC Courses

Spring 2019

LAB Section: 02 M 1:00 pm - 5:00 pm Anthony J. Carrasquillo
LEC Section: 01 TR 8:30 am - 9:45 am Lee Y. Park
LAB Section: 03 T 1:00 pm - 5:00 pm Nathan Cook
LAB Section: 03 T 1:00 pm - 5:00 pm Nathan Cook
LEC Section: 01 TR 8:30 am - 9:45 am Lee Y. Park
LAB Section: 02 M 1:00 pm - 5:00 pm Anthony J. Carrasquillo

GEOS 202 (S) Mineralogy

This course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals—Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy; wavelength- and energy-dispersive x-ray spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section.

Class Format: lecture, three hours per week; laboratory, three hours per week; independent study of minerals in hand specimen; one afternoon field trip

Requirements/Evaluation: evaluation will be based on one hour test, lab work, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: one 100-level GEOS course or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year

Expected Class Size: 12

Distributions: (D3)

Attributes: EXPE Experiential Education Courses; MTSC Courses
GEOS 234 (S) Introduction to Materials Science (QFR)

Crosslistings: GEOS234 / PHYS234

**Secondary Crosslisting**

Materials Science is the study of how the microscopic structure of materials—whether steel, carbon fiber, glass, wood, plastic, or mayonnaise—determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

**Class Format:** lecture (3 hours per week), plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

**Requirements/Evaluation:** based on weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

**Prerequisites:** high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** based on students' scientific background and seniority

**Expected Class Size:** 10

**Distributions:** (D3) (QFR)

**Attributes:** MTSC Courses;

Not offered current academic year

PHYS 451 (S) Condensed Matter Physics (QFR)

Condensed matter physics is an important area of current research and serves as the basis for modern electronic technology. We plan to explore the physics of metals, insulators, semiconductors, superconductors, and photonic crystals, with particular attention to structure, thermal properties, energy bands, and electronic properties.

**Class Format:** seminar

**Requirements/Evaluation:** weekly readings and problem sets, and exams

**Prerequisites:** Phys 301, Phys 302 (may be taken simultaneously) preferred; or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Physics majors

**Expected Class Size:** 4-6

**Distributions:** (D3) (QFR)

**Attributes:** MTSC Courses;

Spring 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Daniel P. Aalberts

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MATHEMATICS AND STATISTICS (Div III)
MATHEMATICS
Chair: Professor Susan Loepp


On leave Fall/Spring: Professors: B. Klingenberg, M. Stoiciu.
On leave Fall only: Professor A. Pacelli.
On leave Spring only: Associate Professor S. Miller.

MAJOR IN MATHEMATICS

The major in Mathematics is designed to meet two goals: to introduce some of the central ideas in a variety of areas of mathematics and statistics, and to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning. Mathematics is a gateway to many career paths including statistics, teaching, consulting, business, engineering, finance, actuarial studies and applied mathematics. Students are strongly encouraged to consult with the department faculty on choosing courses appropriate to an individualized program of study.

REQUIREMENTS (9 courses plus colloquium)

The major in Mathematics consists of nine courses plus the colloquium requirement. Mathematics is highly cumulative, and students should plan a route to completing the major that ensures the proper sequencing and prerequisites for all needed courses. Note that not all upper level courses are offered every year.

Calculus (2 courses)

Mathematics 140 Calculus II
Mathematics 150 or 151 Multivariable Calculus

Applied/Discrete Mathematics/Statistics (1 course)

Mathematics 209 Differential Equations
Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210)
Mathematics 200 Discrete Mathematics
Statistics 201 Statistics and Data Analysis
Statistics 231 Statistical Design of Experiments
or a more advanced applied/discrete/statistics course with prior department approval

Core Courses (3 courses)

Mathematics 250 Linear Algebra
Mathematics 350 Real Analysis or Mathematics 351 Applied Real Analysis
Mathematics 355 Abstract Algebra

Completion (3 courses plus colloquium)

Two electives from courses numbered 300 and above, or STAT 231
One Senior Seminar: Any course numbered between 400 and 479, taken in the senior year.
Participation in the Department Colloquium, in which all senior majors present and attend talks on mathematical or statistical topics of their choice. Majors have to attend at least 20 colloquia in their senior year and present one themselves.

ADVANCED PLACEMENT

Students who come to Williams with advanced placement will be moved up in the Mathematics major, and should consult with faculty to be placed
in the best class reflecting their experience and background. A student who places out of a course substitutes another course of equal or higher level in Mathematics or Statistics to complete the nine course major. Students should select courses best suited to their preparation and goals, and consult with the department faculty concerning appropriate courses and placement. The department reserves the right to refuse registration in any course for which the student is overqualified.

For Example, a student starting in MATH 130 might take MATH 130 and 140 the first year, MATH 150 and MATH 200 the second year, MATH 250 and MATH 350 the third year, MATH 355 and a senior seminar the fourth year, plus the two required electives some time. Students are encouraged to consult freely with any math faculty about course selection and anything else.

CALCULUS PLACEMENT

Recommended placement for students who have taken an Advanced Placement Examination in Calculus (AB or BC) is:

- BC 1, 2 or AB 2, 3 Math 140
- AB 4 or 5 Math 150
- BC 3, 4 or 5 Math 151

Consult with department faculty for any Calculus or Statistics placement questions. Students who have had calculus in high school, whether or not they took the Advanced Placement Examination, are barred from 130 unless they obtain permission from the instructor.

NOTES

Substitutions, Study Abroad, and Transfer Credit: In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions or a course from another Williams department may be substituted for electives. Programs like the “Budapest Semester in Mathematics” are recommended for majors who wish to focus on mathematics away. The department, though, normally accommodates students who select other study away programs. The department offers its core courses in both the fall and the spring to allow students to spend more easily a semester away.

Double Counting: No course may count towards two different majors.

Early Senior Seminar: The senior seminar is designed and intended to be taken during the senior year. Students who have made significant progress towards the major may request to fulfill this requirement with a senior seminar taken during their junior year. Such requests should be submitted to the department chair, and should include a plan for completing the major and the rationale for taking their senior seminar as a Junior.

Planning Courses: Core courses Mathematics 350, 351, 355, and Statistics 346 are normally offered every year. Most other 300-level topics are offered in alternate years. Topology, Complex Analysis, and second courses in real analysis and abstract algebra are normally offered at least every other year.

Each 400-level topic is normally offered every two to four years. Students should check with the department before planning far into the future.

Course Admission: Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be approved MATH/STAT courses.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Colloquium requirement, Senior Seminar requirement.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
Yes. The highly cumulative structure of the major.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

THE DEGREE WITH HONORS IN MATHEMATICS

The degree with honors in Mathematics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of mathematics or statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (MATH/STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. Under certain circumstances, the honors work can consist of coordinated study involving a one semester (MATH/STAT 493 or 494) and a winter study (WSP 030) of independent research, culminating in a “minithesis” and a presentation. At least one semester should be in addition to the major requirements, and thesis courses do not count as 400-level senior seminars.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis, or pursued actuarial honors and written a mini-thesis. An outstanding student who writes a mini-thesis, or pursues actuarial honors and writes a paper, might also be considered. In all cases, the award of honors and highest honors is the decision of the Department.

APPLIED MATHEMATICS TRACK

Students interested in applied mathematics, engineering, or other sciences should consider:

Mathematics 140 Calculus II
Mathematics 150 or 151 Multivariable Calculus
Statistics 201 Statistics and Data Analysis
Mathematics 250 Linear Algebra
Mathematics 351 Applied Real Analysis
Mathematics 355 Abstract Algebra
Some programming or numerical analysis (e.g. MATH 361, 318T, or anything if you’ve had CSCI 134)
MATH 309 or Post-core Differential Equations/Numerical Methods
Senior seminar (e.g. Math Ecology MATH 410T or Mathematical Modeling MATH 433)

Other recommended courses: complex analysis, discrete mathematics (e.g. combinatorics or graph theory), operations research, optimization, probability, statistics, appropriate courses in Biology, Chemistry, Computer Science, Economics, Neuroscience, Physics, etc.

Williams has exchange and joint programs with good engineering schools. Interested students should consult the section on engineering near the beginning of the Bulletin and the Williams pre-engineering advisor for further information.

GRADUATE SCHOOL TRACK

Students interested in continuing their study of mathematics in graduate school should consider:

Mathematics 140 Calculus II
Mathematics 150 or 151 Multivariable Calculus
Mathematics 250 Linear Algebra
Mathematics 350 Real Analysis
Mathematics 355 Abstract Algebra
Complex Analysis
Topology
Some second semester analysis
Some second semester algebra
Some post-core geometry

Thesis

[With prior permission, in unusual circumstances, senior seminar can be waived in favor of harder post-core electives.]

Students headed for graduate school generally take more than this relatively small number of courses required for a liberal arts major. Reading knowledge of a foreign language (French, German, or Russian) can be helpful.

Students interested in continuing their study of statistics in graduate school should take STAT 201, 231, 346, a 400 level statistics course and MATH 350 and 341.

OTHER CAREER PATHS

Other Graduate and Professional Schools: An increasing number of graduate and professional schools require mathematics and statistics as a prerequisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

Statistics and Actuarial Science: Students interested in statistics or actuarial science should consider Mathematics 341, Statistics courses, and Economics 255. Additionally, students should consider taking some number of the actuarial exams given by the Society of Actuaries, which can constitute part of an honors program in actuarial studies (see section on honors above).

Teaching: Students interested in teaching mathematics at the elementary or secondary school level should consider courses on teaching, number theory, geometry, statistics, and practice as a tutor or teaching assistant. Winter study courses that provide a teaching practicum are also highly recommended. Consult the Program in Teaching (Professor Susan Engel) and the Office of Career Counseling.

Business and Finance: Students interested in careers in business or finance should consider Mathematics 333 and Statistics courses. Since these courses address different needs, students should consult with the instructors to determine which seem to be most appropriate for individuals.

There are three types of 300-level courses. There are the core courses: Real Analysis, MATH 350/351, and Abstract Algebra Math 355. There are the "precore" courses, which do not have the core courses as prerequisites and have numbers 300-349. Finally, there are those courses that have an Abstract Algebra or Real Analysis prerequisite, which are numbered 360-399.

MATH 12 (W) The Mathematics of Lego Bricks

This course is a modification of five previous winter studies I have done on the Mathematics of LEGO bricks. Similar to those, we will use LEGO bricks as a motivator to talk about some good mathematics (combinatorics, algorithms, efficiency). We will partner with Williamstown Elementary and teach an Adventures in Learning course (where once a week for four weeks we visit the elementary school after the day ends to work with the kids). We will also submit a Lego Ideas Challenge, to try and create a set that Lego will then market and sell.

Class Format: afternoons

Requirements/Evaluation: 2- to 3-page paper; final project

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: discretion of the instructor

Materials/Lab Fee: $40

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01   M-F 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm   Steven J. Miller

MATH 13 (W) The Mathematics of SET (and other games)

SET is a popular game where players try to find certain collections of three cards, which share or fail to share properties like color, shape, and number. This seemingly simple game gives rise to an incredibly variety of mathematical ideas. These range from counting and probability, to the behavior of lines in strange models of geometry. Throughout this class we'll study these mathematical ideas, as well as those coming from other mathematically interesting games (and we'll of course play lots of SET and other games!). Previous experience with SET or with mathematics is not required! We will
be meeting for 6 hours per week in class. Outside-of-class work will include readings (from the book "The Joy of SET" and short mathematical readings relevant to other board games), learning and practicing other mathematically relevant board games, working on small problem sets, and as a final project designing a new game based on mathematical ideas. These final projects will be showcased in a board game night at the end of Winter Study.

**Class Format:** afternoons  
**Requirements/Evaluation:** final project; small problem sets  
**Prerequisites:** none  
**Enrollment Limit:** 15  
**Enrollment Preferences:** preference given to students with less mathematical background  
**Materials/Lab Fee:** cost of books  
**Attributes:** EXPE Experiential Education Courses

Winter 2019  
LEC Section: 01    MWF 10:00 am - 12:00 pm PORG 10:00 am - 12:00 pm   Ralph E. Morrison

**MATH 14 (W) Creative Dynamics**  
Crosslistings: MATH14 / CSCI14  
**Primary Crosslisting**

Broadly defined, a dynamical system is an object whose future state can be calculated from its current state. Examples include ordinary and partial differential equations, discrete dynamics, cellular automata, billiards, spatial games, coupled/synchronized systems, agent models, evolutionary/selection dynamics, graph dynamics, Markov chains, and many more. The instructor will give a survey of such systems, and students will be free to imagine, create, and compute their own systems with an emphasis on graphical presentation of results.

**Class Format:** mornings  
**Requirements/Evaluation:** grading will be based on class participation, presentation of results, and a final project  
**Prerequisites:** solid computer programming skills in some language with good support for graphics  
**Enrollment Limit:** 15  
**Enrollment Preferences:** computational skills, math background, and enthusiasm; students will be asked to submit a brief description of their qualifications  
**Materials/Lab Fee:** none

Winter 2019  
LEC Section: 01    MWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Stewart D. Johnson

**MATH 15 (W) Self Care: Exploring Acupressure, Reflexology and Aromatherapy**  
Crosslistings: MATH15 / SPEC15  
**Primary Crosslisting**

Learn techniques to take care of yourself and others! In this course, students will explore acupressure and reflexology through hands-on practice with partners. Modalities will first be demonstrated by the instructor, and then will be reinforced through in-class practice. The course will also cover essential oils and the chemistry behind aromatherapy, studying chemical families and their main characteristics. With this knowledge, students will create custom aromatherapy blends to address specific health issues. These blends will be made in class, and can be taken home. This class is designed to be useful to students and their loved ones, providing the student with tools to cope with life events. The focus will be on using acupressure, reflexology and aromatherapy to help with stress, anxiety, sleep, skin health, and sickness. Assigned reading and/or online videos will be required to prepare for each class. In addition, students will complete 16 hours of acupressure and reflexology practice outside of class on volunteers. These hours will be signed off on a log sheet by the volunteers. In-class assessments of techniques will also occur. Each student will prepare at least one presentation to share with the class.  

Adjunct Instructor Bio: Graduate studies in zoology took Jennifer Turek to the University of Otago in New Zealand, where she also attended the Lotus College of Natural Therapies. After graduating, Jennifer opened up her business, Koru Therapies first in New Zealand, then California and now in Williamstown, MA. Jennifer provides a custom holistic health experience which is a unique blend of Eastern,
Western, Kiwi and American techniques that is unlike what most have experienced before.

**Class Format:** mornings

**Requirements/Evaluation:** 16 out-of-class logged practice hours are required leading up to an in-class practical assessment for the acupressure and reflexology components of the course

**Extra Info:** the aromatherapy portion of the class will be evaluated by a presentation to the class on a particular aspect of aromatherapy and also in-class completion of specific tasks and products

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** if overenrolled, students will be selected based on emailing the instructor the reasons behind choosing this course; preference will be given to seniors, and also to students with immediate wellness needs

**Materials/Lab Fee:** $20 plus cost of books

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    MR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm    Jenna L. Turek

**MATH 17 (W) Modern Dance - Muller Technique**

This dance class will be based on the modern dance technique developed by Jennifer Muller, with whom the instructor danced professionally for 5 years in New York City and in Europe. Jennifer Muller was a soloist in the dance company of José Limon before she started her own company in 1974. She has added her own style of movement to the Limon technique, creating an expansive, free flowing dance that is wonderful to do and to watch. The class will be multi leveled and open to both men and women alike. Students will have the opportunity to choreograph a short piece either as a soloist or in small groups. Adjunct Instructor Bio: Sylvia Logan received her B.A. in Slavic Literature from Stanford University. She danced professionally with several dance companies including Jennifer Muller and the Works, a modern company based in New York City for five years.

**Class Format:** mornings

**Requirements/Evaluation:** a 1/2-page journal entry is required after each class, a 1/2-page commentary on 10-12 dance videos, attendance, and a short performance at the end of winter study

**Prerequisites:** none; no previous dance experience necessary

**Enrollment Limit:** 24

**Enrollment Preferences:** discretion of the instructor

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    Cancelled

**MATH 18 (W) Introduction to Python Programming**

Python has become one of the most commonly used programming languages in recent times, due to its flexibility, readability, and reusability. In this course, we will develop the basic tools within python. These include mathematical and string operators, if-then statements, loops, functions, modules, objects, and file operations.

**Requirements/Evaluation:** final project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** seniority and major

**Materials/Lab Fee:** none

Winter 2019
MATH 19 (W)  Screenwriting Challenge: The Tale of an Underappreciated Musical Genius

Crosslistings: ENGL19 / MATH19

Primary Crosslisting

The goal of this course is to draft a screenplay inspired by the last twelve years (1916-1928) of the remarkable Czech composer Leos Janacek's life. Before the course begins students will listen to a wide array of Janacek's music and read a number of essays about his life. Every weekday during winter study we will immerse ourselves in brainstorming and writing, with the aim of completing a draft by the end. The workload will be intense but (I hope) extremely rewarding. I particularly encourage students with a passion for writing and classical music to apply. A writing sample (any genre) and a brief description of what drew you to the course is required.

Class Format: afternoons
Requirements/Evaluation: final project
Prerequisites: none, but students with a passion for writing and classical music are encouraged to apply
Enrollment Limit: 3
Enrollment Preferences: writing sample and brief application
Materials/Lab Fee: $55
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 Cancelled

MATH 30 (W)  Senior Project: Mathematics

To be taken by candidates for honors in Mathematics other than by thesis route.
Class Format: honors project
Distributions: (D3)

Winter 2019
HON Section: 01 TBA Susan R. Loepp

MATH 31 (W)  Senior Thesis: Mathematics

To be taken by students registered for Mathematics 493-494.
Class Format: thesis
Distributions: (D3)

Winter 2019
HON Section: 01 TBA Susan R. Loepp

MATH 99 (W)  Independent Study: Mathematics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D3)
MATH 102 (F) Foundations in Quantitative Skills
This course is designed to strengthen the student’s foundation in quantitative reasoning in preparation for the science curriculum and QFR requirements. The material will cover topics at the college algebra/precalculus level with a particular emphasis on the computational and applied side of mathematics. Access to this course is limited to placement by a quantitative skills counselor.

Class Format: lecture
Requirements/Evaluation: homework assignments, quizzes and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: access to the course is limited to placement by a quantitative skills counselor
Enrollment Limit: 15
Enrollment Preferences: students who need most help with the quantitative reasoning
Expected Class Size: 10
Distributions: (D3)

MATH 110 (F) Logic and Likelihood (QFR)
How best can we reason in the face of uncertainty? We will begin with an examination of rationality and the reasoning process including a survey of formal logic. Starting with uncertainty from a psychological and philosophical viewpoint, we will move to a careful theory of likelihood and how to reason with probabilistic models. The course will conclude with a consideration of observation and information, how to test hypotheses, and how we update our beliefs to incorporate new evidence.

Class Format: lecture
Requirements/Evaluation: homework, essays, presentations, exams, and participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: first-year students
Expected Class Size: 25
Distributions: (D3) (QFR)
Distribution Notes: QFR: This course will be covering formal logic and probability theory at sufficient depth to place this course on level with other QFR designated courses.

MATH 113 (F) The Beauty of Numbers (QFR)
Have you ever wondered what keeps your credit card information safe everytime you buy something online? Number theory! Number Theory is one of the oldest branches of mathematics. In this course, we will discover the beauty and usefulness of numbers, from ancient Greece to modern cryptography. We will look for patterns, make conjectures, and learn how to prove these conjectures. Starting with nothing more than basic high school algebra, we will develop the logic and critical thinking skills required to realize and prove mathematical results. Topics to be covered include the meaning and content of proof, prime numbers, divisibility, rationality, modular arithmetic, Fermat's Last Theorem, the Golden ratio, Fibonacci numbers, coding theory, and unique factorization.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on projects, homework assignments, and exams
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor
Enrollment Limit: 25
Expected Class Size: 25
Distributions: (D3) (QFR)
Not offered current academic year

MATH 130 (F) Calculus I (QFR)
Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms.
Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on exams, homework and quizzes
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before
Enrollment Limit: 50
Enrollment Preferences: Professor's discretion
Expected Class Size: 30
Department Notes: students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01 TR 8:30 am - 9:45 am Pamela E. Harris
LEC Section: 02 TR 9:55 am - 11:10 am Pamela E. Harris

Spring 2019
LEC Section: 01 TR 9:55 am - 11:10 am Pamela E. Harris

MATH 140 (F) Calculus II (QFR)
Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before.
Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, quizzes, and/or exams
Prerequisites: MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor
Enrollment Limit: 50
Expected Class Size: 30
Department Notes: students who have higher advanced placement must enroll in MATH 150 or above
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01 MWF 10:00 am - 10:50 am Cesar E. Silva
LEC Section: 02 MWF 11:00 am - 11:50 am Cesar E. Silva
MATH 150 (F) Multivariable Calculus (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on homework, quizzes, and/or exams

Prerequisites: MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination

Enrollment Limit: 50

Expected Class Size: 50

Department Notes: this course is the right starting point for students who have seen differentiation and integration before; students with the equivalent of advanced placement of AB 4, BC 3 or above should enroll in MATH 150

Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01 MWF 9:00 am - 9:50 am Julie C. Blackwood
LEC Section: 02 MWF 10:00 am - 10:50 am Julie C. Blackwood
LEC Section: 03 MWF 11:00 am - 11:50 am Julie C. Blackwood

Spring 2019
LEC Section: 01 MWF 9:00 am - 9:50 am Stewart D. Johnson
LEC Section: 02 MWF 10:00 am - 10:50 am Stewart D. Johnson

MATH 151 (F) Multivariable Calculus (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on homework, quizzes, and/or exams

Prerequisites: AP BC 3 or higher or integral calculus with infinite series

Enrollment Limit: 50

Expected Class Size: 50

Department Notes: MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151

Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01 MWF 9:00 am - 9:50 am Colin C. Adams
LEC Section: 02 MWF 10:00 am - 10:50 am Colin C. Adams
LEC Section: 03 MWF 11:00 am - 11:50 am Colin C. Adams

MATH 200 (F) Discrete Mathematics (QFR)
Course Description: In contrast to calculus, which is the study of continuous processes, this course examines the structure and properties of finite sets. Topics to be covered include mathematical logic, elementary number theory, mathematical induction, set theory, functions, relations, elementary combinatorics and probability, graphs and trees, and algorithms. Emphasis will be given on the methods and styles of mathematical proofs, in order to prepare the students for more advanced math courses.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based primarily on homework and exams

Prerequisites: MATH 140 or MATH 130 with CSCI 134 or 135; or one year of high school calculus with permission of instructor; students who have taken a 300-level math course should obtain permission of the instructor before enrolling

Enrollment Limit: 40

Expected Class Size: 25

Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01 MWF 9:00 am - 9:50 am Ralph E. Morrison
LEC Section: 02 MWF 10:00 am - 10:50 am Ralph E. Morrison

Spring 2019
LEC Section: 01 MWF 10:00 am - 10:50 am Leo Goldmakher
LEC Section: 02 MWF 11:00 am - 11:50 am Leo Goldmakher

MATH 209 (S) Differential Equations (QFR)

Historically, much beautiful mathematics has arisen from attempts to explain physical, chemical, biological and economic processes. A few ingenious techniques solve a surprisingly large fraction of the associated ordinary and partial differential equations, and geometric methods give insight to many more. The mystical Pythagorean fascination with ratios and harmonics is vindicated and applied in Fourier series and integrals. We will explore the methods, abstract structures, and modeling applications of ordinary and partial differential equations and Fourier analysis.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on problem sets, hour tests, and a final exam

Prerequisites: MATH 150; students may not normally get credit for both MATH 209 and MATH/PHYS 210

Enrollment Limit: 50

Expected Class Size: 25

Distributions: (D3) (QFR)

Not offered current academic year

MATH 210 (S) Mathematical Methods for Scientists (QFR)

Crosslistings: PHYS210 / MATH210

Secondary Crosslisting

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: lecture, three hours per week

Requirements/Evaluation: evaluation will be based on several exams and on weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Expected Class Size: 30
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01    TR 9:55 am - 11:10 am     Daniel P. Aalberts

MATH 250 (F) Linear Algebra (QFR)
Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework and exams
Prerequisites: MATH 150/151 or MATH 200
Enrollment Limit: 45
Expected Class Size: 35
Distributions: (D3) (QFR)
Attributes: COGS Related Courses;

Fall 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm     Haydee M. A. Lindo
LEC Section: 02    TF 2:35 pm - 3:50 pm     Haydee M. A. Lindo

Spring 2019
LEC Section: 01    MWF 10:00 am - 10:50 am     Thomas A. Garrity
LEC Section: 02    MWF 11:00 am - 11:50 am     Thomas A. Garrity

MATH 293 (F) Undergraduate Research Topics in Representation Theory (QFR)
Central to the study of the representation theory of Lie algebras is the computation of weight multiplicities by using Kostant's weight multiplicity formula. This formula is an alternating sum over a finite group, and involves a partition function. In this tutorial, we will address questions regarding the number of terms contributing nontrivially to the sum and develop closed formulas for the value of the partition function. Techniques used include generating functions and counting arguments, which are at the heart of combinatorics and are accessible to undergraduate students.

Class Format: tutorial
Requirements/Evaluation: written assignments, oral presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: permission of instructor
Enrollment Limit: 10
Enrollment Preferences: programming experience, students with interests in the intersection of combinatorics and abstract algebra
Expected Class Size: 10
Distributions: (D3) (QFR)
Attributes: COGS Related Courses;

Not offered current academic year

MATH 306 (S) Fractals and Chaos (QFR)
Early in the course we introduce the notion of dynamical systems. Then we will develop the mathematics behind iterated function systems and study the notions of fractals and chaos. There will be a lot of computer experimentation with various programs and resources which the students are expected to use to learn and discover properties of fractals. The final topics will include dimension complex dynamics and the Mandelbrot set.

Class Format: lecture
MATH 307 (F)  Computational Linear Algebra  (QFR)
Linear algebra is of central importance in the quantitative sciences, including application areas such as image and signal processing, data mining, computational finance, structural biology, and much more. When the problems must be solved computationally, approximation, round-off errors, convergence, and efficiency matter, and traditional linear algebra techniques may fail to succeed. We will adopt linear algebra techniques on a large scale, implement them computationally, and apply them to core problems in scientific computing. Topics may include: systems of linear and nonlinear equations; approximation and statistical function estimation; optimization; interpolation; and Monte Carlo techniques. This course could also be considered a course in numerical analysis or computational science.

Class Format: lecture

Requirements/Evaluation: quizzes/exams, problem sets, projects and activities
Extra Info: may not be taken on a pass/fail basis
Prerequisites: Math 250, some elementary computer programming experience is strongly recommended
Enrollment Limit: 30
Enrollment Preferences: Professor's discretion
Expected Class Size: 25
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01  TR 9:55 am - 11:10 am    Chad M. Topaz

MATH 309 (S)  Differential Equations  (QFR)
Ordinary differential equations (ODE) frequently arise as models of phenomena in the natural and social sciences. This course presents core ideas of ODE from an applied standpoint. Topics covered early in the course include numerical solutions, separation of variables, integrating factors, constant coefficient linear equations, and power series solutions. Later, we focus on nonlinear ODE, for which it is usually impossible to find analytical solutions. Tools from dynamical systems allows us to obtain some information about the behavior of the ODE without explicitly knowing the solution.

Class Format: lecture, discussion, interactive activities

Requirements/Evaluation: quizzes/exams, problem sets, activities
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MATH 150/151 and MATH 250
Enrollment Limit: 30
Enrollment Preferences: Professor's discretion
Expected Class Size: 30
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01  TR 11:20 am - 12:35 pm    Chad M. Topaz

MATH 310 (S)  Mathematical Biology  (QFR)
Crosslistings: MATH310 / BIOL210
Primary Crosslisting

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

Class Format: tutorial

Requirements/Evaluation: problem sets, weekly meetings, final project and paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 250, MATH 209 or 309, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: if over-enrolled, will have students submit reasons for taking class; preference to those with interest in both subjects

Expected Class Size: 10

Distributions: (D3) (QFR)

Distribution Notes: QFR: The course will introduce methods for developing and analyzing mathematical models.

Attributes: PHLH Methods in Public Health;

Spring 2019

TUT Section: T1 TBA Julie C. Blackwood

MATH 313 (F) Introduction to Number Theory (QFR)

The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of number and prime in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on performance on homework, projects, and examinations

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 40

Expected Class Size: 25

Distributions: (D3) (QFR)

Fall 2018

LEC Section: 01 MR 2:35 pm - 3:50 pm Leo Goldmakher

MATH 316 (S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (QFR)

Crosslistings: MATH316 / PHYS316

Primary Crosslisting

Living in the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. This course examines some of the most important codes currently being used to protect information, including linear codes, which in addition to being mathematically elegant are the most practical codes for error correction, and the RSA public key cryptographic scheme, popular nowadays for internet applications. We also study the standard AES system as well as an increasingly popular cryptographic strategy based on elliptic curves. Looking ahead by a decade or more, we show how a quantum computer could crack the RSA scheme in short order, and how quantum cryptographic devices will achieve security through the inherent unpredictability of quantum events.

Class Format: lecture
**Requirements/Evaluation:** evaluation will be based on homework sets and exams

**Prerequisites:** PHYS/MATH 210 or MATH 250 (possibly concurrent) or permission of instructors;

**Enrollment Limit:** 50

**Enrollment Preferences:** discretion of the instructors

**Expected Class Size:** 35

**Department Notes:** students not satisfying the course prerequisites but who have completed MATH 200 or MATH 209 are particularly encouraged to ask to be admitted

**Distributions:** (D3) (QFR)

Not offered current academic year

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**MATH 318 (F) Numerical Problem Solving (QFR)**

In the last twenty years computers have profoundly changed the work in numerical mathematics (in areas from linear algebra and calculus to differential equations and probability). The main goal of this tutorial is to learn how to use computers to do quantitative science. We will explore concepts and ideas in mathematics and science using numerical methods and computer programming. We will use specialized software, including Mathematica and Matlab.

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation will be based on homework, classwork, and exams

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** MATH 150/151 and MATH 250 or permission of instructor

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributions:** (D3) (QFR)

Not offered current academic year

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**MATH 319 (F) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

Crosslistings: BIOL319 / CHEM319 / MATH319 / PHYS319 / CSCI319

**Secondary Crosslisting**

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high throughput approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** two afternoons of lab, with one hour of lecture, per week

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Department Notes:** does not satisfy the distribution requirement in the Biology major
MATH 321 (S) Knot Theory (QFR)

Take a piece of string, tie a knot in it, and glue the ends together. The result is a knotted circle, known as a knot. For the last 100 years, mathematicians have studied knots, asking such questions as, "Given a nasty tangled knot, how do you tell if it can be untangled without cutting it open?" Some of the most interesting advances in knot theory have occurred in the last ten years. This course is an introduction to the theory of knots. Among other topics, we will cover methods of knot tabulation, surfaces applied to knots, polynomials associated to knots, and relationships between knot theory and chemistry and physics. In addition to learning the theory, we will look at open problems in the field.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on problem sets, midterms, a paper and a final exam

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 30

Expected Class Size: 25

Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01 MWF 8:30 am - 9:45 am Colin C. Adams

MATH 323 (S) Applied Topology (QFR)

In topology, one studies properties of an object that are preserved under rubber-like deformations, where one is allowed to twist and pull, but one cannot tear or glue. Hence a sphere is considered the same as a cube, but distinct from the surface of a doughnut. In recent years, topology has found applications in chemistry (knotted DNA molecules), economics (stability theory), Geographic Information Systems, cosmology (the shape of the Universe), medicine (heart failure), robotics and electric circuit design, just to name some of the fields that have been impacted. In this course, we will learn the basics of topology, including point-set topology, geometric topology and algebraic topology, but all with the purpose of applying the theory to a broad array of fields.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on problem sets and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 40

Enrollment Preferences: none

Expected Class Size: 25

Distributions: (D3) (QFR)

Not offered current academic year

MATH 326 (S) Differential Geometry (QFR)

Differential Geometry is the study of curvature. In turn, curvature is the heart of geometry. The goal of this course is to start the study of curvature, concentrating on the curvature of curves and of surfaces, leading to the deep Gauss-Bonnet Theorem, which links curvature with topology.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on problem sets, midterms and a final exam

Prerequisites: MATH 250

Enrollment Limit: none

Expected Class Size: 25

Distributions: (D3) (QFR)

Not offered current academic year
MATH 328 (F) Combinatorics (QFR)
Combinatorics is a branch of mathematics that focuses on enumerating, examining, and investigating the existence of discrete mathematical structures with certain properties. This course provides an introduction to the fundamental structures and techniques in combinatorics including enumerative methods, generating functions, partition theory, and the principle of inclusion and exclusion.

Class Format: lecture
Requirements/Evaluation: homework assignments, proof portfolio, individual and group projects
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 200 and MATH 250 or permission of the instructor
Enrollment Limit: 30
Enrollment Preferences: discretion of the instructor
Expected Class Size: 30
Distributions: (D3) (QFR)
Not offered current academic year

MATH 329 (S) Discrete Geometry (QFR)
Discrete geometry is one of the oldest and most consistently vibrant areas of mathematics, stretching from the Platonic Solids of the ancient Greeks to the modern day applications of convex optimization and linear programming. In this tutorial we will learn about polygons and their higher-dimensional cousins, polyhedra and polytopes, and the various ways to describe, compute, and classify such objects. We will learn how these objects and ideas can be applied to other areas, from computation and optimization to studying areas of math like algebraic geometry. Throughout this course we will be engaging with mathematical work and literature from as old as 500 BCE and as recent as "posted to the internet yesterday."

Class Format: tutorial
Requirements/Evaluation: based primarily on participation, problem sets, oral presentations, an oral exam, and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 250 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: first-years and sophomores
Expected Class Size: 10
Distributions: (D3) (QFR)
Not offered current academic year

MATH 331 (F) The little Questions (QFR)
Using math competitions such as the Putnam Exam as a springboard, in this class we follow the dictum of the Ross Program and "think deeply of simple things". The two main goals of this course are to prepare students for competitive math competitions, and to get a sense of the mathematical landscape encompassing elementary number theory, combinatorics, graph theory, and group theory (among others). While elementary frequently is not synonymous with easy, we will see many beautiful proofs and "a-ha" moments in the course of our investigations. Students will be encouraged to explore these topics at levels compatible with their backgrounds.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams
Prerequisites: MATH 250 or permission of instructor
Enrollment Limit: 30
Enrollment Preferences: members or alternates of the Putnam team, Mathematics, Physics or Computer Science majors
Expected Class Size: 25
Department Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/331/
Distributions: (D3) (QFR)
MATH 334 (S)  Graph Theory  (QFR)
A graph is a collection of vertices, joined together by edges. In this course, we will study the sorts of structures that can be encoded in graphs, along with the properties of those graphs. We’ll learn about such classes of graphs as multi-partite, planar, and perfect graphs, and will see applications to such optimization problems as minimum colorings of graphs, maximum matchings in graphs, and network flows.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on problem sets and exams
Prerequisites:  MATH 200 or MATH 250
Enrollment Limit:  35
Enrollment Preferences: Math majors
Expected Class Size:  20
Distributions:  (D3) (QFR)

Spring 2019

LEC Section: 01    TR 9:55 am - 11:10 am     Ralph E. Morrison

MATH 337 (F)  Electricity and Magnetism for Mathematicians  (QFR)
Maxwell's equations are four simple formulas, linking electricity and magnetism, that are among the most profound equations ever discovered. These equations led to the prediction of radio waves, to the realization that a description of light is also contained in these equations and to the discovery of the special theory of relativity. In fact, almost all current descriptions of the fundamental laws of the universe are deep generalizations of Maxwell's equations. Perhaps even more surprising is that these equations and their generalizations have led to some of the most important mathematical discoveries (where there is no obvious physics) of the last 25 years. For example, much of the math world was shocked at how these physics generalizations became one of the main tools in geometry from the 1980s until today. It seems that the mathematics behind Maxwell is endless. This will be an introduction to Maxwell's equations, from the perspective of a mathematician.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on homework and exams
Prerequisites:  MATH 250; no physics background required
Enrollment Limit:  none
Expected Class Size:  15
Distributions:  (D3) (QFR)
Not offered current academic year

MATH 341 (F)  Probability  (QFR)
Crosslistings: STAT341 / MATH341
Primary Crosslisting
While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams
Prerequisites:  MATH 250 or permission of the instructor
Enrollment Limit:  40
Expected Class Size:  20
MATH 350 (F) Real Analysis (QFR)

Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on homework, classwork, and exams
Prerequisites: MATH 150 or MATH 151 and MATH 250, or permission of instructor
Enrollment Limit: 40
Expected Class Size: 30
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Miller

Spring 2019
LEC Section: 01 MWF 9:00 am - 9:50 am Thomas A. Garrity

MATH 351 (F) Applied Real Analysis (QFR)

Real analysis or the theory of calculus--derivatives, integrals, continuity, convergence--starts with a deeper understanding of real numbers, limits, and some topology. Applications of Real Analysis involve questions of existence and uniqueness of solutions, implicit definition of functions, infinite dimensional function spaces, and tools from calculus of variations to construct optimal controls and minimizing curves and surfaces.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on exams, homework and quizzes
Prerequisites: MATH 150 and MATH 250, or permission of instructor
Enrollment Limit: 50
Expected Class Size: 20
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01 TF 2:35 pm - 3:50 pm Leo Goldmakher

Spring 2019
LEC Section: 01 MWF 10:00 am - 10:50 am Cesar E. Silva

MATH 355 (F) Abstract Algebra (QFR)

Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on problem sets and exams
**Prerequisites:** MATH 250 or permission of instructor

**Enrollment Limit:** 30

**Expected Class Size:** 25

**Distributions:** (D3) (QFR)

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**Fall 2018**

LEC Section: 01  MWF 10:00 am - 10:50 am  Susan R. Loepp

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**Spring 2019**

LEC Section: 01  TR 9:55 am - 11:10 am  Allison Pacelli

LEC Section: 02  TR 11:20 am - 12:35 pm  Allison Pacelli

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**MATH 361 (F) Theory of Computation** (QFR)

Crosslistings: CSCI361 / MATH361

**Secondary Crosslisting**

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based on problem sets, a midterm examination, and a final examination

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** CSCI 256 or both a 300-level MATH course and permission of instructor

**Enrollment Limit:** 34

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 34

**Distributions:** (D3) (QFR)

**Attributes:** COGS Interdepartmental Electives;

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**Fall 2018**

LEC Section: 01  MWF 12:00 pm - 12:50 pm  Thomas P. Murtagh

LEC Section: 02  MWF 11:00 am - 11:50 am  Thomas P. Murtagh

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**MATH 367 (S) Homological Algebra** (QFR)

Though a relatively young subfield of mathematics, Homological Algebra has earned its place by supplying powerful tools to solve questions in the much older fields of Commutative Algebra, Algebraic Geometry and Representation Theory. This class will introduce theorems and tools of Homological Algebra, grounding its results in applications to polynomial rings and their quotients. We will focus on some early groundbreaking results and learn some of Homological Algebra's most-used constructions. Possible topics include tensor products, chain complexes, homology, Ext, Tor and Hilbert's Syzygy Theorem.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based primarily on homework and exams

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** MATH 355

**Enrollment Limit:** 20

**Enrollment Preferences:** junior and senior math majors

**Expected Class Size:** 12
In commutative algebra, one of the most basic invariants of a ring is its characteristic. This is the smallest multiple of 1 that equals 0. Working over a ring of characteristic zero, versus a ring of characteristic p > 0, dramatically changes the proof techniques available to us. This realization has had tremendous consequences in commutative algebra. One of the most useful tools in characteristic p is the Frobenius homomorphism. In this course we will study several standard notions in commutative algebra, such as regularity of a ring, Cohen-Macaulayness, and being normal and we will see how various "splittingsof the Frobenius allow us to easily detect these properties. Many of these methods are not only applicable to commutative algebra, but also to number theory and algebraic geometry.

Class Format: lecture
Requirements/Evaluation: homework and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 355 or permission of instructor
Enrollment Limit: 30
Enrollment Preferences: Math majors primarily, and juniors and seniors secondarily
Expected Class Size: 15
Distributions: (D3) (QFR)
Not offered current academic year
In the first N math classes of your career, you can be misled as to what the world is truly like. How? You're given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! We are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run-time and seeing how they can be improved; students will be implementing many of these algorithms on computer systems of their choice. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial implementation computation (respectively, statistics) component approved by the instructor.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on homework, classwork, projects, presentations and exams; at least 20 pages of writing

Prerequisites: MATH 350 or 351 and permission of instructor

Enrollment Limit: 40

Enrollment Preferences: Computer Science, Mathematics and Statistics majors

Expected Class Size: 25

Department Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/317/

Distributions: (D3) (WI) (QFR)

Not offered current academic year
operators and wavelets as the semester progresses. Along the way applications from partial differential equations and ergodic theory will arise with a highlight being the almost everywhere convergence of Fourier series.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on exams, homework, quizzes and a project
Prerequisites: MATH 350 or MATH 351 or permission of the instructor
Enrollment Limit: 30
Enrollment Preferences: lottery
Expected Class Size: 15
Distributions: (D3) (QFR)
Not offered current academic year

MATH 392 (F) Undergraduate Research Topics in Graph Theory (QFR)
Graph theory is a vibrant area of research with many applications to the social sciences, psychology, and economics. In this tutorial we focus on two topics of mathematical research in graph theory: evasion-pursuit games on graphs and domination theory. Students in this project-based tutorial will select among the presented topics, and will begin original research on an open problem in the field. Student assessment is based on problem sets, drafts of research project manuscript, and a final oral class presentation.

Class Format: tutorial
Requirements/Evaluation: homework assignments, oral presentations, and written project manuscript
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 355 or permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: programming experience, students with interests in the intersection of combinatorics and graph theory
Expected Class Size: 10
Distributions: (D3) (QFR)
Not offered current academic year

MATH 394 (S) Galois Theory (QFR)
Some equations--such as \( x^5 - 1 = 0 \)--are easy to solve. Others--such as \( x^5 - x - 1 = 0 \)--are very hard, if not impossible (using standard mathematical operations). Galois discovered a deep connection between field theory and group theory that led to a criterion for checking whether or not a given polynomial can be easily solved. His discovery also led to many other breakthroughs, for example proving the impossibility of squaring the circle or trisecting a typical angle using compass and straightedge. From these not-so-humble beginnings, Galois theory has become a fundamental concept in modern mathematics, from topology to number theory. In this course we will develop the theory and explore its applications to other areas of math.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on written homeworks, oral presentations, and exams
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MATH 355
Enrollment Limit: 15
Enrollment Preferences: discretion of the instructor
Expected Class Size: 10
Distributions: (D3) (QFR)
Not offered current academic year

MATH 397 (F) Independent Study: Mathematics
Directed 300-level independent study in Mathematics.
Class Format: independent study
**Prerequisites:** permission of department

**Distributions:** (D3)

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**Fall 2018**

**IND Section:** 01 TBA Susan R. Loepp

**MATH 398 (S) Independent Study: Mathematics**

Directed 300-level independent study in Mathematics.

**Class Format:** independent study

**Prerequisites:** permission of department

**Distributions:** (D3)

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**Spring 2019**

**IND Section:** 01 TBA Susan R. Loepp

**MATH 401 (F) Functional Analysis** (QFR)

Functional analysis can be viewed as linear algebra on infinite-dimensional spaces. It is a central topic in Mathematics, which brings together and extends ideas from analysis, algebra, and geometry. Functional analysis also provides the rigorous mathematical background for several areas of theoretical physics (especially quantum mechanics). We will introduce infinite-dimensional spaces (Banach and Hilbert spaces) and study their properties. These spaces are often spaces of functions (for example, the space of square-integrable functions). We will consider linear operators on Hilbert spaces and investigate their spectral properties. A special attention will be dedicated to various operators arising from mathematical physics, especially the Schrodinger operator.

**Class Format:** lecture

**Requirements/Evaluation:**
weekly problem sets, two midterm exams, final exam

**Prerequisites:** MATH 350 or 351 or permission of instructor

**Enrollment Limit:** 40

**Enrollment Preferences:** Mathematics and Physics majors; seniors

**Expected Class Size:** 30

**Distributions:** (D3) (QFR)

Not offered current academic year

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**MATH 402 (S) Measure Theory and Probability** (QFR)

The study of measure theory arose from the study of stochastic (probabilistic) systems. Applications of measure theory lie in biology, chemistry, physics as well as in economics. In this course, we develop the abstract concepts of measure theory and ground them in probability spaces. Included will be Lebesgue and Borel measures, measurable functions (random variables). Lebesgue integration, distributions, independence, convergence and limit theorems. This material provides good preparation for graduate studies in mathematics, statistics and economics.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based primarily on performance on homework assignments and exams

**Prerequisites:** MATH 350 or MATH 351 or permission of instructor

**Enrollment Limit:** 40

**Expected Class Size:** 30

**Distributions:** (D3) (QFR)

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**Spring 2019**

**LEC Section:** 01 Cancelled
MATH 403 (S)  Measure and Ergodic Theory  (QFR)  
An introduction to measure theory and ergodic theory. Measure theory is a generalization of the notion of length and area, has been used in the study of stochastic (probabilistic) systems. The course covers the construction of Lebesque and Borel measures, measurable functions, and Lebesque integration. Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time, and is based on measure theory. The course will cover basic notions, such as ergodic transformations, weak mixing, mixing, and Bernoulli transformations, and transformations admitting and not admitting an invariant measure. There will be an emphasis on specific examples such as group rotations, the binary odometer transformations, and rank-one constructions. The Ergodic Theorem will also be covered, and will be used to illustrate notions and theorems from measure theory.

Class Format: lecture

Requirements/Evaluation: homework and exams
Prerequisites: MATH 350 or MATH 351 or permission of instructor
Enrollment Limit: 25
Enrollment Preferences: Mathematics majors
Expected Class Size: 15-20
Department Notes: senior major course
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01    MWF 12:00 pm - 12:50 pm     Cesar E. Silva

MATH 407 (F)  Dance of the Primes  (QFR)  
Prime numbers are the building blocks for all numbers and hence for most of mathematics. Though there are an infinite number of them, how they are spread out among the integers is still quite a mystery. Even more mysterious and surprising is that the current tools for investigating prime numbers involve the study of infinite series. Function theory tells us about the primes. We will be studying one of the most amazing functions known: the Riemann Zeta Function. Finding where this function is equal to zero is the Riemann Hypothesis and is one of the great, if not greatest, open problems in mathematics. Somehow where these zeros occur is linked to the distribution of primes. We will be concerned with why anyone would care about this conjecture. More crassly, why should solving the Riemann Hypothesis be worth one million dollars? (Which is what you will get if you solve it, beyond the eternal fame and glory.)

Class Format: lecture

Requirements/Evaluation: exams and weekly homework assignments
Prerequisites: MATH 350 or MATH 351, and MATH 355
Enrollment Limit: 30
Enrollment Preferences: seniors
Expected Class Size: 10
Distributions: (D3) (QFR)
Distribution Notes: QFR: It is a math course

Fall 2018
LEC Section: 01    TR 8:30 am - 9:45 am     Thomas A. Garrity

MATH 410 (S)  Mathematical Ecology  (QFR)  
Crosslistings: BIOL214 / MATH410

Primary Crosslisting

Using mathematics to study natural phenomena has become ubiquitous over the past couple of decades. In this tutorial, we will study mathematical models comprised of both deterministic and stochastic differential equations that are developed to understand ecological dynamics and, in many cases, evaluate the dynamical consequences of policy decisions. We will learn how to understand these models through both standard analytic techniques such as stability and bifurcation analysis as well as through simulation using computer programs such as MATLAB. Possible topics include fisheries management, disease ecology, control of invasive species, and predicting critical transitions in ecological systems.
MATH 411 (S) Commutative Algebra (QFR)
Commutative Algebra is an essential area of mathematics that provides indispensable tools to many areas, including Number Theory and Algebraic Geometry. This course will introduce you to the fundamental concepts for the study of commutative rings, with a special focus on the notion of "prime ideals," and how they generalize the well-known notion of primality in the set of integers. Possible topics include Noetherian rings, primary decomposition, localizations and quotients, height, dimension, basic module theory, and the Krull Altitude Theorem.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework and exams
Prerequisites: MATH 355 or permission of instructor
Enrollment Limit: 30
Expected Class Size: 15
Distributions: (D3) (QFR)
Spring 2019
LEC Section: 01 MWF 10:00 am - 10:50 am Andrew Bydlon

MATH 419 (F) Algebraic Number Theory (QFR)
We all know that integers can be factored into prime numbers and that this factorization is essentially unique. In more general settings, it often still makes sense to factor numbers into "primes," but the factorization is not necessarily unique! This surprising fact was the downfall of Lamé's attempted proof of Fermat's Last Theorem in 1847. Although a valid proof was not discovered until over 150 years later, this error gave rise to a new branch of mathematics: algebraic number theory. In this course, we will study factorization and other number-theoretic notions in more abstract algebraic settings, and we will see a beautiful interplay between groups, rings, and fields.

Class Format: lecture/seminar
Requirements/Evaluation: evaluation will be based primarily on homework assignments and exams
Prerequisites: MATH 355, or permission of instructor
Enrollment Limit: 40
Expected Class Size: 20
Distributions: (D3) (QFR)
Not offered current academic year

MATH 420 (S) Analytic Number Theory (QFR)
How many primes are smaller than x? How many divisors does an integer n have? How many different numbers appear in the N x N multiplication table? Over the course of the past 150 years, tremendous progress has been made towards resolving these and similar questions in number theory, relying on tools and methods from analysis. The goal of this tutorial is to explain and motivate the ubiquitous appearance of analysis in modern...
number theory—a surprising fact, given that analysis is concerned with continuous functions, while number theory is concerned with discrete objects (integers, primes, divisors, etc). Topics to be covered include: asymptotic analysis, partial and Euler-Maclaurin summation, counting divisors and Dirichlet's hyperbola method, the randomness of prime factorization and the Erdos-Kac theorem, the partition function and the saddle point method, the prime number theorem and the Riemann zeta function, primes in arithmetic progressions and Dirichlet L-functions, the Goldbach conjecture and the circle method, gaps between primes, and other topics as time and interest allow.

Class Format: tutorial

Requirements/Evaluation: tutorial format (problem sets and presentations)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 350 or MATH 351, MATH 372 (may be taken concurrently), familiarity with modular arithmetic

Enrollment Limit: 10

Enrollment Preferences: Mathematics majors

Expected Class Size: 10

Distributions: (D3) (QFR)

Not offered current academic year

MATH 421 (S) Quandles, Knots and Virtual Knots  (QFR)

A quandle is an algebraic object that, like a group, has a "multiplication" of pairs of elements that satisfies certain axioms. But the quandle axioms are very different from the group axioms, and quandles turn out to be incredibly useful when considering the mathematical theory of knots. In this course, we will learn about this relatively new area of research (1982) and learn some knot theory and see how quandles apply to both classical knot theory and the relatively new area of virtual knot theory (1999).

Class Format: lecture

Requirements/Evaluation: problem sets, tests, and a 3-page paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 355

Enrollment Limit: 40

Enrollment Preferences: discretion of the instructor

Expected Class Size: 15

Distributions: (D3) (QFR)

Not offered current academic year

MATH 422 (F) Algebraic Topology  (QFR)

Is a sphere really different from a torus? Can a sphere be continuously deformed to a point? Algebraic Topology concerns itself with the classification and study of topological spaces via algebraic methods. The key question is this: How do we really know when two spaces are different and in what senses can we claim they are the same? Our answer will use several algebraic tools such as groups and their normal subgroups. In this course we will develop several notions of "equality" starting with the existence of homeomorphisms between spaces. We will then explore several weakenings of this notion, such as homotopy equivalence, having isomorphic homology or fundamental groups, and having homeomorphic universal covers.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on homework and exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 355 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: Math majors primarily, and Juniors and Seniors secondarily

Expected Class Size: 15

Distributions: (D3) (QFR)

Not offered current academic year
MATH 424 (F) Geometry, Surfaces and Billiards
Mathematical billiards is the study of a ball bouncing around in a table--a rectangle in the popular pub game, but any shape of table for us, including triangles and ellipses. The geometry of billiards is elegant, and is related to surfaces, fractals, and even continued fractions. We will study many types of billiards and surfaces, and take time to explore some beautiful examples and ideas.

Class Format: lecture
Requirements/Evaluation: based on work in class, problem sets, an exam and a project.
Extra Info: not available for the fifth course option
Prerequisites: MATH 350/351 and MATH 355
Enrollment Limit: 25
Expected Class Size: 15
Distributions: (D3)
Not offered current academic year

MATH 431 (F) Nonlinear Waves, Solitons (QFR)
Waves arise in scientific and engineering disciplines such as acoustics, optics, fluid/solid mechanics, electromagnetism and quantum mechanics. Although linear waves are well understood, the study of nonlinear wave phenomena remains an active field of research and a source of inspiration and challenge for several areas of mathematics. We discuss traveling waves, shallow water models, wave steepening, solitons and blowup. Additional topics may include shocks, weak solutions and conservation laws.

Class Format: lecture
Requirements/Evaluation: problem sets, exams, and final project
Prerequisites: MATH 209/210 and MATH 350/351, or permission of the instructor
Enrollment Limit: 40
Expected Class Size: 15
Distributions: (D3) (QFR)
Not offered current academic year

MATH 433 (F) Mathematical Modeling (QFR)
Mathematical modeling means (1) translating a real-life problem into a mathematical object, and (2) studying that object using mathematical techniques, and (3) interpreting the results in order to learn something about the real-life problem. Mathematical modeling is used in biology, economics, chemistry, geology, sociology, political science, art, and countless other fields. This is an advanced, seminar-style, course appropriate for students who have a strong enthusiasm for applied mathematics.

Class Format: discussion, research
Requirements/Evaluation: writing assignments, modeling activities, presentations, research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 250, MATH 309 or similar, and some experience with computer programming (equivalent to CSCI 134 or MATH 307)
Enrollment Limit: 24
Enrollment Preferences: Professor's discretion
Expected Class Size: 20
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01    TR 11:20 am - 12:35 pm    Chad M. Topaz

MATH 434 (S) Applied Dynamics and Optimal Control (QFR)
We seek to understand how dynamical systems evolve, how that evolution depends on the various parameters of the system, and how we might manipulate those parameters to optimize an outcome. We will explore the language of dynamics by deepening our understanding of differential and
difference equations, study parameter dependence and bifurcations, and explore optimal control through Pontryagin's maximum principle and Hamilton-Jacobi-Bellman equations. These tools have broad application in ecology, economics, finance, and engineering, and we will draw on basic models from these fields to motivate our study.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on exams and homework assignments
Prerequisites: MATH 209 or PHYS 210, and MATH 350 or 351, or permission of the instructor
Enrollment Limit: 40
Expected Class Size: 25
Distributions: (D3) (QFR)

Not offered current academic year

MATH 453 (F) Partial Differential Equations (QFR)
Partial differential equations (PDE) arise as mathematical models of phenomena in chemistry, ecology, economics, electromagnetics, fluid dynamics, neuroscience, thermodynamics, and more. We introduce PDE models and develop techniques for studying them. Topics include: derivation, classification, and physical interpretation of canonical PDE; solution techniques, including separation of variables, series solutions, integral transforms, and characteristics; and application to problems in the natural and social sciences.

Class Format: lecture
Requirements/Evaluation: quizzes/exams, problem sets, projects and activities
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MATH 150-151; MATH 209 or MATH/PHYS 210 or MATH 309
Enrollment Limit: 30
Enrollment Preferences: Professor's discretion
Expected Class Size: 25
Distributions: (D3) (QFR)

Not offered current academic year

MATH 456 (F) Representation Theory (QFR)
Representation theory has applications in fields such as physics (via models for elementary particles), engineering (considering symmetries of structures), and even in voting theory (voting for committees in agreeable societies). This course will introduce the concepts and techniques of the representation theory of finite groups, and will focus on the representation theory of the symmetric group. We will undertake this study through a variety of perspectives, including general representation theory, combinatorial algorithms, and symmetric functions.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, in class presentations, and exams
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MATH 355
Enrollment Limit: 40
Enrollment Preferences: junior and senior Math majors
Expected Class Size: 15
Distributions: (D3) (QFR)

Not offered current academic year

MATH 458 (S) Algebraic Combinatorics (QFR)
Algebraic combinatorics is a branch of mathematics at the intersection of combinatorics and algebra. On the one hand, we study combinatorial structures using algebraic techniques, while on the other we use combinatorial arguments and methods to solve problems in algebra. This course will focus on the study of symmetric functions, young tableaux, matroids, graph theory, and other related topics.

Class Format: seminar
MATH 459 (S)  Applied Partial Differential Equations  (QFR)
Partial differential equations (PDE) arise as mathematical models of phenomena in chemistry, ecology, economics, electromagnetics, epidemiology, fluid dynamics, neuroscience, and much more. Furthermore, the study of partial differential equations connects with diverse branches of mathematics including analysis, geometry, algebra, and computation. Adopting an applied viewpoint, we develop techniques for studying PDE. We draw from a body of knowledge spanning classic work from the time of Isaac Newton right up to today's cutting edge applied mathematics research. This tutorial is appropriate as a second course in differential equations. In this tutorial, students will: build and utilize PDE-based models; determine the most appropriate tools to apply to a PDE; apply the aforementioned tools; be comfortable with open-ended scientific work; read applied mathematical literature; communicate applied mathematics clearly, precisely, and appropriately; collaborate effectively.

Class Format: tutorial
Requirements/Evaluation: participation, problem sets, oral presentations, oral exams, and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 209 or MATH/PHYS 210 or MATH 309 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: students with an interest in applied mathematics, selected to create a diverse set of tutorial participants
Expected Class Size: 10

MATH 466 (F)  Advanced Applied Analysis  (QFR)
This course further develops and explores topics and concepts from real analysis, with special emphasis on introducing students to subject matter and techniques that are useful for graduate study in mathematics or an allied field, as well as applications in industry. Topics include Benford's law of digit bias, random matrix theory, and Fourier analysis, and as time permits additional areas based on student interest from analytic number theory, generating functions and probabilistic methods. This will be an intense, fast paced class which will give a flavor for graduate school. In addition to standard homework problems, students will assist in writing both reviews for MathSciNet and referee reports for papers for journals, write programs to investigate and conjecture, and read classic and current research papers, and possibly apply these and related methods to real world problems.

Class Format: lecture
Requirements/Evaluation: homework, exams, possible paper/presentation
Prerequisites: MATH 350 or MATH 351
Enrollment Limit: 40
MATH 474 (S) Tropical Geometry (QFR)
This course offers an introduction to tropical geometry, a young subject that has already established deep connections between itself and pure and applied mathematics. We will study a rich variety of objects arising from polynomials over the min-plus semiring, where addition is defined as taking a minimum, and multiplication is defined as usual addition. We will learn how these polyhedral objects connect to other areas of mathematics like algebraic geometry, and how they can be applied to solve problems in scheduling theory, phylogenetics, and other diverse fields.
Class Format: lecture
Requirements/Evaluation: based primarily on participation, problem sets, quizzes, exams, and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 355 or permission of instructor
Enrollment Limit: 25
Enrollment Preferences: senior Math majors
Expected Class Size: 15
Distributions: (D3) (QFR)
Not offered current academic year

MATH 475 (S) Methods in Mathematical Fluid Dynamics (QFR)
Crosslistings: MATH475 / PHYS475
Primary Crosslisting
The mathematical study of fluids is an exciting field with applications in areas such as engineering, physics and biology. The applied nature of the subject has led to important developments in aerodynamics and hydrodynamics. From ocean currents and exploding supernovae to weather prediction and even traffic flow, several partial differential equations (pde) have been proposed as models to study fluid phenomena. This course is designed to both, introduce students to some of the techniques used in mathematical fluid dynamics and lay down a foundation for future research in this and other related areas. Briefly, we start with the method of characteristics, a useful tool in the study of pde. Symmetry and geometrical arguments, special solutions, energy methods, particle trajectories, and techniques from ordinary differential equations (ode) are also discussed. A special focus will be on models from hydrodynamics. These include the KdV and the Camassa Holm equations (and generalizations thereof), and the Euler equations of ideal fluids. Mainly, we will be concerned with models whose solutions depend on time and one spatial variable, although depending on student interest and time, we may also investigate higher-dimensional models.
Class Format: lecture
Requirements/Evaluation: problem sets and final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MATH 151, MATH 250, and MATH 350 or 351; some background in pde/ode would be helpful but not required
Enrollment Limit: 40
Enrollment Preferences: senior Mathematics majors
Expected Class Size: 25
Distributions: (D3) (QFR)
Not offered current academic year

MATH 478 (S) On Expressing Numbers (QFR)
The real numbers are overall mysterious. Attempts even to describe different real numbers can quickly lead to deep, open questions in mathematics. For example, writing numbers via their decimal expansions leads to the result that a number is rational precisely when the decimal expansion is eventually periodic. There is an entirely different method for describing real numbers: continued fractions, which go back thousands of years. Here
every real number can be captured by a sequence of integers (just like for the decimal expansion) but now eventually periodicity corresponds to the number being a square root. The mathematics of continued fractions, and especially their higher dimensional generalizations, lead to a great deal of mathematics. We will be using tools from linear algebra, functional analysis, dynamical systems, ergodic theory and algebraic number theory to explore the best way to express a real number.

**Class Format:** lecture

**Requirements/Evaluation:** exams and homework

**Prerequisites:** MATH 350 or MATH 351, and MATH 355

**Enrollment Limit:** none

**Enrollment Preferences:** Seniors

**Expected Class Size:** 15

**Distributions:** (D3) (QFR)

*Not offered current academic year*

**MATH 487 (S) Computational Algebraic Geometry** (QFR)

Algebraic geometry is the study of shapes described by polynomial equations. It has been a major part of mathematics for at least the past two hundred years, and has influenced a tremendous amount of modern mathematics, ranging from number theory to robotics. In this course, we will develop the Ideal-Variety Correspondence that ties geometric shapes to abstract algebra, and will use computational tools to explore this theory in a very explicit way.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based on homework, exams, and final project

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** MATH 355

**Enrollment Limit:** 40

**Enrollment Preferences:** instructor decision

**Expected Class Size:** 15

**Department Notes:** This course is not a senior seminar, and so it does not fulfill the senior seminar requirement for the math major

**Distributions:** (D3) (QFR)

Spring 2019

LEC Section: 01  TR 8:30 am - 9:45 am  Ralph E. Morrison

**MATH 493 (F) Senior Honors Thesis: Mathematics**

Mathematics senior honors thesis. Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

**Class Format:** independent study

**Extra Info:** this is part of a full-year thesis (493-494)

**Distributions:** (D3)

Fall 2018

HON Section: 01  TBA  Susan R. Loepp

**MATH 494 (S) Senior Honors Thesis: Mathematics**

Mathematics senior honors thesis. Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

**Class Format:** independent study
Spring 2019
HON Section: 01   TBA   Susan R. Loepp

MATH 497 (F) Independent Study: Mathematics
Directed 400-level independent study in Mathematics.
Class Format: independent study
Prerequisites: permission of department
Distributions: (D3)

Fall 2018
IND Section: 01   TBA   Susan R. Loepp

MATH 498 (S) Independent Study: Mathematics
Directed 400-level independent study in Mathematics.
Class Format: independent study
Prerequisites: permission of department
Distributions: (D3)

Spring 2019
IND Section: 01   TBA   Susan R. Loepp

MATH 499 (F) Senior Colloquium
Mathematics senior colloquium. Meets every week for two hours both fall and spring. Senior majors must participate at least one hour a week. This colloquium is in addition to the regular four semester-courses taken by all students.
Class Format: colloquium

Fall 2018
LEC Section: 01   MW 1:00 pm - 1:45 pm   Susan R. Loepp
Spring 2019
LEC Section: 01   MW 1:00 pm - 1:45 pm   Susan R. Loepp
MAJOR IN STATISTICS

The major in Statistics is designed to meet three goals: to introduce some of the central ideas of information and data science, to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning, and to develop interdisciplinary skills by applying statistics to an application area of interest.

REQUIREMENTS (10 courses plus colloquium)

The major in Statistics consists of ten courses plus a colloquium requirement. The major includes courses in mathematics, computer science and statistics.

Mathematics (2 courses)

- MATH 150 or 151 Multivariable Calculus or equivalent high school course
- MATH 250 Linear Algebra

Except in unusual circumstances, students planning to major in statistics should complete the calculus sequence (MATH 130, 140, 150/151) before the spring of the sophomore year, at the latest. MATH 150 is a prerequisite for STAT 201 and MATH 250 is a prerequisite for STAT 346.

Computer Science (1 course)

- CSCI 134 Intro to Computer Science or CSCI 135 Diving into the Deluge of Data or CSCI 136 Data Structures and Advanced Programming or some other course in the Computer Science Department with prior approval of the Math/Stat department.

Core Courses (4 courses)

- STAT 201 Statistics and Data Analysis or STAT 202 Introduction to Statistical Modeling
- STAT 346 Regression and Forecasting
- STAT 341 Probability
- STAT 360 Inferential Statistics

Continuation (2 courses)

Any two courses among the 300 or 400 level courses in the department with a STAT prefix.

Capstone Course (1 course)

The capstone course is a 400-level STAT course taken in the senior year. Although the specific methodological emphasis of the course may vary from year to year, an in-depth project with both a written report and an oral presentation is typically part of the capstone course.

Colloquium Requirement

Participation in the Department Colloquium series, in which all senior majors present and attend talks on statistical topics of their choice. Majors have to attend at least 20 colloquia in their senior year and present one themselves.

PLACEMENT

Students with an AP Stat score of 5 or 4 are placed in the advanced introductory course Stat 202.

NOTES

Substitutions, Study Abroad, and Transfer Credit: In some cases, and with prior permission of the Mathematics and Statistics Department,
appropriate courses from other institutions may be substituted for the application and continuation requirements, but at least eight courses must be taken from the Department of Mathematics and Statistics at Williams.

These can, with prior permission, include courses taken away. Students with transfer credit should contact the department about special arrangements.

**Double Counting:** No course may count towards two different majors.

**Early Senior Capstone Course:** In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Capstone Course requirement in the junior year, provided that the student has completed at least three 300-level statistics courses before enrolling in the capstone course.

**Planning Courses:** Core courses are normally offered every year. Other 300 and 400 level statistics courses are offered on an irregular basis. Students should check with the department before planning far into the future.

**Course Admission:** Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

**FAQ**

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. They have to be approved MATH/STAT courses.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. Colloquium requirement, Senior Seminar requirement.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. The highly cumulative structure of the major.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:**

None to date.

**THE DEGREE WITH HONORS IN STATISTICS**

The degree with honors in Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be:

- Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. One of STAT 493 or STAT 494 can count as a continuation course, but not both. Neither counts as the 400-level senior capstone course.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis or pursued actuarial honors. In all cases, the award of honors and highest honors is the decision of the Department.

STAT 12 (W) writing sample and brief application
The Sacred Harp is a tunebook, a style, a community, and a tradition. One of the most distinctly American forms of music, with a continuous tradition dating back over 150 years, shape-note music continues to be sung in amateur communities around the country—and increasingly, the world. In the reading portion of the course, we will study the history and current culture of shape-note singing. We will discuss issues of tradition and community, including shifts and tensions with respect to geographical region, religious affiliation, and race. Meanwhile, we will engage in the actual practice of shape-note singing. For those with little formal training in music, this will include a quick introduction in the basics of music, but it will also highlight unique aspects of the Sacred Harp style in comparison to Western classical music, including the four-shape system of solfège. In addition to singing in class, we will visit one of the regular weekly singings in Northampton (mandatory). For the final project, students will have the opportunity to write a paper analyzing the tradition or stylistic aspects of the music; to write one or more tunes and compare them stylistically to those found in The Sacred Harp; or to undertake a quantitative analysis of the tunebook’s music and its use in recorded singings. Assignments throughout the course will include smaller versions of these varied options, including short composition exercises and responses to the readings. Adjunct Instructor Bio: Micah Walter received his A.M. in Music from Harvard University and his B.A. in Music and Linguistics from Haverford College. He is interested particularly in non-performative forms of music, and the impact music and community have on each other. He feels strongly that all people, regardless of training, should be able to participate in music-making in a fulfilling way. An active Sacred Harp singer, he has attended all-day singings and conventions in seven states and written over thirty tunes.

Requirements/Evaluation: 10-page paper; final project; musical composition with commentary
Prerequisites: some previous singing or music-reading experience helpful
Enrollment Limit: 30
Enrollment Preferences: seniority
Materials/Lab Fee: $10 plus cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 Cancelled

STAT 30 (W) Senior Project: Statistics
To be taken by candidates for honors in Statistics other than by thesis route.
Class Format: senior project

Winter 2019
HON Section: 01 TBA Susan R. Loepp

STAT 31 (W) Senior Honors Thesis
Statistics senior honors thesis.
Class Format: thesis
Distributions: (D3)

Winter 2019
HON Section: 01 TBA Laurie L. Tupper

STAT 99 (W) Indep Study: Statistics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
STAT 101 (F) Elementary Statistics and Data Analysis  (QFR)
It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on performances on quizzes and exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 50

Expected Class Size: 40

Department Notes: Students with calculus background and social science interest should consider STAT 161. Students with MATH 150 should enroll in STAT 201. Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stat should consult the department.

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses; COGS Related Courses; PHLH Statistics Courses;

Fall 2018
LEC Section: 01    MWF 9:00 am - 9:50 am     Xizhen Cai
LEC Section: 02    MWF 10:00 am - 10:50 am     Xizhen Cai

Spring 2019
LEC Section: 01    MWF 11:00 am - 11:50 am     Xizhen Cai

STAT 161 (F) Introductory Statistics for Social Science  (QFR)
This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences and sciences. Topics include exploratory data analysis, elements of probability theory, basic statistical inference, and introduction to statistical modeling. The course focuses on the application of statistics tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

Class Format: lecture

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 130 (or equivalent). Not open to students who have completed STAT 101 or equivalent.

Enrollment Limit: 40

Enrollment Preferences: Economics majors, sophomores

Expected Class Size: 40

Department Notes: Students with MATH 150 should consider STAT 201. Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stats should consult the department. Students without any calculus background should consider STAT 101.

Distributions: (D3) (QFR)

Distribution Notes: QFR: It is a quantitative course

Fall 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm     Richard D. De Veaux

Spring 2019
**STAT 201 (F) Statistics and Data Analysis (QFR)**

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, “Data, data, data! I can’t make bricks without clay.” In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based primarily on performance on quizzes and exams

**Prerequisites:** MATH 150 or equivalent. Not open to students who have completed STAT 101 or STAT 161 or equivalent.

**Enrollment Limit:** 40

**Expected Class Size:** 40

**Department Notes:** Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stats should consult the department. Students with MATH 130/140 background should consider STAT 161. Students with no calc. should consider STAT 101.

**Distributions:** (D3) (QFR)

**Attributes:** BGNP Recommended Courses; COGS Related Courses; EVST Methods Courses; PHLH Statistics Courses;

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**Fall 2018**

LEC Section: 01    TR 8:30 am - 9:45 am     Anna M. Plantinga
LEC Section: 02    TR 9:55 am - 11:10 am     Anna M. Plantinga

**Spring 2019**

LEC Section: 01    TR 8:30 am - 9:45 am     Anna M. Plantinga
LEC Section: 02    TF 1:10 pm - 2:25 pm     Laurie L. Tupper

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**STAT 202 (F) Introduction to Statistical Modeling (QFR)**

Data come from a variety of sources sometimes from planned experiments or designed surveys, but also arise by much less organized means. In this course we’ll explore the kinds of models and predictions that we can make from both kinds of data as well as design aspects of collecting data. We’ll focus on model building, especially multiple regression, and talk about its potential as well as its limits to answer questions about the world. We’ll emphasize applications over theory and analyze real data sets throughout the course.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based on homework, exams and projects

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** AP Statistics 5 or STAT 101, 161 or 201 or permission of instructor

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Department Notes:** Students with a 4 on the AP Stats exam should contact the department for proper placement.

**Distributions:** (D3) (QFR)

**Attributes:** EVST Methods Courses; PHLH Statistics Courses;

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**Fall 2018**

LEC Section: 01    TF 2:35 pm - 3:50 pm     Daniel B. Turek

**Spring 2019**

LEC Section: 01    TR 8:30 am - 9:45 am     Daniel B. Turek
STAT 341 (F) Probability  (QFR)
Crosslistings: STAT341 / MATH341
Secondary Crosslisting

While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams
Prerequisites: MATH 250 or permission of the instructor
Enrollment Limit: 40
Expected Class Size: 20
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01    MWF 11:00 am - 11:50 am     Steven J. Miller

Spring 2019
LEC Section: 01    MWF 9:00 am - 9:50 am     Thomas A. Garrity

STAT 344 (F) Statistical Design of Experiments  (QFR)

What does statistics have to do with designing and carrying out experiments? The answer is, surprisingly perhaps, a great deal. In this course, we will study how to design experiments with the fewest number of observations possible that are still capable of understanding which factors influence the results. After reviewing basic statistical theory and two sample comparisons, we cover one and two-way ANOVA and (fractional) factorial designs extensively. The culmination of the course will be a project where each student designs, carries out, analyzes, and presents an experiment of interest to him or her. Throughout the course, we will use both the statistics program R and the package JMP to carry out the statistical analyses.

Class Format: lecture
Requirements/Evaluation: problem sets, midterm, final exam, project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 201, 202, or equivalent
Enrollment Limit: 20
Enrollment Preferences: Statistics majors, seniors
Expected Class Size: 15
Distributions: (D3) (QFR)
Attributes: COGS Related Courses;

Fall 2018
LEC Section: 01    TF 2:35 pm - 3:50 pm     Richard D. De Veaux

STAT 346 (F) Regression and Forecasting  (QFR)

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the standard method for analyzing continuous response data and their relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project
To better understand complex processes, we study how variables are related to one another, and how they work in combination. Therefore, we want to make inferences about more than one variable at time? Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such data sets. Topics covered will include data visualization techniques for high dimensional data sets, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, as well as classification and clustering algorithms.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on homework and exams
Prerequisites: MATH 250, and STAT 346 or permission of instructor
Enrollment Limit: 25
Expected Class Size: 10
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01 MWF 8:30 am - 9:45 am Xizhen Cai

STAT 356 (S) Time Series Analysis (QFR)
Time series--data collected over time--crop up in applications from economics to engineering to transit. But because the observations are generally not independent, we need special methods to investigate them. This course will include exploratory methods and modeling for time series, including smoothing, ARIMA and state space models, and a foray into the frequency domain. We will emphasize applications to a variety of real data.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on projects, homework, and exams
Prerequisites: STAT 346 (may be taken concurrently) or permission of instructor
Enrollment Limit: 30
Expected Class Size: 20
Distributions: (D3) (QFR)
Not offered current academic year

STAT 359 (S) Statistical Computing (QFR)
This course introduces a variety of computational and data-centric topics of applied statistics, which are broadly useful for acquiring, manipulating, visualizing, and analyzing data. We begin with the R language, which will be used extensively throughout the course. Then we'll introduce a variety of other useful tools, including the UNIX environment, scripting analyses using bash, databases and the SQL language, alternative data formats, techniques for visualizing high-dimensional data, and text manipulation using regular expressions. We'll also cover some modern statistical techniques along the way, which are made possible thanks to advances in computational power. This course is strongly computer oriented, and assignments will
be project-based.

Class Format: lecture

Requirements/Evaluation: based primarily on projects, homework, and exams

Prerequisites: STAT 201 or 202 and CSCI 134, 135, or 136

Enrollment Limit: 30

Enrollment Preferences: juniors and seniors, Statistics majors

Expected Class Size: 15

Distributions: (D3) (QFR)

Not offered current academic year

STAT 360 (S) Statistical Inference (QFR)

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on problem sets and exams

Extra Info: may not be taken on a pass/fail basis

Prerequisites: MATH 250, STAT 201 or 202, STAT 341

Enrollment Limit: 30

Enrollment Preferences: Statistics majors

Expected Class Size: 30

Distributions: (D3) (QFR)

Spring 2019

LEC Section: 01   TR 9:55 am - 11:10 am   Daniel B. Turek

STAT 362 (F) Design of Experiments (QFR)

How do you get informative research results? By doing the right experiment in the first place. We'll look at the techniques used to plan experiments that are both efficient and statistically sound, the analysis of the resulting data, and the conclusions we can draw from that analysis. Using a framework of optimal design, we'll examine the theory both of classical designs and of alternatives when those designs aren't appropriate. On the applied side, we'll make extensive use of R to work with real-world data.

Class Format: lecture

Requirements/Evaluation: based primarily on projects, homework, and exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: STAT 346

Enrollment Limit: 30

Enrollment Preferences: seniors/juniors and Statistics majors

Expected Class Size: 20

Distributions: (D3) (QFR)

Not offered current academic year

STAT 365 (F) Bayesian Statistics (QFR)

The Bayesian approach to statistical inference represents a reversal of traditional (or frequentist) inference, in which data are viewed as being fixed and model parameters as unknown quantities. Interest and application of Bayesian methods have exploded in recent decades, being facilitated by
recent advances in computational power. We begin with an introduction to Bayes’ Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700’s, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on homework and exams
Prerequisites: STAT 201 and MATH 150 and 250, or permission of instructor
Enrollment Limit: 30
Enrollment Preferences: juniors and seniors, Statistics majors
Expected Class Size: 10
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01 TF 1:10 pm - 2:25 pm Daniel B. Turek

STAT 372 (S) Longitudinal Data Analysis: Modeling Change over Time  (QFR)
This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. We will consider many applications in the social and biological sciences.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 201 and STAT 346
Enrollment Limit: 30
Enrollment Preferences: junior and senior Statistics majors
Expected Class Size: 20
Distributions: (D3) (QFR)
Attributes: PHLH Statistics Courses;

Spring 2019
LEC Section: 01 TF 1:10 pm - 2:25 pm Anna M. Plantinga

STAT 377 (F) Operations Research  (WI) (QFR)
Crosslistings: MATH377 / STAT377
Secondary Crosslisting
In the first N math classes of your career, you can be misled as to what the world is truly like. How? You’re given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! We are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run-time and seeing how they can be improved; students will be implementing many of these algorithms on computer systems of their choice. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial implementation computation (respectively, statistics) component approved by the instructor.
Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on homework, classwork, projects, presentations and exams; at least 20 pages of writing

Prerequisites: MATH 350 or 351 and permission of instructor

Enrollment Limit: 40

Enrollment Preferences: Computer Science, Mathematics and Statistics majors

Expected Class Size: 25

Department Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/317/

Distributions: (D3) (WI) (QFR)

Not offered current academic year

STAT 397 (F) Independent Study: Statistics
Directed independent study in Statistics.

Class Format: independent study

Prerequisites: permission of department

Distributions: (D3)

Fall 2018
IND Section: 01  TBA  Susan R. Loepp

STAT 398 (S) Independent Study: Statistics
Directed independent study in Statistics.

Class Format: independent study

Prerequisites: permission of department

Distributions: (D3)

Spring 2019
IND Section: 01  TBA  Susan R. Loepp

STAT 440 (F) Categorical Data Analysis  (QFR)
This course focuses on methods for analyzing categorical response data. In contrast to continuous data, categorical data consist of observations classified into two or more categories. Traditional tools of statistical data analysis are not designed to handle such data and pose inappropriate assumptions. We will develop methods specifically designed to address the discrete nature of the observations and consider many applications in the social and biological sciences as well as in medicine, engineering and economics. All methods can be viewed as extensions of traditional regression models and ANOVA.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project

Prerequisites: STAT 346 and STAT 360

Enrollment Limit: 14

Enrollment Preferences: seniors and Statistics Majors

Expected Class Size: 12

Distributions: (D3) (QFR)

Attributes: PHLH Statistics Courses;

Not offered current academic year
STAT 442 (S)  Statistical Learning and Data Mining  (QFR)
In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homeworks and projects
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 346 or permission of instructor
Enrollment Limit: 14
Enrollment Preferences: seniors and Statistics Majors
Expected Class Size: 10
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01    TF 2:35 pm - 3:50 pm    Richard D. De Veaux

STAT 458 (F)  Spatio-Temporal Data  (QFR)
Everything happens somewhere and sometime. But the study of data collected over multiple times and locations requires special methods, due to the dependence structure that relates different observations. In this course, we'll look at exploring, analyzing, and modeling this kind of information--introducing standard methods for purely time-series and purely spatial data, and moving on to methods that incorporate space and time together. Topics will include autocovariance structures, empirical orthogonal functions, and an introduction to Bayesian hierarchical modeling. We'll use R to apply these techniques to real-world datasets.

Class Format: lecture
Requirements/Evaluation: project work, homework, exams, and contribution to discussion.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 346, or permission of instructor
Enrollment Limit: 14
Enrollment Preferences: Seniors and Statistics majors
Expected Class Size: 10
Distributions: (D3) (QFR)
Distribution Notes: This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Fall 2018
LEC Section: 01    TF 2:35 pm - 3:50 pm    Laurie L. Tupper

STAT 493 (F)  Senior Thesis: Statistics
Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under The Degree with Honors in Statistics.

Class Format: independent study
Distributions: (D3)

Fall 2018
STAT 494 (S) Senior Thesis: Statistics  
Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under The Degree with Honors in Statistics.  
Class Format: independent study  
Distributions: (D3)

Spring 2019  
HON Section: 01 TBA Susan R. Loepp

STAT 497 (F) Independent Study: Statistics  
Directed independent study in Statistics.  
Class Format: independent study  
Prerequisites: permission of department  
Distributions: (D3)

Fall 2018  
IND Section: 01 TBA Susan R. Loepp

STAT 498 (S) Independent Study: Statistics  
Directed independent study in Statistics.  
Class Format: independent study  
Prerequisites: permission of department  
Distributions: (D3)

Spring 2019  
IND Section: 01 TBA Susan R. Loepp

STAT 499 (F) Statistics Colloquium  
Statistics senior colloquium. Meets every week for an hour both fall and spring. Senior statistics majors must participate. This colloquium is in addition to the regular four semester-courses taken by all students.  
Class Format: seminar  
Requirements/Evaluation: delivering a passing talk and participation throughout the year  
Prerequisites: Statistics majors must take the colloquium in their senior year  
Enrollment Limit: none  
Enrollment Preferences: none  
Expected Class Size: 25  
Distributions: (D3)

Fall 2018  
SEM Section: 01 W 1:10 pm - 2:00 pm Susan R. Loepp

Spring 2019  
SEM Section: 01 W 1:10 pm - 2:00 pm Susan R. Loepp
COURSES AND COURSE-NUMBERING

100-level courses are introductory in nature. They aim to acquaint students with a variety of topics in music, ranging from the materials of music (introductory music theory and musicianship) to various musical cultures (African, American, Asian, Caribbean, and European) and styles within those cultures (classical, folk, and popular). Most 100-level courses are designed for the general student and have no prerequisites; they assume no prior musical training, and are open to all students interested in increasing their understanding and appreciation of music. The two 100-level courses that can serve to satisfy specific music theory requirements for the music major (MUS 103 and 104a or 104b) require a working knowledge of musical notation; these courses are geared to potential majors and students with strong instrumental or vocal background, and are particularly suitable for first-year students interested in taking more advanced courses in music.

200-level courses offer students the opportunity to explore a range of more specialized musical topics, from performance, technology, and musicianship-based classes to courses focused on specific styles, periods, composers, and examinations of meaning in music. Most regular 200-level courses have no prerequisites but do require the ability to read music, and are usually open to all students who can do so, regardless of class year. Some 200-level tutorials and writing intensive courses have no prerequisites and do not require the ability to read music, but the workload and more advanced approach to the subject matter makes these courses best suited to sophomores, juniors, and seniors. The two 200-level courses that complete the music theory requirements for the music major (MUS 201 and 202) have prerequisites; these courses are geared to potential majors, majors, and students with strong instrumental or vocal background.

300-level courses are designed for sophomores, juniors, and seniors with a background in instrumental or vocal performance and fluency in reading musical notation to focus on specialized topics. All require at least one semester of music theory or its equivalent. Some 300-level courses are experiential in nature, including performance-based coursework in conducting, composition, arranging, orchestration, and improvisation. Others are advanced courses in music theory and analysis, musicology, or ethnomusicology, taught in a seminar context that emphasizes original research and analysis.

400-level courses are intended for advanced juniors and seniors, usually music majors, wishing to pursue thesis, independent study, or small seminar coursework in composition, theory and analysis, musicology, ethnomusicology, or performance, under the guidance of an individual faculty advisor.

MAJOR

A minimum of ten courses are required for the major, as detailed below.

Four courses in Music Theory and Musicianship to be taken in sequence:

Music 103

Music 104a (Music Theory and Musicianship I) or Music 104b (Jazz Theory and Improvisation I)
Three courses in European and American Music History:

Music 231
Music 232
Music 233

Majors may choose to replace a maximum of one of these three specific courses with a course in music history covering aspects of the same period. The courses that may substitute for MUS 231, 232, and 233 are listed below:

Music 231: 163, 164, or 261
Music 232: 165, 166, 236, or 266T
Music 233: 119, 138, 150, 151, 238, 244, 251, 252 or 254

One course in World Music/Ethnomusicology from the following:

Music 111, 112, 117, 120, 125, 126, 211, 220, 221, 222, 225, 226, 230, 330

Two electives:

One must be taken in the senior year and at the 400-level to serve as a capstone course. (The second semester of a year-long honors thesis, MUS 494, will satisfy the 400-level elective requirement.) The other elective may be fulfilled in any semester by any Music course but must be taken in addition to courses selected to satisfy the history, theory, and world music/ethnomusicology requirements detailed above.

Majors are required to participate in faculty-directed departmental ensembles for at least four semesters.

Majors must enroll in partial credit music lessons for at least two semesters.

THE DEGREE WITH HONORS IN MUSIC

Three routes provide the opportunity for honors or highest honors consideration in the Music major:

Composition: A Composition thesis must include one major work completed during the senior year supported by a 10- to 15-page discussion of the student’s work or analysis of a major 20th century or contemporary work. The student’s general portfolio of compositions completed during the junior and senior years will also be considered in determining honors.

Performance: A Performance thesis must include an honors recital given during the spring of the senior year supported by a 15- to 20-page discussion of one or more of the works performed. The student’s general performance career will also be considered in determining honors.

History, Theory and Analysis, or Ethnomusicology: A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length. A written thesis should offer new insights based on original research. A public oral thesis defense is also required.

In order for a thesis proposal to be approved, a student must have at least a 3.3 GPA in Music courses (this GPA must be maintained in order to receive honors), and must have demonstrated outstanding ability and experience through coursework and performance in the proposed thesis area. Students are encouraged to seek the advice of their potential thesis advisor early in the junior year and no later than the first month of the second semester. A 1- to 2-page proposal written in consultation with the faculty advisor must be received by the Music chair by the end of spring break.

Honors candidates must enroll in Music 493(F)-W31-494(S) during their senior year. A student who is highly qualified for honors work, but is unable to pursue a year-long project for compelling reasons, may petition the department for permission to pursue a WS/one-semester thesis. The standards for evaluating such a thesis remain the same. Completed thesis is due by April 15.

LESSONS

Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the lesson commitment. (See Music 281-288 and Advanced Musical Performance 391, 392, 491, 492). For further information, check the Music Department webpage or contact the Department of Music.

STUDY ABROAD

One study abroad course may satisfy the one free elective requirement for the major, if approved by the department. A second study abroad course might satisfy any one of the specific required courses if the proposed course is clearly equivalent and if the substitution is approved by the department. Majors planning to study abroad should meet with the department chair to propose specific study abroad courses that might be approved to satisfy major requirements under this policy. No more than two courses taken abroad may count toward the major. Music lesson courses and
ensemble participation pursued while studying abroad may count toward the performance requirements with approval of the department.

**MUS 10 (W) Winter Study Chamber Orchestra (WiSCO)**

I will organize a classical chamber orchestra to read and perform music of assorted periods and genres. Two student conductors will lead the orchestra, each one having completed my Fall conducting class. In addition to conducting the orchestra, they will act as personnel managers and librarians. I will coach them on every aspect involved in producing a symphonic performance. Berkshire Symphony members and players in the Chamber Orchestra of Williams will make up the majority of the ensemble. The backbone of the training for the orchestra and the student conductors will involve issues of intonation, articulation, balance, bowing, dynamics, tempo, and interpretation. During rehearsals, members of the orchestra will be encouraged to offer ideas and suggestions in order to take part in the ownership of the final product. There will be a final recorded and videotaped concert at the end of Winter Study. Maximum enrollment: Strings: 12 violins, 5 violas, 4 cellos, 2 basses, and Winds: 2 flutes, 2 oboes, 2 clarinets, 2 bassoons, 2 horns, 2 trumpets, timpani.

**Class Format:** MWF 7:00pm-9:00pm

**Requirements/Evaluation:** based on attendance and preparation

**Prerequisites:** none

**Enrollment Limit:** 36

**Enrollment Preferences:** if overenrolled, a short audition on the scheduled repertoire will be held and adjudicated by me and the student conductors

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01   TBA   Ronald L. Feldman

**MUS 11 (W) Sound and the City: New York on Film**

Countless films take place in New York City, but not all foreground the city as an active character in the plot. In this course we will seek answers to the following questions: how does the urban environment participate in a film’s story? How can a movie soundtrack create a particularly urban atmosphere? How can sound represent or subvert the urban communities represented on screen? And more broadly: what does it mean to be a New Yorker? Films such as *The Naked City* (1948), *Thoroughly Modern Millie* (1967), *Taxi Driver* (1976), *Manhattan* (1979), and *Do the Right Thing* (1989) are wildly diverse in terms of genre, cinematography, soundtrack, and the subject positions they represent, and yet their soundscapes all forge a distinctly New York “feel.” Through close viewing--and listening--we will explore how the directors, mixers, editors, and composers deployed sound to forge distinct perspectives on the urban experience. Students will be expected to attend all screenings, read reviews and secondary literature, maintain a “sound journal,” and produce a ten-page final paper.

**Requirements/Evaluation:** “sound journal” and a 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference given to Music, Theatre, and American Studies majors, and students with prior film studies coursework

**Materials/Lab Fee:** none

Winter 2019

LEC Section: 01   MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm   Jacek H. Blaszkiewicz

**MUS 12 (W) writing sample and brief application**

Crosslistings: MUS12 / STAT12

Secondary Crosslisting

*The Sacred Harp* is a tunebook, a style, a community, and a tradition. One of the most distinctly American forms of music, with a continuous tradition dating back over 150 years, shape-note music continues to be sung in amateur communities around the country-and increasingly, the world. In the reading portion of the course, we will study the history and current culture of shape-note singing. We will discuss issues of tradition and community,
including shifts and tensions with respect to geographical region, religious affiliation, and race. Meanwhile, we will engage in the actual practice of shape-note singing. For those with little formal training in music, this will include a quick introduction in the basics of music, but it will also highlight unique aspects of the Sacred Harp style in comparison to Western classical music, including the four-shape system of solfège. In addition to singing in class, we will visit one of the regular weekly singings in Northampton (mandatory). For the final project, students will have the opportunity to write a paper analyzing the tradition or stylistic aspects of the music; to write one or more tunes and compare them stylistically to those found in The Sacred Harp; or to undertake a quantitative analysis of the tunebook’s music and its use in recorded singings. Assignments throughout the course will include smaller versions of these varied options, including short composition exercises and responses to the readings. Adjunct Instructor Bio: Micah Walter received his A.M. in Music from Harvard University and his B.A. in Music and Linguistics from Haverford College. He is interested particularly in non-performative forms of music, and the impact music and community have on each other. He feels strongly that all people, regardless of training, should be able to participate in music-making in a fulfilling way. An active Sacred Harp singer, he has attended all-day singings and conventions in seven states and written over thirty tunes.

**Requirements/Evaluation:** 10-page paper; final project; musical composition with commentary

**Prerequisites:** some previous singing or music-reading experience helpful

**Enrollment Limit:** 30

**Enrollment Preferences:** seniority

**Materials/Lab Fee:** $10 plus cost of books

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    Cancelled

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**MUS 13 (W) The Golden Age of Gospel Music**

A historical look at American Black Gospel, stressing the vocal tradition of the African American Church. Vocalists and instrumentalists are encouraged to participate, but there is no required prerequisite for the course. Course will consist of historical workshops in Gospel music. Required reading *People Get Ready* by Robert Darden, course booklet and will require a minimum of 10-page report. Music covered will be from the mid 1800's to contemporary gospel music. Field trip will include a trip to an African American Church service (Sunday morning). Requirements for the course include a 5-page paper with creative project or performance and a field trip to church. Adjunct Instructor Bio: Legendary Bassist Avery Sharpe has performed with Jazz greats from McCoy Tyner to Dizzy Gillespie. Sharpe is a Gospel Historian and has a strong up bringing in "The Church of God in Christ."

**Requirements/Evaluation:** 5-page paper with creative project or performance and a field trip to church

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** if overenrolled, preference to seniors

**Materials/Lab Fee:** $138 plus cost of books

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    Cancelled

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**MUS 14 (W) Classic and Contemporary Musical Theater**

Crosslistings: MUS14 / THEA14

**Primary Crosslisting**

This Winter Study will give participants an opportunity to study and perform numbers for one or more singers in great American musicals and European light operas. You have sung a solo, you have sung in chorus–now practice the exacting art of singing an ensemble on stage. The course will culminate with a performance of ensembles, solos, and duets from a variety of musical theater shows. Other ensembles from European models may also be included. Singers, actors, and pianists are all welcome to participate. The course is intended especially for singers who wish to have some stage time, and for actors who wish to work on their singing. Adjunct Instructor Bio: Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny"
under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an Associate Artist in the Music Department at Williams College. He can be reached at kkibler@williams.edu.

**Class Format:** afternoons

**Requirements/Evaluation:** a student may fulfill the requirements of the course by performing challenging numbers from the great American songbook in the final class public performance

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** the instructor will communicate with those wishing to register either in person or via email

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01   MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm   Keith E. Kibler

**MUS 15 (W) Contemporary American Songwriting**

Crosslistings: MUS15 / AMST15

**Primary Crosslisting**

This course will focus on learning how to write and perform songs in classical contemporary style. Song styles that will be addressed include pop, rock, blues, country, folk and jazz. Topics addressed will include the evolution of song structure, how to create a lyric that communicates, vocal and instrument presentation, recording and performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs in one of the above mentioned genres. These songs must be conceived during the course period (previously written material is not usable.) Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and final presentation is mandatory. Please note: this class meets every day. A short writing assignment will be passed in on the last day of class. Adjunct Instructor Bio: Bernice Lewis is the Artist Associate in Songwriting at Williams College. She is an accomplished singer, songwriter, producer and educator and has been a national touring artist for over thirty years She has performed at the Kerrville Folk Festival, PBS's Mountain Stage, and the Kennedy Center in Washington D.C. In 2009, she was chosen by the National Park Service to be an Artist in Residence. She has released seven recordings of original songs.

**Class Format:** mornings

**Requirements/Evaluation:** final performance and a 2- to 3-page paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** students with a musical background and the ability to play and instrument may be given preference, but anyone interested is encouraged to register

**Materials/Lab Fee:** cost of books

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01   M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   Bernice Lewis

**MUS 16 (W) Zimbabwean Music Collaboration**

This course focuses on teaching Zimbabwean music performance. Besides introducing a selection of basic songs on mbira, marimba and voice, the course explores orchestration of such music on other instruments such as brass, woodwinds, strings and additional percussion. The course content will trace both continuity and change in music from traditional song styles into African popular music. Beside the instrumental practice of the class, we will watch on YouTube and other videos the collaborative nature of this music. The class will end with an end-of-Winter Study performance by the participants.

**Class Format:** mornings
MUS 25 (W) Creative Art Projects inspired by Southern Florida Native American Indian History & Culture
This travel course will focus on creative work inspired by the history and culture of Native American Indians of Southern Florida. We will discuss the history and culture of Native Americans in the area, focusing mostly on the Calusa, their society, politics, system of government, trading customs, and religion. We will also talk about their construction of canal systems, and their architecture and engineering. Students will arrive to their own conclusion about the impact of Native Americans in our culture. They will also use their experiences during field trips, workshops, lectures, and group discussions as a source of inspiration for their creative work in one or more of the following fields: music composition, visual arts (video, photography), literature, poetry, and theater. They will create their projects individually or could form teams to create interdisciplinary works. If teamwork is selected for the creation of a project there will be a limit of one student per discipline in each team. We will visit archaeological and historical sites, Research Centers, and Museums focused in the History and Culture of Native American Indians of Southwest Florida. We will attend lectures offered by archaeologists, and will participate in the process of screening, cataloging, and analysis of samples extracted from the shell mounds of Useppa Island and Pineland at the Randell Research Center of the University of Florida. Calusa artifacts made with ceramic materials, wood carving, and painting, are recognized worldwide as remarkable examples of Native American artistic achievement. Samples of their art found during excavations in SW FL are part of exhibitions in the Historical Museums that we will visit. Students will learn about music inspired by pre columbian Native American instruments and art. We will discuss information and will visit the estuaries that sustained the world of the Calusas.

Class Format: travel
Requirements/Evaluation: 10-page paper; creative project, and travel journal
Prerequisites: none; not open to first-year students
Enrollment Limit: 7
Enrollment Preferences: priority given to students interested in creating original work in response to field trips and visits to Research Centers and Museums (musical, photography and/or video, literary, poetry, theater)
Materials/Lab Fee: cost to student $1,995
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Ileana Perez Velazquez

MUS 31 (W) Senior Thesis: Music
To be taken by students registered for Music 493-494.
Class Format: thesis
Distributions: (D1)

Winter 2019
HON Section: 01 TBA M. Jennifer Bloxam

MUS 99 (W) Independent Study: Music
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a
faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D1)

Winter 2019

IND Section: 01  TBA  Ed Gollin

MUS 101 (F)  Listening to Music: An Introduction to the Western Classical Tradition

When you listen to music -- on the radio, on your phone, at a concert -- how much do you really hear? This course refines students' listening skills through study of the major composers, styles, and genres of the Western classical tradition. We will explore music from the Baroque, Classical, Romantic, and Modern eras, including works by Bach, Mozart, Beethoven, Chopin, Tchaikovsky, Brahms, Stravinsky, and other composers. Genres to be covered include the symphony, string quartet, sonata, opera, song, and choral music. Attendance at selected concerts on campus is required.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on a short listening journal, two concert reviews, a quiz, a midterm exam and a final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-years, sophomores and any student who expresses a strong interest in the course

Expected Class Size: 25

Department Notes: intended for non-major students with little or no formal training in music

Distributions: (D1)

Not offered current academic year

MUS 102 (F)  Introduction to Music Theory

The course presents an introduction to the materials and structures of music. Through a variety of practical exercises and written projects, students will develop an understanding of the elements of music (e.g. pitch, scales, triads, rhythm, meter, and their notation) and explore their combination and interaction in the larger-scale organization of works of classical, jazz and popular music (i.e. harmony, counterpoint, form, rhetoric). Practical musicianship skills will be developed through in-class and prepared singing, keyboard and rhythmic exercises.

Class Format: two weekly lectures

Requirements/Evaluation: evaluation will be based on written and practical quizzes, projects, participation, and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: first year students

Expected Class Size: 16

Distributions: (D1)

Fall 2018

LEC Section: 01  TF 1:10 pm - 2:25 pm  Dylan J. Schneider

LEC Section: 02  TR 8:30 am - 9:45 am  Ed Gollin

MUS 103 (F)  Music Theory and Musicianship I

MUS 103 and 104 are designed for potential majors and for students with strong instrumental or vocal backgrounds. Students entering MUS 103 should have a solid understanding of musical rudiments (intervals, scales, keys) and reading proficiency in both bass and treble clefs. A short diagnostic exam will be administered at the first class meeting of MUS 103 to determine if a student requires any additional work to complement and
fortify course work during the early weeks of the semester, or whether placement in MUS 102 would be more appropriate. Students with a strong background in music theory may take a placement exam during First Days to see whether they can pass out of one or both semesters. MUS 103 and 104 are required for the music major. MUS 103 presents the materials, structures and procedures of tonal music, with an emphasis on the harmonic and contrapuntal practice of the baroque and classical periods (ca. 1650-1825). The course explores triadic harmony, voice leading, and counterpoint with an emphasis on the chorale style of J.S. Bach and his predecessors. Keyboard harmony and figured bass exercises, sight singing, dictation, analysis of repertoire, written exercises and emulation projects will develop both an intellectual and an aural understanding of music of the period. Projects include the harmonization of chorale melodies, the arrangement of classical period minuets and the composition of vocal canons.

**Class Format:** lecture two days a week; a conference meeting one day a week; ear training/keyboard/ skills lab meeting twice a week

**Requirements/Evaluation:** evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Enrollment Limit:** 24

**Enrollment Preferences:** first years, potential Music majors, and those with strong musicianship backgrounded

**Expected Class Size:** 24

**Distributions:** (D1)

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**MUS 104 (S)  Music Theory and Musicianship I**

Music 104a continues the practical musicianship work of Music 103, while expanding the scope of harmonic topics to include seventh chords and chromatic harmony. Music 104a further explores the transformation of chorale harmony in contrapuntal works of the eighteenth century. Projects include the composition and performance of preludes, fugues and organ chorale preludes on baroque models.

**Class Format:** lecture two days a week; a conference meeting one day a week; ear training/keyboard skills lab meeting twice a week

**Requirements/Evaluation:** evaluation will be based on weekly written work, written and keyboard quizzes, and midterm and final projects

**Extra Info:** may not be taken on a pass/fail basis

**Extra Info 2:** this course will share aural skills labs with MUS 104b; students considering taking this course should consult the lab times shown below and plan their schedules accordingly

**Prerequisites:** MUS 103

**Enrollment Limit:** 24

**Enrollment Preferences:** first-years, potential or declared Music majors, and those with strong musicianship backgrounds

**Expected Class Size:** 21

**Distributions:** (D1)

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**Spring 2019**

**LEC Section:** 01  TR 11:20 am - 12:35 pm  Dylan J. Schneider

**LAB Section:** 02  MWF 9:00 am - 9:50 am  Edwin I. Lawrence, Dylan J. Schneider, Daniel E. Prindle

**LAB Section:** 03  MWF 10:00 am - 10:50 am  Edwin I. Lawrence, Dylan J. Schneider, Daniel E. Prindle

**LAB Section:** 04  MWF 11:00 am - 11:50 am  Edwin I. Lawrence, Dylan J. Schneider, Daniel E. Prindle

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**MUS 104 (S) Jazz Theory and Improvisation I**

Crosslistings: AFR212 / MUS104

**Primary Crosslisting**

The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based
composition, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments—competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

**Class Format:** alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

**Requirements/Evaluation:** evaluation will be based on weekly assignments, e.g., harmonic analysis and exercises in transposition and transcription, a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance

**Extra Info:** may not be taken on a pass/fail basis

**Extra Info 2:** this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times shown below and plan their schedules accordingly

**Prerequisites:** MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged

**Enrollment Limit:** 15

**Enrollment Preferences:** prospective Music majors, then Jazz Ensemble members, then Music majors

**Expected Class Size:** 12

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

**Attributes:** EXPE Experiential Education Courses

**Not offered current academic year**

MUS 111 (F) Music Cultures of the World (DPE)

This course introduces a variety of musical traditions from around the world, from highlife and hip hop in Ghana to Balinese Gamelan and Indian classical genres. Students will develop a working knowledge of musical terms, influential musicians, and concepts relevant to performance genres hailing from the Americas, Africa, Asia, Europe, and the Middle East. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. Reading and writing assignments are combined with direct engagement with music and musicians. No prior musical training required.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** based on class attendance and participation, regular short writing assignments, and a final paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** current or prospective majors in Music, Anthropology, Sociology, Arabic Studies and Asian Studies, as well as current and prospective concentrators in Africana Studies and Latina/o Studies

**Expected Class Size:** 20

**Department Notes:** MUS World Music/Ethnomusicology

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest

**Attributes:** MUS World Music/Ethnomusicology

Fall 2018

LEC Section: 01    MW 11:00 am - 12:15 pm     Corinna S. Campbell

MUS 112 (S) Musics of Asia
Crosslistings: ASST126 / MUS112

Primary Crosslisting

This course offers an introduction to the great diversity of Asian music. Our survey will span from East Asia (China, Korea, and Japan) to Southeast Asia (Thailand and Indonesia) to the Indian subcontinent, Central Asia (Tibet and Afghanistan), to the Middle East (Iran and the Arabian peninsula), and will end with the extension of Asian music across North Africa and into Eastern Europe. Within this broad survey, we will focus on selected and representative musical cultures and genres. In each section of the course, aspects of cultural context (including music's function in religious life and its relationship to the other arts), will be emphasized. While our focus will be on the traditional and classical musics of these cultures, we will also briefly consider the current musical scene. Encounters with this music will include attendance at live performances when possible.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on four tests and two papers

Prerequisites: none; no musical experience necessary

Enrollment Limit: 25

Expected Class Size: 20

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ASST

Attributes: GBST East Asian Studies Electives; MUS World Music/Ethnomusicology

Not offered current academic year

MUS 119 (S) Popular Music: Revolutions in the History of Rock

This course will trace the history of rock music from the 1950s to the present, focusing on those musicians who revolutionized the genre in various periods. Such "revolutions" are discovered in the use of new sounds and musical forms, in the relationship between lyrics and musical setting, and in the conception of rock's role in society. Three objectives will underpin our studies: to develop listening skills with music that one often hears, but perhaps rarely listens to intently; to determine in what ways popular music can be interpreted as reflecting its cultural context; and to encounter the work of several of the more innovative musicians in the history of rock. Finally we will interrogate our own activities by asking why the study of the "merely popular" should be pursued in a liberal arts education, whether new approaches can be developed for this endeavor, and what makes music "popular."

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on two tests, two papers, and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: no musical background assumed

Enrollment Limit: 40

Enrollment Preferences: random selection

Expected Class Size: 40

Distributions: (D1)

Not offered current academic year

MUS 120 (S) Musics of Africa

Crosslistings: AFR113 / MUS120

Primary Crosslisting

This course introduces a selection of musical cultures from the geographical breadth of Africa. Following an introductory exploration of the fundamental aesthetic and social parameters governing African musical practice, we will engage in a series of case studies considering a diverse array of musical practices and related social and political issues in specific locales. Featured countries include Ghana, Zimbabwe, Ethiopia, Algeria and the Democratic Republic of Congo. This course samples a wide range of musical practices from the Ghanaian dance craze, azonto, to Ethiopian liturgical chants, to Shona mbira music in Zimbabwe. Performance analysis and critical reading and listing assignments are combined with a number of hands-on workshops and musical exercises.

Class Format: lecture/discussion
MUS 138 (S)  Introduction to Twentieth-Century Music

Twentieth-century Euro-American art music involved a persistent exploration of the limits of musical possibility. Encounters with this music often challenge our ears and musical minds and require us to reconsider fundamental conceptions of music itself. Throughout the course, we will investigate in what ways the basic elements of music (e.g., harmonic organization, rhythm, timbre, instrumentation and performance conventions) were extended and revolutionized. Topics and styles to be discussed include: atonality, expressionism, twelve-tone techniques, neoclassicism, electronic and computer music, stochastic music, minimalism, and neoromanticism. We will also consider the music of this century in relation to contemporary developments in the other arts and to popular musical styles. The syllabus will include works by such composers as Debussy, Mahler, Stravinsky, Schoenberg, Webern, Bartók, Weill, Milhaud, Shostakovich, Ives, Copland, Babbitt, Stockhausen, Messiaen, Boulez, Berio, Cage, Górecki, Glass, Gubaidulina, and Tower.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on a series of quizzes, projects, short papers, and performance reports; quizzes will include listening and identifying examples

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: juniors, seniors, Music majors and potential majors

Expected Class Size: 12

Distributions: (D1)

Not offered current academic year
MUS 143 (S)  The Symphony
This course traces the European symphonic tradition from the late eighteenth century through the mid-twentieth century, focusing on works by Mozart, Haydn, Beethoven, Berlioz, Liszt, Mendelssohn, Schumann, Brahms, Dvorak, Mahler, Strauss, and Shostakovich. We will examine developments in musical form and harmony, social contexts for listening, and contemporary aesthetic debates about the nature of genius, the idea of musical tradition, and the narrative capacity of instrumental music.

Class Format: lecture/discussion
Requirements/Evaluation: students will be evaluated on three 3- to 5-page essays, two exams, and short weekly assignments, ability to read music not required
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: first-years and sophomores
Expected Class Size: 10
Distributions: (D1)
Not offered current academic year

MUS 146 (S)  The Concerto: Dialogue and Discord
The concerto is the musical genre most akin to the novel, and like the novel, explores the individual’s relationship to society. A musical protagonist—a solo instrumentalist or a group of individual players—engages the larger orchestral ensemble, and a story unfolds in a dramatic narrative told in sound. This course will trace the history of the concerto from its beginning in the Baroque period to today. We will explore the spirited exchanges of Bach's Brandenburg Concerti, the urbane conversations of Mozart's piano concerti, the impassioned struggles of the Brahms violin concerto, the ferocious arguments of the Shostakovitch cello concerto, the polyglot discussions of John Adam's clarinet concerto, and many more. Along the way we will also investigate transformations in patronage and performance contexts, the cult of the virtuoso, and aspects of musical form and style. Students will experience the excitement of hearing concerti performed on campus by the Berkshire Symphony and student winners of the Department of Music's Concerto Competition.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation based on several short papers, a midterm and a final, and on class participation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: students with a demonstrated interest in music
Expected Class Size: 20
Distributions: (D1)
Not offered current academic year

MUS 149 (F)  The Language of Film Music
Filmmakers have relied on music from the earliest days of silent movies (often accompanied by live musical performance) to our present age of slickly-produced YouTube videos. Along the way, trends have arisen (and have been artfully thwarted) in countless film scores, whether constructed from preexisting works or specially crafted by composers like Max Steiner, Bernard Herrmann, John Williams, James Horner, Alexandre Desplat, or Björk. In this class, we will look at and listen to films from different periods and cultures, observing which techniques evolved, which have changed very little, and considering when an idea is borrowed and when it might actually be new. We will also discuss the impact this language has on the experience of the viewer, and how film music functions in the wider culture. Assignments will consist of listening/viewing, responding in writing, and
re-interpreting film clips with music you will compose or borrow.

Class Format: lecture/discussion

Requirements/Evaluation: assignments, quizzes, midterm essay, final creative project; midterm and final will also involve viewing/listening

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: given to juniors and seniors

Expected Class Size: 19

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

MUS 150 (S) The Broadway Musical

Crosslistings: MUS150 / THEA150

Primary Crosslisting

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: lecture/discussion

Requirements/Evaluation: based on a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: none

Expected Class Size: 30

Distributions: (D1)

Not offered current academic year

MUS 151 (F) History of Jazz

"There are only three things that America will be remembered for 200 years from now when they study the civilization: The Constitution, Jazz Music and Baseball. These are the three most beautiful things this culture's ever created."--(Gerald Early) Jazz is the most common name for a great African American Art form that still defies definition. Over the past century this elastic tradition has laid down firm roots for numerous other American and World musics, while itself in the throes of a seemingly permanent identity crisis. Jazz is perennially declared dead or dying yet consistently summoned by advertisers to lend vitality and sex appeal to liquor or automobiles. By any name and regardless of its health status, jazz has a rich history of conservative innovators, at once restless and reverent, who made fascinating leaps of creativity out of inspiration or necessity. This "listening intensive" class will look at the past century of jazz music through ideas, "what-if" questions and movements that changed the way the music was created, presented and perceived. Both musical concepts (such as syncopation and cross instrumental-influence) and cultural connections (jazz as cold war propaganda, jazz as protest music) will be examined, giving us freedom to link similar kinds of musical thought across disparate settings and decades. Our inquiry will include (but not be limited to) the lives and music of Louis Armstrong, Fletcher Henderson, Mary Lou Williams, Duke Ellington, Charlie Parker, Thelonious Monk, Dizzy Gillespie, Art Blakey, John Lewis, Miles Davis, John Coltrane, and Wayne Shorter.

Class Format: lecture

Requirements/Evaluation: class participation including regular reading and listening assignments; concert attendance; mid-term and final exam, one paper, and one final project

Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: first-years and sophomores
Expected Class Size: 30
Distributions: (D1)
Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

Fall 2018
LEC Section: 01    TR 9:55 am - 11:10 am     Kris  Allen

MUS 163 (S)  Bach
Johann Sebastian Bach now enjoys the status of a cultural icon, transcending time and place. But who was Bach, and why do his musical creations continue to fascinate us? This course offers an introduction to the life and music of this iconic composer. We will explore aspects of cultural context (such as the social milieu in which Bach developed his art and the use and perception of his music by his contemporaries), as well as develop our listening skills by exploring matters of purely musical content (the styles and forms of his prodigious oeuvre). Both instrumental and vocal music will be surveyed, including the Brandenburg Concerti, the Goldberg Variations, the Magnificat, and the B Minor Mass. Along the way we will also consider Bach's legacy in the 19th and 20th centuries.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, a listening diary, one 8- to 10-page paper, 4 mini-quizzes, a midterm, and a final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students with a demonstrated interest in music
Expected Class Size: 15
Distributions: (D1)
Not offered current academic year

MUS 164 (F)  Bach and Handel: Their Music in High Baroque Culture
This course explores the lives and music of two great composers of the High Baroque, Johann Sebastian Bach and George Frideric Handel. We will examine their dramatically contrasting life experiences and musical pursuits within the larger social and cultural framework of the period: Bach as a provincial composer, servant to minor German aristocrats and the Lutheran Church, virtuoso organist and pedagogue; Handel as a cosmopolitan celebrity and entrepreneur, creator of operatic and instrumental entertainments for both the Italian and English nobility and the paying public. Development of listening skills and understanding of Baroque music styles, genres, and forms will be stressed. Bach's Brandenburg Concerti and Mass in B-minor, and Handel's opera Giulio Cesare and Water Music Suite are just a few of the works to be discussed and enjoyed.

Class Format: lecture/discussion, two meetings per week; field trip may be required
Requirements/Evaluation: evaluation will be based on participation, two papers, a midterm, and a final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students with a demonstrated interest in music
Expected Class Size: 12
Distributions: (D1)
Not offered current academic year

MUS 166 (F)  Beethoven
This course provides an introduction to the life and music of Ludwig van Beethoven. The composer's difficult childhood, tragic loss of hearing,
clandestine affair with his "Immortal Beloved", and tempestuous relationship with his suicidal nephew Karl, together with the French Revolution and emergence of Romanticism, will form the backdrop for our investigation of his artistic struggles and monumental achievements. Students will listen to a broad cross section of Beethoven’s music, including piano sonatas, string quartets, symphonies, overtures, concertos, choral works, and opera. We will explore a range of topics, including the nature of his genius, his relation to composers such as Haydn and Mozart, and his impact on posterity.

Class Format: lecture/discussion

Requirements/Evaluation: listening quizzes, two papers, midterm and final exams, and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with a demonstrated interest in music

Expected Class Size: 15

Distributions: (D1)

Not offered current academic year

MUS 171 (S) Music and Spirituality: Cross-Cultural Perspectives (WI)

Crosslistings: MUS171 / REL171

Primary Crosslisting

How does the sacred sound? Across cultures and across millennia, music has served to enable, inspire, and express the spiritual life experiences of communities and individuals. Why is this so? In what contexts and through what means can making and hearing music reflect and produce spiritual experience? This team-taught course will take a comparative approach to exploring music’s spiritual power, considering such areas as the function of music in ritual practices from various cultures and times, the use of music to tell sacred stories, music and dance in spiritual practice, and the role of music created in the face of death and its aftermath. Working from both musicological and ethnomusicological perspectives, we will explore the possibilities of sensory ethnography for better understanding the role of perception and the body in spiritual experiences with music. Our comparisons will draw from Western and world Christian traditions from medieval to modern times, and on conversations with musicians immersed in the music of other faith traditions (including Jewish, Hindu, and Muslim). We will explore connections between music and spirituality through a wide variety of repertoires, including plainchant and Renaissance sacred choral music; the music and dance of traditional West African religions like vodun and orisa; music from the Western classical tradition by such composers as Bach, Beethoven, and Messiaen; American hymnody and spirituals; gospel music in the U.S. and Africa; and selected artists from the world of jazz and popular music, such as John Coltrane and Leonard Cohen.

Class Format: seminar

Requirements/Evaluation: class participation; class journal; presentation with annotated bibliography; ethnographic field study; final project with presentation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with a demonstrated interest in music, religion, and/or anthropology/sociology

Expected Class Size: 15

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under REL

Not offered current academic year

MUS 174 (F) The Singing Voice: Structure, Styles and Meaning

What makes an opera singer sound different than a rock singer? Why can’t one convincingly sing in the style of the other? And why is the former granted a higher status and the latter a wider audience? This course examines the world of singing styles and engages these styles from multiple angles: through listening, readings, film viewing and, above all, through singing. The class will learn the basics of yodeling, Tuvan throat singing, and belting, among other styles, and will explore the cultural and historical contexts of each.

Class Format: lecture/studio/discussion

Requirements/Evaluation: evaluation will be based on one quiz, two papers, and a final project

Extra Info: not available for the fifth course option
Western music performance traditionally occurs within contained spaces in which “performer” and “audience” adhere to designated locations and follow tacit scripts: seats/stage; applause/bows, etc. In recent years, traditional boundaries and scripts of performance and reception have moved into public spaces—from sound art installations to ambient music, from interactive sound sculpture to radio art to social media driven flash mobs. This course studies the work of pioneers in public music and sound art including Alvin Lucier, Bill Fontana, John Cage, Hildegard Westerkamp, Brian Eno and John Luther Adams, among others. The course will alternate between study and analysis of particular artistic strategies and the creation of site-specific works on and around the Williams campus.

Class Format: seminar

Requirements/Evaluation: class participation, three short (2-4 page) essays, a response journal and the creation of four public music works

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class further inform these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, short weekly assignments, a final paper/project
MUS 178 (F) Music and Politics (WI)
Crosslistings: MUS178 / PSCI178

Primary Crosslisting

This course examines how musical sound and musical discourse change, enable, and inhibit citizen formation and the functioning of a well-ordered society. We will take a very wide definition of "politics," as music can have political meaning and effects far beyond national anthems and propaganda. For instance, musical sound is often read as a metaphor for political structures: eighteenth-century commenters pointed out that string quartets mirrored reasoned, democratic discourse, and twentieth-century critics made similar arguments about free jazz. Beliefs about music can serve as a barometer for a society's non-musical anxieties: Viennese fin-de-siècle critics worried that the sounds and stories of Strauss's operas were causing moral decline, an argument that should be familiar to anyone who reads criticism of American popular music. Finally, a pervasive strand of Romantic thought holds that (good) music, by its nature, is apolitical—what might it mean to deny social relevance to an entire field of human expression? We will read classic philosophical texts on art and politics by Schiller, Kant, Schopenhauer, Marx, Adorno, and others, and pair them with contextual studies of works of Western classical music from the last two hundred years and popular music of the last hundred years.

Class Format: tutorial

Requirements/Evaluation: Students will be expected to write a 5-7 page paper every other week, and submit written comments on their tutorial partner's paper in off weeks.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under PSCI

Not offered current academic year

MUS 179 (S) Paris, Music Capital of the Nineteenth Century

During the nineteenth century, writers and artists represented Parisian city life to an unprecedented degree. While Balzac, Baudelaire, Cassatt, Flaubert, and Manet captured urban activity through word and image, composers such as Berlioz, Offenbach, and Verdi turned to the Parisian soundscape to articulate what it meant to be a modern, urban citizen. This course explores the ways in which social, political, and urban developments impacted musical life in the "City of Light." By examining a diverse array of musical, literary, and visual sources, we will investigate how and why Paris became the epicenter of aesthetic movements such as romanticism, realism, and modernism. We will also pay close attention to how composers and musicians themselves dealt with rapid changes to the French metropolis by studying excerpts from newspaper criticism, memoirs, letters, song texts, and operetta libretti. Course readings will include testimonies of nineteenth-century Parisians as well as more recent work in art history, music, and urban studies. Knowledge of music notation and French is not required, but is a welcome bonus.

Class Format: lecture/discussion

Requirements/Evaluation: based on participation, two 3-5-page response papers, and one 8-page final research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students with a demonstrated interest in music, art history, and/or French literature

Expected Class Size: 15

Department Notes: this course counts as an elective for French and French Studies majors

Distributions: (D1)
MUS 201 (F) Music Theory and Musicianship II

Music 201 continues to greater degrees the study of music techniques from the common practice period by means of analysis, composition, written exercises, sight-singing, and dictation. We will expand our understanding of chromaticism. We will learn how chromaticism is used as a voice-leading tool, and how it participates in music even at deeper levels of the structure. We will learn about innovations that occurred from the early 19th century through the beginning of the 20th century and will trace the origins for these new harmonic tendencies. We will also learn how composers create larger formal structures.

Class Format: lecture meetings twice a week plus aural skills lab meetings

Requirements/Evaluation: final grading will be based on homework, theory quizzes, analysis papers, compositional projects, final project, class attendance, preparation, participation, and on the results of the lab portion of the class (sight singing and ear training)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: MUS 104

Enrollment Limit: 12

Enrollment Preferences: Music majors and potential Music majors

Expected Class Size: 12

Distributions: (D1)

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Fall 2018

LEC Section: 01 TR 11:20 am - 12:35 pm  Ileana Perez Velazquez

LAB Section: 02  F 12:00 pm - 12:50 pm  Daniel E. Prindle

MUS 202 (S) Music Theory and Musicianship II

Music 202 proceeds to the study of twentieth-century practices including harmony, scales and modes, rhythmic techniques, new formal ideas, serial procedures, and set theory. It also covers more recent musical developments including aleatorism, minimalism, electronic music, post-modernism, eclecticism, and other techniques.

Class Format: two lecture meetings and two skills lab meetings per week

Requirements/Evaluation: evaluation based on written work, quizzes (in lectures and labs), and analysis and composition projects

Extra Info: evaluation also based on the results of the lab portion of the class (sight singing and ear training)

Extra Info 2: may not be taken on a pass/fail basis

Prerequisites: MUS 201

Enrollment Limit: 14

Enrollment Preferences: Music majors

Expected Class Size: 12

Distributions: (D1)

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Spring 2019

LEC Section: 01 TR 8:30 am - 9:45 am  Ed Gollin

LAB Section: 02  F 12:00 pm - 12:50 pm  Daniel E. Prindle

MUS 204 (S) Jazz Theory and Improvisation II

Crosslistings: MUS204 / AFR214

Primary Crosslisting
A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and hexatonic scale shapes, and Coltrane's "Three Tonic" harmonic system.

Class Format: two weekly seminar meetings, alternating between theory and performance sessions

Requirements/Evaluation: weekly compositional, analysis, transcription or performance exercises and final transcription project

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

Attributes: EXPE Experiential Education Courses

Not offered current academic year

MUS 205 (F) Composition I

Beginning courses in musical composition. Size and number of required projects will vary from 4 to 5. Each assignment will represent 25% of the student's final grade. A group meeting per week will deal with the presentation of the student's work in progress, analysis of models for composition, performance of work in class, and critiquing of work. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is actually performed.

Class Format: seminar

Requirements/Evaluation: evaluation based on the quality and timeliness of composition projects, attendance, and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MUS 202 (may be taken concurrently) or permission of instructor

Enrollment Limit: 6

Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience

Expected Class Size: 4

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Fall 2018
SEM Section: 01  MR 1:10 pm - 2:25 pm  Ileana Perez Velazquez

Spring 2019
SEM Section: 01  MR 1:10 pm - 2:25 pm  Dylan J. Schneider

MUS 206 (F) Composition II

Beginning courses in musical composition. Size and number of required assignments will vary from 3 to 6 in addition to a possible full semester composition project. One to two group meetings per week will deal with the presentation of new assignments, analysis of models for composition, performance of work in class, and critiquing of work. Individual meetings may be added to deal with individual needs. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is actually performed.

Class Format: seminar

Requirements/Evaluation: evaluation based on the quality and timeliness of composition projects, attendance, and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MUS 202 (may be taken concurrently) and permission of instructor
Enrollment Limit: 6

Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience

Expected Class Size: 4

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Fall 2018

SEM Section: 01 MR 1:10 pm - 2:25 pm Ileana Perez Velazquez

Spring 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Dylan J. Schneider

MUS 208 (F) Arranging for Voices
What is gained—or lost—when music is arranged for voices? How does one create music that has something to say when using something already said? Arranging for Voices addresses these questions through study of arrangements and regular arranging projects. Students will work in multiple styles, making use of numerous compositional strategies and techniques. All student arrangements will be read and discussed in a seminar-type setting.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on weekly assignments, midterm and a final, large-scale project

Prerequisites: MUS 103 and 104

Enrollment Limit: 8

Enrollment Preferences: Music majors

Expected Class Size: 4

Distributions: (D1)

Not offered current academic year

MUS 210 (S) Music Technology I
Designed for students with some music background who wish to learn basic principles of Musical Technology and practical use of current software and hardware. Topics include acoustics, MIDI sequencing, digital recording and editing, sampling, analog and digital synthesis, digital signal processing, and instrument design. Lectures will provide technical explanations on those topics covered in class and an historical overview of electronic music.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on weekly assignments, a midterm exam, a final paper and two composition projects

Extra Info: may not be taken on a pass/fail basis

Prerequisites: MUS 102 or 103, or permission of instructor; knowledge of and proficiency with musical notation is required; some background in acoustics/physics is desirable

Enrollment Limit: 8

Enrollment Preferences: Music majors and those planning to major

Expected Class Size: 8

Distributions: (D1)

Spring 2019

LEC Section: 01 TR 9:55 am - 11:10 am Ileana Perez Velazquez

MUS 211 (S) Music, Nationalism, and Popular Culture (DPE) (WI)
This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel, Joao Gilberto, Youssou N'Dour), international forums for the
expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Ernest Gellner, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Class Format: lecture/discussion

Requirements/Evaluation: class participation, two 4- to 6-page papers, Midterm paper, a Final Paper/Project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: upperclass students and Music majors

Expected Class Size: 12

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu’s Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of ‘folk music’ impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Attributes: AMST Arts in Context Electives; MUS World Music/Ethnomusicology;

Spring 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

MUS 220 (F) African Dance and Percussion

Crosslistings: DANC201 / MUS220 / AFR201

Secondary Crosslisting

This course focuses on selected dance and music forms from the African continent for example, Kpanlogo from Ghana, Lamban from Guinea, Senegal and Mali or Bira from Zimbabwe. We will examine their origins (people, history and cultures) and influence beyond geographic perimeter to more fully understand the function of these forms in contemporary times. Students will study movement and percussion and are evaluated on the quality of progress with the selected forms throughout the semester. Forms may not be the same every semester. This course can be taken for academic and/or PE credit

Class Format: studio/lecture/discussion

Requirements/Evaluation: participation in assignments that include research and performance projects and short papers; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects

Extra Info 2: this course may be taken for academic and/or PE credit; see description for more details

Prerequisites: DANC 100 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: students who have taken Dance 100 or permission of instructors

Expected Class Size: 20

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR

Attributes: GBST African Studies Electives; MUS World Music/Ethnomusicology

Fall 2018
MUS 221 (S)  African Dance and Percussion

Crosslistings: AFR206 / MUS221 / DANC202

Secondary Crosslisting

Course continues the investigation of selected music and dance from the African continent. Advancing dance and music skills, deepening understanding of history and context of the material are focus of readings, discussions and projects throughout the semester. Questions we will address include the impact of religion, colonialism, travel, immigration, media tradition and the continued emergence of new forms. Material may include Gumboots (Isicathulo) from Southern Africa, Juju in Nigeria or Hip Hop in several nations. This course can be taken for academic and/or PE credit.

Class Format: studio/lecture/discussion

Requirements/Evaluation: participation in assignments that include research and performance projects and a short paper; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 20

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR

Attributes: GBST African Studies Electives;  MUS World Music/Ethnomusicology

Not offered current academic year

MUS 222 (S)  Politics of Performance/Performing Politics in Contemporary Africa (WI)

Crosslistings: MUS222 / AFR223

Primary Crosslisting

Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change. Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQ community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres--among them Afrobeat, kwaito, soukous, raï, mbalax, Chimurenga music, and a variety of rap and hip-hop styles--are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.

Class Format: lecture/discussion

Requirements/Evaluation: based on in-class preparation and participation, bi-weekly short writing assignments, a midterm paper and a final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores, juniors, or seniors who are current or prospective Music majors, as well as current and prospective Africana Studies and Latina/o Studies concentrators

Expected Class Size: 10

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

Attributes: GBST African Studies Electives;  MUS World Music/Ethnomusicology;

Not offered current academic year
MUS 225 (S)  Musics of the Caribbean
Crosslistings: MUS225 / AFR225

Primary Crosslisting

From witty and politically charged calypsos to soulful bachatas, from folkloric displays that advertise a country's cultural diversity to ritual performances that facilitate communication with the spirit world, the music of the Caribbean is astonishingly diverse, both sonically and in its social application. This course serves as an introduction to a wide spectrum of Caribbean music in its broader social and historical context. Through engaging with audio and video sources, readings, performance exercises and workshops, students will learn to identify distinguishing features associated with particular countries and regions, while also exploring the sounds and musical structures that are shared between them. Featured genres include reggae, steel pan, calypso, zouk, Maroon music from Suriname and Jamaica, chutney, salsa, merengue and music from Haitian Vodu and Cuban Santería religions. Interlaced with discussion of musical genres and innovative musicians are a number of central questions about the social role of music within the region: How has slavery and colonial enterprise shaped the musical landscape of the Caribbean? How do the realms of sacred and secular performance relate to each other? What role does tourism and global circulation play in influencing musical tastes and practices? Finally, how do music and dance interconnect?

Class Format: lecture
Requirements/Evaluation: class participation, multimedia project, midterm paper, intermittent short assignments, final exam
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Music majors and Africana Studies or Latina/o Studies concentrators
Expected Class Size: 20
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Attributes: AFR Core Electives; MUS World Music/Ethnomusicology

Not offered current academic year

MUS 226 (S)  Introduction to the Music of Brazil

A course designed to acquaint students with an overview of the history and development of the music of Brazil, from African and colonial antecedents to the present. Students will examine characteristics of West African music brought to Brazil as a part of the Portuguese colonization, as well as how these musical elements and influences comiled with those of the European immigrant population to create a variety of distinctly national musical styles, including Batucada, Choro, Frevo, Samba, Bossa Nova, and MPB (música popular brasileira), among others. Composers and musicians whose work will be studied will include Alfredo da Rocha Viana Sr., Pixinguinha (Alfredo da Rocha Viana Jr.), Noel Rosa, Luiz Gonzaga(Gonzagão), Heitor Villa Lobos, A.C. Jobim, Gilberto Gil, Milton Nascimento, Hermeto Pascoal, Egberto Gismonti, Mario Adnet, and others. Musical literacy sufficient to engage in score study and formal analysis is required.

Class Format: lecture - weekly lecture format with assigned readings and listening
Requirements/Evaluation: midterm and final exams as well as two 10-page research papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MUS 104a or b
Enrollment Limit: 19
Enrollment Preferences: Music majors and Jazz Ensemble members
Expected Class Size: 19
Department Notes: MUS World Music/Ethnomusicology
Distributions: (D1)
Attributes: MUS World Music/Ethnomusicology

Not offered current academic year

MUS 230 (S)  Musical Ethnography
Often, we experience music's impact on us without fully considering why it achieves such strong effects. The discipline of ethnomusicology confronts the question of musical meaning by combining musical study and analysis with an exploration into the contexts of musical production, circulation, and reception. Musical ethnography is both the means by which scholars pursue this line of questioning, and also the (usually) written work that results from such an investigation. This course features a hands-on approach to musical ethnography. Students will each conduct ethnographic fieldwork in a music-making community within Williamstown and the surrounding area. Coursework will survey approaches to methodology (modes and degrees of researcher involvement, practical skills related to documentation), issues of ethics, and social and musical analysis.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** class participation, small assignments (four 1-2 page assignments), interview transcript with commentary, reading response, final project and presentation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** some musical training/experience necessary, see instructor for more information

**Enrollment Limit:** 10

**Enrollment Preferences:** students with some musical experience

**Expected Class Size:** 6

**Department Notes:** MUS World Music/Ethnomusicology

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under ANTH

**Attributes:** EXPE Experiential Education Courses

**Not offered current academic year**

**MUS 231 (F) Music in History I: Bach and Before**
This course explores 1000 years of music-making in Western European culture, beginning with the philosophical and theoretical origins of that music in ancient Greece and extending to the life and music of J.S. Bach. Topics covered will include how the sound of music changed over a millennium; the different functions it served and how genres developed to serve these functions; the lives of the men and women who composed, performed, and wrote about music; and how the changing notation and theory of music related to its practice over the centuries. At the same time, the course provides an introduction to the modern study of music history, sampling a broad range of recent scholarship reflecting an array of critical approaches to the study of early music in our own day.

**Class Format:** lecture/discussion, two meetings per week; field trip may be required

**Requirements/Evaluation:** evaluation will be based on in-class and online discussion participation, two papers, and midterm and final exams

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ability to read music; open to qualified non-majors with the permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Music majors and those planning to major

**Expected Class Size:** 10

**Department Notes:** required course for Music majors

**Distributions:** (D1)

**Fall 2018**

**LEC Section:** 01  MR 2:35 pm - 3:50 pm  M. Jennifer Bloxam

**MUS 232 (S) Music in History II: Classical and Romantic Music**
This course explores the development of western classical music from 1750-1900 through the study of works by Mozart, Beethoven, Schubert, Schumann, Chopin, Verdi, Wagner, Tchaikovsky, Brahms, Mahler, and others. Composers' styles will be examined in conjunction with Classical and Romantic aesthetics. Topics for discussion include the changing role of music and musicians in society, music and narrative, music and philosophy, operatic traditions, and musical nationalism.

**Class Format:** lecture/discussion, three days per week
**Requirements/Evaluation:** evaluation will be based on class participation, two papers, class presentations, a midterm, and a final exam

**Prerequisites:** ability to read music

**Enrollment Limit:** 15

**Enrollment Preferences:** Music majors, or those planning to major

**Expected Class Size:** 12

**Department Notes:** required course for Music majors; Music majors may not take MUS 232 as pass/fail or 5th course option

**Distributions:** (D1)

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Spring 2019

SEM Section: 01    MWF 10:00 am - 10:50 am    Jacek H. Blaszkiewicz

**MUS 233 (F) Music in History III: Musics of the Twentieth Century**

A survey of musics in both Western and non-Western society from the close of the nineteenth century to the present. Emphasis will be on the contextual study of the music of major composers of Western art music, on the musical expressions of selected areas of world music such as Africa, Asia, India, and the Americas, and on the intermingling of musical influences of pop, jazz, and art music of the electronic age.

**Class Format:** lecture/discussion, two days per week

**Requirements/Evaluation:** evaluation will be based on class participation, two papers, a midterm, and a final exam

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ability to read music

**Enrollment Limit:** 15

**Enrollment Preferences:** Music majors

**Expected Class Size:** 10

**Department Notes:** required course for Music majors

**Distributions:** (D1)

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Fall 2018

LEC Section: 01    MW 11:00 am - 12:15 pm    W. Anthony Sheppard

**MUS 238 (F) Music in Modernism** (WI)

The synthesis of the arts was a primary pursuit of modernist composers, artists, choreographers, and writers. Seeking either to realize Wagner's "total work of art" in the theater, or to uncover the more general correspondences celebrated by Baudelaire, modernists consistently looked beyond their own media. Collaborations on works of "total theater" were common: Satie, Cocteau, Massine, Picasso; Brecht, Hindemith, Weill; Stravinsky, Nijinsky, Bakst; Claudel, Honegger, Rubinstein. Modernists explored new connections between music and color (Scriabin, Kandinsky), music and literature (Joyce, Mann), and music and dance (Duncan, Graham). Occasionally, modernists attempted to unite the arts on their own: Schoenberg painted, Pound composed, and Kokoschka wrote. Our focus will be on those works of music, art, dance, and literature that explored new relationships between the arts. One goal will be to investigate whether specific equivalents exist between techniques of modernist painting, poetics, choreography, and composition. Aware of the risks and rewards of interdisciplinary study, we will attempt our own theories of artistic synthesis. This course is designed to bring multiple perspectives to the study of music in modernism.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on three papers (6, 8, and 12 pages in length) and on class participation; drafts of two of these papers will be required

**Extra Info:** students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Distributions:** (D1) (WI)
MUS 244 (S)  Opera Since Einstein  (WI)
Crosslistings: MUS244 / THEA243

Primary Crosslisting
After 400 years, we might assume we know what "opera" is. However, in recent decades the genre has moved far beyond our preconceptions. This course asks us to examine opera of the last forty years with fresh eyes and ears, expanding our understanding of the term to include the interdisciplinary, multimedia, cross-cultural work that has been created by composers, directors (Peter Greenaway, Peter Sellars, Robert Wilson), filmmakers, choreographers, and visual artists in that period. Using the 1976 premiere of Philip Glass's seminal *Einstein on the Beach* as a starting point, we will examine such diverse works as Adams's *Nixon in China* and *The Death of Klinghoffer*, Glass's *Satyagraha*, Tan Dun's *Marco Polo*, Neuwirth's *Lost Highway*, Unsuk Chin's *Alice in Wonderland*, Andriessen's *Writing to Vermeer*, Ades's *Powder Her Face*, Muhly's *Two Boys*, Monk's *Atlas*, and Ashley's television opera, *Perfect Lives*.

Class Format: discussion/lecture
Requirements/Evaluation: evaluation based on 3 papers (6, 8, and 12 pages in length) and on class participation; drafts of two of these papers will be required
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 10
Distributions: (D1) (WI)

MUS 247 (S)  Music for Theater Production
Crosslistings: THEA247 / MUS247

Primary Crosslisting
Music written to accompany or to "point up" the action or mood of a dramatic performance on stage can be traced to Ancient Theater. Are the labels of incidental and background music appropriate or patronizing for this genre? What is the difference between the composition of "incidental music" and sound designing? How does creating music to accompany a play differ from writing concert music or music for film, ballet, opera, or musical theater? What makes for effective incidental music? How does the music interact with the spoken drama? Students will discuss music composed for selected plays and will compose music for a scene of a play drawing upon pre-existing works, or creating their own. Format: tutorial. During the first and last weeks of the semester, students will attend two group classes. In the other weeks, students will meet with the instructor in pairs for a one-hour session. Students will write and present a 5- to 6-page paper every other week and a 1- to 2-page response to their partner's paper in the alternate weeks.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on five papers/presentations, and five responses
Extra Info: not available for the fifth course option
Prerequisites: ability to read music and permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: Music and Theater Majors
Expected Class Size: 10
Distributions: (D1)

MUS 252 (F)  Introduction to the Music of John Coltrane
Crosslistings: AFR242 / MUS252

Primary Crosslisting
This course offers the serious music student an opportunity to study the unique body of work produced by saxophonist and composer John Coltrane (1926-1967). The course traces the evolution of Coltrane's compositional and performance styles in the context of the musical and cultural environment in which they developed. Emphasis placed on Coltrane's musical style, representing a unique synthesis of influences, including jazz, world, and European Classical music and spirituality. Substantial reading assignments, including a biography and related criticism, as well as detailed score analysis and study, are required.

Class Format: lecture

Requirements/Evaluation: evaluation based on in-class participation and preparation, quizzes on assigned readings, midterm, final examinations and a final paper

Extra Info: evaluation partially based on participation in an in-class group analysis presentation, and a final paper involving musical analysis of a Coltrane composition or recorded performance

Prerequisites: MUS 103 and/or 203 strongly recommended; musical literacy sufficient to deal with the material and/or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: musically literate students and Music majors

Expected Class Size: 10

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

Attributes: AMST Arts in Context Electives;

Not offered current academic year

MUS 254 (F) Bebop: The (R)evolution of Modern Jazz

Crosslistings: MUS254 / AFR254

Primary Crosslisting

In the 1940s, Jazz turned a corner, transitioning from the functional and popular music of the swing era to the increasingly complex art music known as bebop. The practitioners of this new sub-genre were seen not as showmen or entertainers, but (in the words of poet Ralph Ellison) as “frozen faced introverts, dedicated to chaos.” This music was simultaneously old and new, a musical evolution interpreted through the lens of cultural revolution. This class will survey the lives, music and continuing impact of bebop's most pivotal figures: Charlie Parker, Thelonious Monk, Dizzy Gillespie, Bud Powell and Kenny Clarke among many others. Through score study and guided listening assignments, the class will examine the melodic, harmonic and rhythmic innovations associated with this pivotal era in jazz history. We will evaluate, compare and contrast examples of contemporary theoretical scholarship concerning this musical vocabulary and it's evolution. Intersections between the music and parallel artistic, social and political movements will also be addressed.

Class Format: seminar

Requirements/Evaluation: weekly reading, listening, short written responses to discussion prompts and participation in class discussion; quizzes on assigned readings and listening, and final exam

Enrollment Limit: 12

Enrollment Preferences: Music majors, Jazz Ensemble members, Africana Studies concentrators

Expected Class Size: 10

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

Attributes: AMST Arts in Context Electives;

Not offered current academic year

MUS 261 (S) The Saint and the Countess: Lost Voices of Medieval Women (WI)

Crosslistings: WGSS261 / MUS261

Primary Crosslisting

Very few female voices from the Middle Ages are audible today; most of the music, poetry, and other writings that survives reveals the creativity and expresses the attitudes of men. This course will explore the experiences and viewpoints of medieval women through the lens of the poetry and songs of two exceptional 12th-century figures: the German abbess Hildegard of Bingen, whose long and immensely productive life was shaped by the
requirements of monastic culture; and the French Countess of Dia in Provence, whose elusive life and works exemplify the dynamics of aristocratic court culture. We will ask how these and other musical women active in both the sacred and the secular spheres (such as the nun Birgitta of Sweden, and Queen Blanche of Castile) negotiated their places and made their voices heard within the patriarchal society of their time. We will examine the ways in which these contrasting environments informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way we will critically assess how these lost voices have been recreated to speak to us today through recordings and film.

Class Format: seminar

Requirements/Evaluation: evaluation based on several short papers and presentations, and a final project and presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Music and Women's Gender & Sexuality Studies majors

Expected Class Size: 6

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am     M. Jennifer  Bloxam

MUS 275 (F)  Shakespeare through Music (WI)

The plays of William Shakespeare are replete with references to music, and in his day included singing and even dancing as part of the narrative. As his plays entered the global canon, composers and choreographers, along with musicians and dancers, have contributed as avidly to interpreting Shakespeare's plots and characters as have theater directors and actors across the world. This tutorial course will focus on three plays—the tragedies *Romeo and Juliet* and *Othello*, and the comedy *Midsummer Night's Dream*—in order to compare and contrast a broad range of ways in which music works to tell these stories and portray these characters. We will consider these three plays in genres ranging from symphony orchestra, opera, and ballet to film scores, modern dance, jazz, musical theater, and popular song. Music from the Renaissance to the present day will be explored, including composers such as Purcell, Mendelssohn, Tchaikovsky, Verdi, Prokofiev, Bernstein, Britten, Ellington, and Costello. We will also examine film scores ranging from the silent era through such directors as Max Reinhardt, Orson Welles, Franco Zeffirelli, and Baz Luhrmann. Through comparative analysis of different approaches to relating Shakespeare's plays through music, this tutorial aims to develop both critical listening to music and critical thinking about music.

Class Format: tutorial

Requirements/Evaluation: each student will write five 6- to 7-page essays, and provide five peer reviews; evaluation will be based on the quality of written work and discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: second-year students

Expected Class Size: 8

Distributions: (D1) (WI)

Distribution Notes: WI: Each student will write five 6- to 7-page essays, and provide five written peer reviews

Fall 2018

TUT Section: T1    TBA     M. Jennifer  Bloxam

MUS 276 (F)  Music and the Internet

Since the release of Napster in 1999, the Internet's relationship with music has been sometimes elevating and sometimes adversarial. While it has granted listeners access to broad music libraries and musicians access to large audiences, the Internet has also exposed listeners to legal action, taxed artists with dwindling royalties, and disrupted and reshaped the recording and publishing industries. This course examines how the Internet has
affected music at every level, from its creation to its distribution and consumption. Topics will include music written for online spaces, musical performances that take place online, music and online gaming, live music that refers to the Internet, the financial and philosophical background of music file formats, changing notions of musical ownership, censorship of music online, music's place in memes, and the user experience in (and attitudes toward music projected by) services like iTunes, YouTube, Spotify, and musically.

Class Format: lecture/discussion

Requirements/Evaluation: 4-page midterm paper, 8-page final paper, one presentation, two mid-semester creative projects

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 14

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under SCST

Attributes: FMST Core Courses

Not offered current academic year

MUS 278 (F) Carmen, 1845 to Now (WI)

Crosslistings: MUS278 / WGSS248

Primary Crosslisting

The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture she exemplifies the seductive, exotic, independent, and forbidden woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his beloved 1875 opera Carmen. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical Carmen Jones, to the MTV version A Hip Hopera of 2004. Comic approaches will also be assessed, from Charlie Chaplin's Carmen Burlesque of 1915 through Spike Jones' 1952 Carmen Murdered! and The Naked Carmen of 1970. We will explore remarkable dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called The Car Man.

Class Format: tutorial; after initial group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week

Requirements/Evaluation: each student will write a 5- to 6-page essay every other week (five in all), and provide peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; ability to read music useful but not necessary

Enrollment Limit: 10

Enrollment Preferences: sophomores and juniors

Expected Class Size: 8

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Not offered current academic year

MUS 280 (S) Dancing the Score/Scoring the Dance

Crosslistings: DANC280 / MUS280

Primary Crosslisting

This course is designed for students interested in intensive collaborative composition work in dance and music. Students in dance will be paired with students in music; both students will be supported in creating in collaboration by practicing composition in their respective disciplines while working closely with each other in a structured, intimate setting. Any genre or style of music or dance may be explored. Projects will allow students to practice methodologies of collaboration and creation. Groups will evolve, and document procedures unique to their group. Students are expected to rigorously build upon and revise their work(s) by making active use of feedback sessions. Studying historic and contemporary dance and music collaborations in...
a variety of genres will give further context to our work. Weekly presentation of assignments, active participation in feedback sessions, identifying to
the group what the next steps are, written reflection on sessions, and final showing will be required. Creating in collaboration trains students to
articulate vision and intention while enabling the instructors to differentiate their aesthetic values from those of the students. It also trains students to
collaborate with other disciplines during the creative process. The format allows class members to receive undivided focus on their processes, while
also challenging them to assess their own abilities, create their own next steps, and discover how movement can inspire music as well as music
inspiring dance. This tutorial provides a crucial central aspect of the creative arts: a space for ongoing feedback driven by the questions arising for the
students, rather than specific aesthetic preferences or working practices. Investment in the work of one's group is central, sharing responsibility for the
development of others' as well as one's own work.

Class Format: tutorial; each student choreographer will work with a student composer; they will share responsibility choosing, creating, developing,
completing, and presenting their projects

Requirements/Evaluation: 10% class participation, 20% written assignments, 70% composition assignments

Extra Info: not available for the fifth course option

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: composition students and student choreographers

Expected Class Size: 10

Distributions: (D1)

Spring 2019

TUT Section: T1 TBA Erica Dankmeyer, Ileana Perez Velazquez

MUS 281 (F) Individual Vocal and Instrumental Instruction

Individual vocal or instrumental lessons offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade, but
pass/fail is also an option. (Note: partial credit music lessons taken pass-fail do not count as one of the three pass-fail options available to students for
regular semester courses.) Students are required to prepare for 10 lessons during the semester with a minimum expectation of one hour practice per
day and to perform publicly on at least one departmental studio recital during the semester. Lessons are scheduled TBA based upon instructor
schedule. Make-up lessons given at the discretion of the instructor. Grading will be based upon lesson preparation, public performance, and progress
throughout the semester. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 10 lesson
commitment. To register for the course, a student must first contact the appropriate teacher (see Music Dept. for list), and then fill out a
registration/billing contract to be signed by both teacher and student. See contract for instructions. There is no online registration. Registration is for
course number 281, with the appropriate section number from the following list. Students will be reassigned to course numbers 281-288 based on the
number of semesters of instruction already taken in one particular section. Specific instrument or voice sections are as follows: 01 Bassoon, 02 Cello,
03 Clarinet, 04 Bass, 05 Flute, 06 Guitar, 07 Harpsichord, 08 Horn, 09 Jazz Piano, 10 Oboe, 11 Organ, 12 Percussion, 13 Piano, 14 Classical
Saxophone, 15 Trumpet, 16 Viola, 17 Violin, 18 Voice, 19 Jazz Bass, 20 Jazz Vocal, 21 Trombone, 22 Harp, 23 Jazz Drum, 24 Jazz Saxophone, 25
Jazz Trumpet, 28 African Drumming, 29 Jazz Guitar, 30 Mbira, 31 Vocal/Songwriting, 32 Jazz Trombone 33 Sitar, 34Tabla, 35 Erhu, 36 Yangqin, 37
Zheng, 38 Liuqin/Pipa, 39 Zhongruan

Prerequisites: permission of the individual instructor; enrollment limits apply to each section based upon studio space and student qualifications

Fall 2018

LSN Section: 01 TBA Ed Gollin

Spring 2019

LSN Section: 01 TBA Ed Gollin

MUS 291 (F) Chamber Music Workshop

Classical and Jazz Chamber Music and other small departmental ensembles (including Chamber Choir, Percussion Ensemble, Chinese Music
Ensemble, and Brass Ensemble) coached by faculty on a weekly basis culminating in a performance. Offered as a partial credit fifth course. Students
are encouraged to take this course for a letter grade, but as with all fifth courses, pass/fail is also an option. Students in ad hoc groups organized each
semester by the director of the chamber music or jazz programs are required to prepare for 10 one-hour coaching sessions during the semester. It is
recommended that each group rehearse a minimum of 2 hours each week in preparation of the coaching. Each ensemble is responsible for keeping a weekly log of rehearsal times and attendance. The logs are to be handed in to the coaches at the end of the semester. In addition students are expected to practice the assigned music individually and are required to perform on the Classical or Jazz Chamber Music concert at the end of the semester. The ensembles will be organized based on skill levels and the instruments represented. For students in continuing departmental small ensembles, students are expected to practice the assigned music individually and keep a log of their practices, attend all rehearsals, and participate in all concerts presented during the semester. To register for the course, a student must contact the Chamber Music Performance Coordinator, and fill out a registration contract to be signed by the Coordinator, the coach, and the student.

Class Format: partial credit fifth course
Requirements/Evaluation: evaluation based on preparation for weekly coachings
Extra Info: registration is through the music department
Prerequisites: permission of the Chamber Music Staff; enrollment limits will depend upon instructor availability
Enrollment Preferences: more advanced students, to be determined by audition as necessary
Department Notes: students should register for 291 for their first semester enrolled in this course and should use the numbers 292-298 for subsequent semesters

Fall 2018
LSN Section: 01    TBA    Ed Gollin

Spring 2019
LSN Section: 01    TBA    Ed Gollin

MUS 301 (F) Modal Counterpoint
Counterpoint, the study of the ways independent melodic lines can be joined in music, has been essential to musical and compositional instruction for centuries. Counterpoint was taught by Mozart, studied by Beethoven, and to this day remains an integral part of compositional training. The course will introduce students to species counterpoint in two and three voices—exercises that develop discipline in polyphonic writing, hearing, and thinking. The exercises will focus on the constraints of sixteenth-century vocal polyphony (music of Palestrina and Lassus) but will illustrate how such contrapuntal discipline is also manifest in music of Corelli, Bach, Brahms and Debussy. The species exercises will lead to a final composition project, such as the emulation trio sonata in seventeenth-century style.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on written exercises and emulation projects
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MUS 103 or permission of instructor
Enrollment Limit: 19
Expected Class Size: 12
Distributions:  (D1)

Fall 2018
LEC Section: 01      Cancelled

MUS 307 (F) Composition III
Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of their own work. Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Class Format: seminar
Prerequisites: MUS 205, 206 and permission of instructor; 2 students per instructor for both courses (MUS 307, 308)
Distributions:  (D1)
MUS 308 (F) Composition IV
Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of their own work. Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Class Format: seminar
Prerequisites: MUS 205, 206 and permission of instructor; 2 students per instructor for both courses (MUS 307, 308)
Distributions: (D1)

MUS 309 (S) Jazz Arranging and Composition
This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with lead sheet format and progressing through the big band. Intensive score study and some transcription from selected recordings required. Evaluation will be based on the successful completion and performance of original arrangements and/or compositions during the semester, to include several lead sheet compositions, one quintet and one sextet arrangement, and one arrangement for big band. Students must attend extra small ensemble and large ensemble rehearsals when work is being rehearsed and/or performed. A solid background in jazz chord/scale theory is required.

Class Format: weekly lecture and targeted ensemble rehearsals generally last 2 hours total; additional individual tutorial style meetings are generally an hour a week, more frequently and for longer amounts of time as needed
Requirements/Evaluation: project based 4-5 compositions/arrangements
Prerequisites: MUS 104b and permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: MUS 104B or recommendation of instructor
Expected Class Size: 3-5
Distributions: (D1)
Attributes: EXPE Experiential Education Courses

MUS 330 (S) Modern Folklore: Postcolonial Dance and Music in Africa
Crosslistings: AFR330 / MUS330 / DANC330
Secondary Crosslisting
“Folklore is a mixture of traditions, poems, songs, dances and legends of the people, it can be no other than the reflection of the life of the country and if that country develops, there is no reason why the folklore which is the living expression, should not develop as well. Modern folklore in present Africa is as authentic as the Africa of old.” --Keita Fodeba, founding Artistic Director of Les Ballet Africain, Guinea, West Africa. This course will involve
intensive dance and musical practice that is rooted in traditional and contemporary/forms from the African continent and the Diaspora. We will examine
the international impact of countries who achieved independence from Europe in the late 1950's-1990s such as Les Ballets Africain, National Dance
Company of Senegal, Bembeya Jazz, Ghana Dance Ensemble, and the national dance and music companies of Zimbabwe, Jamaica, and Cuba. Our
study will include the impact of artists such as James Brown, Miriam Makeba, Michael Jackson, and Youssou N'Dour, as well as Hip Hop culture and
the emergence of new forms of music and dance or modern folklore.

Class Format: studio

Requirements/Evaluation: student progress with music and dance material taught, quality of assigned short papers, quality of research and
performance midterm and final projects

Prerequisites: Any of the following courses offer students preparation or experience DANC 100, 201, 202; MUS 111, 117, 120, 211, 222, 233; AFR
193, 200, 223, experience in a campus-based dance or music ensemble or permission of the instructors

Enrollment Limit: 14

Enrollment Preferences: students who have taken DANC 201, 202 or any of the courses listed in the prerequisites

Expected Class Size: 10

Materials/Lab Fee: Occasional fees to attend concerts; fee range free-$35

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR

Attributes: MUS World Music/Ethnomusicology

Spring 2019

STU Section: 01  TF 1:10 pm - 3:50 pm  Sandra L. Burton, Tendai Muparutsa

MUS 352 (F) Interplay: Collaborative Traditions in Jazz

"Meaningful theorizing about jazz improvisation at the level of the ensemble must take the interactive, collaborative context of musical invention as a
point of departure"- Ingrid Monson, Saying Something. Collaboration gives birth to specific musical moments, shapes the dramatic arc of whole pieces
and performances, and is the foundation out of which the styles and larger artistic identities of individuals and groups arise. This class is an opportunity
for advanced students of jazz music to investigate the uniquely collaborative nature of jazz language assimilation and communication. Participants will
transcribe and analyze examples of musical interplay from the recorded works of the Miles Davis Quintet of the 1960's, the John Coltrane Quartet of
the 1960's, and other notable jazz ensembles. They will also undertake a thorough profile of a modern-day ensemble, including a performance-based
final project. Essays on jazz aesthetics by Berliner, Monson, Hobson and Rinzler among others will serve to broaden our discussions as we examine
the ideas of musical collaboration and group identity through social and commercial lenses.

Class Format: tutorial

Requirements/Evaluation: an assortment of weekly writing/listening/transcription/analysis/composition/performance projects

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: advanced jazz theory and performance skills, permission of instructor, MUS 104b, 204 highly suggested

Enrollment Limit: 10

Enrollment Preferences: Music majors, jazz ensemble members

Expected Class Size: 8

Distributions: (D1)

Not offered current academic year

MUS 381 (S) Choral Conducting

Choral conducting techniques will be developed through exercises and projects that encompass the many facets of this activity. Using the class as the
primary practice choir, students will focus on conducting patterns applied to elements of interpretation, keyboard and vocal skills, issues of tuning and
blend, rehearsal techniques, score study, and style and repertoire. Regular videotaping of conducting sessions will provide opportunities for students
to study themselves. Repertoire will include a broad survey of works from the early Renaissance to early 21st century, accompanied and a cappella,
and issues of conducting ensembles at various skill levels will be addressed.

Class Format: seminar/coaching sessions
**MUS 382 (F) Orchestral Conducting**

This course will introduce and develop a broad range of subjects associated with conducting, including: leadership, rehearsal techniques, physical and aural skills, interpretation, performance practices, and programming. Related areas to be discussed include: balance, intonation, rhythm, articulation, bowings, and complex meters. Weekly conducting and score reading assignments will form the core of the workload. Larger projects may include conducting existing instrumental ensembles, and along with score reading, will be the basis of the midterm and final exams. This course includes instrument demos, conducting videos and a trip to audit a private Boston Symphony rehearsal at Symphony Hall in Boston.

**Class Format:** seminar/lab

**Requirements/Evaluation:** evaluation will be based on class participation, regular conducting assignments, midterm and final projects

**Prerequisites:** membership in a Music Department ensemble preferred, permission of instructor

**Enrollment Limit:** 6

**Enrollment Preferences:** Music department ensemble members/upperclass students

**Expected Class Size:** 2-4

**Distributions:** (D1)

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**MUS 391 (F) Advanced Musical Performance**

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment. Class Format: individual instruction

**Class Format:** individual instruction

**Requirements/Evaluation:** may not be taken on a pass/fail basis; not available for the fifth course option

**Extra Info:** MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 may not be taken on a pass/fail basis; not available for the fifth course option

**Extra Info 2:** should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student

**Prerequisites:** completed application, registration and instructor recommendation must be submitted by the instructor by the Tuesday before the first Friday of the semester

**Enrollment Preferences:** intended for music majors; students must obtain the application and registration forms from the Music Department Office

**Department Notes:** music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title “Music Performance Studies”

**Distributions:** (D1)
MUS 392 (F) Advanced Musical Performance

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment.

Class Format: individual instruction

Requirements/Evaluation: may not be taken on a pass/fail basis; not available for the fifth course option

Extra Info: Music 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load the numbers 391, 392, 491, 492 may not be taken on a pass/fail basis; not available for the fifth course option

Extra Info 2: should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student

Prerequisites: completed application, registration and instructor recommendation must be submitted by the instructor by the Tuesday before the first Friday of the semester

Enrollment Preferences: intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office

Department Notes: Dept. Notes: music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"

Distributions: (D1)

MUS 471 (S) Timbre

Timbre is central to the experience of all music and often enables us to identify styles and cultures nearly instantaneously. However, timbre is not commonly discussed in detail since our technical vocabulary for describing this musical element has been comparatively limited. Our work in this seminar will involve readings in music theory and history, ethnomusicology, and cognitive studies as well as in the emerging field of sound studies as we attempt to define timbre, explore its manifestations in a wide variety of music, and develop an analytical approach and descriptive vocabulary tool specifically to this musical element. We will consider how composers and performers of both art and popular musics have wielded timbre as an expressive device and how technology may allow us to analyze details of timbral performance and perception. We will investigate the relationship between timbre and orchestration, from the rise of Haydn's orchestra to the Klangfarbenmelodie of Schoenberg. We will consider extremes of timbral distortion in both vocal and electric guitar effects in rock music as well in such traditions as Korean p'ansori and will explore various forms of speech music and the work of composers of spectral music to expand our case studies. Finally, our own experiments with timbral effects will bring our seminar to bear on our musical performance.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on papers, presentations, and class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: MUS 103-104, and two from MUS 231, 232, or 233 (or equivalents). MUS 201-202 are also recommended.

Enrollment Limit: 10

Enrollment Preferences: senior Music majors, junior Music majors

Expected Class Size: 8

Distributions: (D1)

Not offered current academic year
MUS 472 (S) Bach's Legacy (WI)

How have composers after Bach engaged with his legacy? This seminar will trace the course of the Classical and early Romantic period "Bach Revival" through Mozart, Beethoven, Mendelssohn, and Clara and Robert Schumann, and explore how he was venerated in the later Romantic era by Brahms and Busoni. Our main focus, however, will be on how composers of the modern era have viewed him and used his music. We will test critical conceptual frameworks offered by David Lowenthal's "The Past is a Foreign Country" and Harold Bloom's "The Anxiety of Influence," using them as lenses through which to view contemporary classical composers' Bach-inspired creations, ranging from Schoenberg and Webern through Sophia Gubaidulina, George Crumb, and David Lang. Finally, we will consider both the musical techniques and meanings of reworkings and quotations of Bach's music in film, jazz and popular music.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on several papers totaling at least 20 pages, presentations, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MUS 103-104, and two from MUS 231, 232, or 233 (or equivalents). MUS 201-202 and MUS 231 and/or 233 highly recommended
Enrollment Limit: 12
Enrollment Preferences: junior and senior Music majors
Expected Class Size: 8
Distributions: (D1) (WI)

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm M. Jennifer Bloxam

MUS 473 (S) Process Music

The course explores process music—music organized by the unfolding of various mathematical or mechanistic procedures—as defined by Steve Reich's "Music as Gradual Process." The seminar centers upon Reich's process music, placing it in the context of its intellectual and musical precursors, the process and minimalist music of his contemporaries, and the subsequent generations of composers who built on Reich's foundation. The course will develop analytical tools to both define the processes that composers use in their music and to explore the particular relation between the musical materials (melodic, rhythmic) a composer chooses and the processes to which those material are subject. Reich's process music and its techniques will serve as both a lens and mirror to examine and reflect upon precursor repertoires, including the contrapuntal music of Bach, isorhythmic motets of the middle ages and their cyclic counterparts in the music of Messiaen, serial procedures of the 1950s, and Ghanaian ensemble drumming. Contemporary musicians/composers to be explored as lecture topics and student projects will include Riley, Glass, Tenney, Lang, Tom Johnson, and Radiohead.

Class Format: seminar; weekly 3-hour meeting
Requirements/Evaluation: based on analysis and composition projects, and a final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MUS 202
Enrollment Limit: 12
Enrollment Preferences: Music majors
Expected Class Size: 12
Distributions: (D1)

Not offered current academic year

MUS 491 (F) Advanced Musical Performance

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment.

Class Format: individual instruction
Extra Info: MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course
Extra Info 2: should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student

Prerequisites: completed application, registration and instructor recommendation must be submitted by the instructor by the Tuesday before the first Friday of the semester

Enrollment Preferences: intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office

Department Notes: music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"

Distributions: (D1)

Fall 2018
IND Section: 01 TBA Ed Gollin

Spring 2019
IND Section: 01 TBA Ed Gollin

MUS 492 (F) Advanced Musical Performance

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment.

Class Format: individual instruction

Extra Info: MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492

Extra Info 2: should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student

Prerequisites: completed application, registration and instructor recommendation must be submitted by the instructor by the Tuesday before the first Friday of the semester

Enrollment Preferences: intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office

Department Notes: music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"

Distributions: (D1)

Fall 2018
IND Section: 01 TBA Ed Gollin

Spring 2019
IND Section: 01 TBA Ed Gollin

MUS 493 (F) Senior Thesis: Music

Music senior thesis. Required for all students approved for thesis work in music. Please refer to "The Degree with Honors in Music" for deadlines and other requirements.

Class Format: independent study

Extra Info: may not be taken on a pass/fail basis

Extra Info 2: this is part of a full-year thesis (493-494)

Prerequisites: permission of department

Distributions: (D1)
**MUS 494 (S) Senior Thesis: Music**

Music senior thesis. Required for all students approved for thesis work in music. Please refer to "The Degree with Honors in Music" for deadlines and other requirements.

**Class Format:** independent study

**Extra Info:** may not be taken on a pass/fail basis

**Extra Info 2:** this is part of a full-year thesis (493-494)

**Prerequisites:** permission of department

**Distributions:** (D1)

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**Spring 2019**

HON Section: 01    TBA     M. Jennifer Bloxam

**MUS 497 (F) Independent Study: Music**

All independent study proposals must be approved by the entire music faculty. Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

**Class Format:** independent study

**Prerequisites:** permission of department

**Distributions:** (D1)

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**Fall 2018**

IND Section: 01    TBA     Ed Gollin

IND Section: 02    TBA     Tendai Muparutsa

**MUS 498 (S) Independent Study: Music**

All independent study proposals must be approved by the entire music faculty. Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

**Class Format:** independent study

**Prerequisites:** permission of department

**Distributions:** (D1)

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**Spring 2019**

IND Section: 01    TBA     Ed Gollin
Neuroscience is a rapidly growing interdisciplinary field concerned with understanding the relationship between brain, mind, and behavior. The interdisciplinary nature of the field is apparent when surveying those who call themselves neuroscientists. Among these are anatomists, physiologists, chemists, psychologists, philosophers, molecular biologists, computer scientists, linguists, and ethologists. The areas that neuroscience addresses are equally diverse and range from physiological and molecular studies of single neurons, to investigations of how systems of neurons produce phenomena such as vision and movement, to the study of the neural basis of complex cognitive phenomena such as memory, language, and consciousness. Applications of neuroscience research are rapidly growing and include the development of drugs to treat neurodegenerative disorders such as Alzheimer’s disease and Parkinson’s disease, the use of noninvasive techniques for imaging the human brain such as PET scans and MRI, and the development of methods for repair of the damaged human brain such as the use of brain explants and implants. Combining this wide range of approaches and research methods to study a single remarkably complex organ—the brain—and the behavioral outcomes of its activity requires a unique interdisciplinary approach. The Neuroscience Program is designed to provide students with the opportunity to explore this approach.

The Program

The program in neuroscience consists of five courses including an introductory course, three electives, and a senior course. In addition, students are required to take two courses, Biology 101 and Psychology 101, as part of the program.

Neuroscience (Neuroscience 201) is the basic course and provides the background for other neuroscience courses. Ideally, this will be taken in the sophomore year. Either Biology 101 or Psychology 101 serves as the prerequisite. Electives are designed to provide in-depth coverage including laboratory experience in specific areas of neuroscience. At least one elective course is required from Biology (Group A) and one from Psychology (Group B). The third elective course may also come from Group A or Group B, or may be selected from other neuroscience-related courses upon approval of the advisory committee. Topics in Neuroscience (Neuroscience 401) is designed to provide an integrative culminating experience. Students take this course in the senior year.

Required Courses

- BIOL 101 The Cell
- NSCI 201/BIOL 212/PSYC 212 Neuroscience
- NSCI 401 Topics in Neuroscience
- PSYC 101 Introductory Psychology

Students can ask the Neuroscience Program Chair whether courses not listed here might count as electives.

Elective Courses

Three elective courses are required. At least one elective must be from Group A and at least one elective must be from Group B. The third elective may come from either Group A or Group B or the student may wish to petition the advisory committee to substitute a related course.

Group A

- BIOL 204/NSCI 204 Animal Behavior
- BIOL 310/NSCI 310 Neural Development and Plasticity
- BIOL 311/NSCI 311 Neural Systems and Circuits
- BIOL 407/NSCI 347 Neurobiology of Emotion
- BIOL 412/NSCI 342 Neural and Hormonal Basis of Hunger

Group B

- PSYC 314/NSCI 314 Drug Addiction and Obesity: Tales of a Disordered Brain
PSYC 315/NSCI 315 Hormones and Behavior

PSYC 317T/NSCI 317T Nature via Nurture: Topics in Developmental Psychobiology

PSYC 318/INTR 223/NSCI 318 Image, Imaging, and Imagining: The Brain and Visual Arts

PSYC 319/NSCI 319 Neuroethics

Potential Third Elective

PSYC 335 Early Experience and the Developing Infant

THE DEGREE WITH HONORS IN NEUROSCIENCE

The degree with honors in Neuroscience provides students with the opportunity to undertake an original research project under the supervision of one or more of the Neuroscience faculty. In addition to completing the requirements of the Neuroscience Program, candidates for an honors degree must enroll in Neuroscience 493-W31-494 and write a thesis based on an original research project. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Students interested in pursuing a degree with honors should contact the Neuroscience Advisory Committee at the beginning of the spring semester of their junior year.

STUDY ABROAD

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. Securing syllabi is often difficult, so a discussion with the program Chair is certainly necessary.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments. Exams or other written work will be considered. Written work may be requested if the course description suggests that it is only tangentially related to the field of neuroscience. Written work would, therefore, need to demonstrate that there was sufficient emphasis on neuroscience material.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Generally there is a maximum of 2 credits that can be completed through a study abroad program.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. NSCI 201 and NSCI 401 can not generally be completed abroad. NSCI should be taken during the sophomore year if possible and includes a laboratory component that is rarely comparable in study abroad courses.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

Some students (rarely) have failed to discuss the course in advance of their study abroad experiences. They may also have assumed that approval of a course by another department (e.g., Biology or Psychology) would necessarily mean that they would receive Neuroscience credit for the course. This is not necessarily the case.

NSCI 10 (W) The Neuroscience of Learning

An interactive and collaborative exploration of what neuroscience research reveals about how the brain learns and what factors can be influenced to facilitate successful learning. Topics include the neuroscience of attention, emotion, understanding, memory, and executive functions. Emphasis will
be on the neuroscience itself with opportunities for students to make connections to their own learning processes and strategies. Students will engage in collaborative research projects that will develop their use of the medical model to evaluate primary neuroscience research studies for validity. They will develop their own evaluation systems for identifying how valid research interventions and expanded opportunities for successful learning. Students will lead class discussions based on their reading of primary research. Small groups of 2-3 students will be assigned different articles on the same topic and spend time in class. Adjunct Instructor Bio: Dr. Judy Willis '71 combined her 15 years as a board-certified practicing neurologist with ten subsequent years as a classroom teacher to develop her focus in the neuroscience of learning. Dr. Willis has written nine books and more than 100 articles, as well as giving invited presentations internationally, applying neuroscience research to potential interventions to facilitate successful learning. She has been on the adjunct faculty of the University of California Graduate School of Education, Santa Barbara.

Class Format: mornings

Requirements/Evaluation: 10-page paper; final project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: discretion of the instructor

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TWR 10:00 am - 11:50 am POR 10:00 am - 11:50 am Judy Willis

NSCI 31 (W) Senior Thesis: Neuroscience

To be taken by students registered for Neuroscience 493-494.

Class Format: thesis

Distributions: (D3)

Winter 2019

HON Section: 01 TBA Noah J. Sandstrom

NSCI 99 (W) Independent Study: Neuroscience

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D3)

Winter 2019

IND Section: 01 TBA Noah J. Sandstrom

NSCI 201 (F) Neuroscience

Crosslistings: PSYC212 / BIOL212 / NSCI201

Primary Crosslisting

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, consciousness and clinical disorders such as schizophrenia, autism, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.

Class Format: lecture, three hours a week; laboratory, every other week

Requirements/Evaluation: evaluation will be based on a lab practical, lab reports, two hour exams and a final exam
**Extra Info:** not available for the fifth course option

**Prerequisites:** PSYC 101 or BIOL 101; open to first-year students only with permission of instructor

**Enrollment Limit:** 72

**Enrollment Preferences:** sophomores and Biology and Psychology majors

**Expected Class Size:** 72

**Department Notes:** does not satisfy the distribution requirement in the Biology major

**Distributions:** (D3)

**Distribution Notes:** meets Division 3 requirement if registration is under PSYC

**Attributes:** COGS Interdepartmental Electives; NSCI Required Courses; PSYC 200-level Courses

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**Fall 2018**

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<tr>
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<td>9:55 am - 11:10 am</td>
<td>Heather Williams, Matthew M. Clasen</td>
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<td>03</td>
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**NSCI 204 (S) Animal Behavior**

**Crosslistings:** NSCI204 / BIOL204

**Secondary Crosslisting**

Making sense of what we see while watching animals closely is both an enthralling pastime and a discipline that draws on many aspects of biology. Explanations can be found on many levels: evolutionary theory tells us why certain patterns have come to exist, molecular biology can help us understand how those patterns are implemented, neuroscience gives insights as to how the world appears to the behaving animal, endocrinology provides information on how suites of behaviors are regulated. The first part of the course focuses upon how descriptive studies provide the basis for formulating questions about behavior as well as the statistical methods used to evaluate the answers to these questions. We then consider the behavior of individuals, both as it is mediated by biological mechanisms and as it appears from an evolutionary perspective. The second half of the course is primarily concerned with the behaviors of groups of animals from a wide variety of vertebrate and invertebrate species, concentrating upon the stimuli, responses, and internal mechanisms that maintain social systems and on the selection pressures that drive animals toward a particular social system.

**Class Format:** lecture/laboratory, six hours per week

**Requirements/Evaluation:** evaluation will be based on examinations, lab reports, and a research paper

**Extra Info:** not available for the fifth course option

**Prerequisites:** BIOL 102, or PSYC 101, or permission of instructor

**Enrollment Limit:** 32

**Enrollment Preferences:** Biology majors and Neuroscience concentrators

**Expected Class Size:** 32

**Department Notes:** satisfies the distribution requirement in the Biology major

**Distributions:** (D3)

**Attributes:** COGS Interdepartmental Electives; NSCI Group A Electives

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**Spring 2019**

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<td>Manuel A. Morales</td>
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**NSCI 310 (F) Neural Development and Plasticity**
Crosslistings: NSCI310 / BIOL310

Secondary Crosslisting

Development can be seen as a tradeoff between genetically-determined processes and environmental stimuli. The tension between these two inputs is particularly apparent in the developing nervous system, where many events must be predetermined, and where plasticity, or altered outcomes in response to environmental conditions, is also essential. Plasticity is reduced as development and differentiation proceed, and the potential for regeneration after injury or disease in adults is limited; however some exceptions to this rule exist, and recent data suggest that the nervous system is not hard-wired as previously thought. In this course we will discuss the mechanisms governing nervous system development, from relatively simple nervous systems such as that of the fruitfly, to the more complicated nervous systems of humans, examining the roles played by genetically specified programs and non-genetic influences.

Class Format: lecture

Requirements/Evaluation: exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 212 (same as PSYC 212 or NSCI 201) and BIOL 202 (or permission of instructor)

Enrollment Limit: 24

Enrollment Preferences: Biology majors; Neuroscience concentrators; Psych majors

Expected Class Size: 24

Department Notes: does not satisfy the distribution requirement in the Biology major

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives; NSCI Group A Electives

Not offered current academic year

NSCI 311 (F) Neural Systems and Circuits

Crosslistings: NSCI311 / BIOL311

Secondary Crosslisting

This course will examine the functional organization of the vertebrate brain, emphasizing both neuroanatomy and neurophysiology. How do specific populations of neurons and their connections analyze sensory information, form perceptions of the external and internal environment, make cognitive decisions, and execute movements? How does the brain produce feelings of reward/motivation and aversion/pain? How does the brain regulate homeostatic functions such as sleep, food intake, and thirst? We will explore these questions using a holistic, integrative approach, considering molecular/cellular mechanisms, physiological characterizations of neurons, and connectivity among brain systems. Laboratory sessions will provide experience in examining macroscopic and microscopic neural structures, as well as performing experiments to elucidate the structure and function of neural systems using classical and cutting-edge techniques.

Class Format: lecture/lab, six hours per week

Requirements/Evaluation: class participation, laboratory notebooks and posters, hour exams and a final exam

Prerequisites: BIOL 212 (same as PSYC 212 or NSCI 201) or BIOL 205

Enrollment Limit: 24

Enrollment Preferences: Biology majors and Neuroscience concentrators

Expected Class Size: 24

Department Notes: does not satisfy the distribution requirement in Biology

Distributions: (D3)

Attributes: NSCI Group A Electives

Fall 2018

LEC Section: 01 MWF 9:00 am - 9:50 am Matt E. Carter
LAB Section: 02 M 1:00 pm - 4:00 pm Matt E. Carter
LAB Section: 03 T 1:00 pm - 4:00 pm Matt E. Carter
Drug addiction and obesity are two of the biggest health problems facing our world today. Although obesity and drug addiction are two qualitatively different disorders, recent literature suggests that they share similar neural substrates. The first third of this class will discuss the behavioral and neural underpinnings of drug addiction, the second third of this class will discuss the behavioral and neural underpinnings of obesity, and the last third of the class will discuss their interaction in many different facets. In so doing, students will learn about the animal models used to study drug addiction and obesity (i.e., intravenous self-administration, intracranial self-stimulation, conditioned place preference, conditioned taste avoidance, and locomotor sensitization) and the neurobiological techniques used to understand their underlying mechanisms (i.e., DREADDs, optogenetics, and immunohistochemistry). Utilizing these tools, students will design and conduct an empirical laboratory experiment to study these dysregulated behaviors.

Class Format: seminar

Requirements/Evaluation: presentations and participation in discussions; written assignments; weekly lab meetings will be held and empirical projects presented in a final poster session

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Distributions: (D3)

Distribution Notes: meets Division 2 requirement if registration is under PSYC; meets Division 3 requirement if registration is under NSCI

Attributes: NSCI Group B Electives; PSYC Area 1 - Behavioral Neuroscience; PSYC Empirical Lab Course

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In all animals, hormones are essential for the coordination of basic functions such as development and reproduction. This course studies the dynamic relationship between hormones and behavior. We will review the mechanisms by which hormones act in the nervous system. We will also investigate the complex interactions between hormones and behavior. Specific topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.

Class Format: empirical lab course

Requirements/Evaluation: presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Distributions: (D3)

Distribution Notes: meets Division 3 requirement if registration is under PSYC

Attributes: NSCI Group B Electives; PSYC Area 1 - Behavioral Neuroscience; PSYC Empirical Lab Course
**NSCI 317 (S)  Nature via Nurture: Topics in Developmental Psychobiology**

**Crosslistings:** PSYC317 / NSCI317

**Secondary Crosslisting**

Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) that lead to individual differences in behavior. Modern neuroscience techniques have discovered new relationships between genes and behavior. Conversely, recent studies on the effects of social factors suggest critical environmental influences on the expression of these genetic determinants. This tutorial will explore the theoretical and empirical issues in animal models of behavioral epigenetics. Topics include child neglect, antisocial behavior, addiction, anxiety, risk-taking, empathy, and depression. Each tutorial pair will design and conduct an empirical laboratory project that will explore their own experimental question about the interaction of genes and environment in determining behavioral phenotypes.

**Class Format:** tutorial

**Requirements/Evaluation:** each week, students will either present an oral argument based on a 5-page position paper or respond to their partners’ paper; Weekly lab meetings will be held and empirical projects presented in a final poster session

**Extra Info:** may not be taken on a pass/fail basis, not available for the fifth course option

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201)

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributions:** (D3)

**Distribution Notes:** meets Division 3 requirement if registration is under PSYC

**Attributes:** NSCI Group B Electives; PHLH Biomedical Determinants of Health; PHLH Reproductive, Maternal and Child Health; PSYC Area 1 - Behavioral Neuroscience; PSYC Empirical Lab Course; SCST Related Courses

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**NSCI 318 (S)  Image, Imaging, and Imagining: The Brain and Visual Arts**

**Crosslistings:** NSCI318 / INTR223 / PSYC318

**Secondary Crosslisting**

This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating mental images and then directing the artist's motor output. We will first examine the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work. Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the influence of neurological and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non-artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how "outsider" artists have portrayed brain syndromes and mental states. Students will conduct an empirical laboratory project that will explore their own experimental question in response to the course material. The class will include field trips to local museums.

**Class Format:** seminar and empirical lab course

**Requirements/Evaluation:** evaluation will be based on a midterm, participation in class discussions, and a poster presentation of the empirical project

**Extra Info:** satisfies one semester of Division III requirement

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** PSYC 101, an ARTH or ARTS course, or permission of instructor
NSCI 319 (S) Neuroethics (WI)
Crosslistings: PSYC319 / NSCI319

Secondary Crosslisting
Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of “abnormal” personality; the use of “cosmetic pharmacology” to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on five 5-page position papers and five short response papers as well as participation in discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Psychology majors and Neuroscience concentrators
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under PSYC; meets Division 3 requirement if registration is under NSCI
Attributes: NSCI Group B Electives; PSYC Area 1 - Behavioral Neuroscience;
Not offered current academic year

NSCI 342 (S) Neural and Hormonal Basis of Hunger
Crosslistings: NSCI342 / BIOL412

Secondary Crosslisting
Hunger and satiety are highly regulated behavioral states that maintain energy homeostasis in animals. This course will focus on readings from the primary literature to track numerous recent advances in how the brain and endocrine systems regulate appetite. Topics include how organ systems communicate with the brain to regulate appetite, how different populations of neurons in the brain interact to regulate appetite, how brain systems that regulate appetite affect other behaviors, and how the neural and hormonal basis of hunger compare with brain systems that regulate other homeostatic systems such as thirst. By tracing the advances in appetite regulation within the past decade, we will also trace the advent of cutting-edge molecular, genetic, and optical-based tools that are transforming multiple fields within physiology and neuroscience. Students in this class will have the opportunity to improve skills in written and oral scientific presentation.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on written assignments, oral presentations, and participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 205 or BIOL/PSYC 212, or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: seniors who have not taken a 400-level course
Expected Class Size: 12

Department Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Attributes: NSCI Group A Electives

Not offered current academic year

**NSCI 347 (S) Neurobiology of Emotion**

Crosslistings: NSCI347 / BIOL407

Secondary Crosslisting

Emotion is influenced and governed by a number of neural circuits and substrates, and emotional states can be influenced by experience, memory, cognition, and many external stimuli. We will read and discuss articles about mammalian neuroanatomy associated with emotion as defined by classic lesion studies, pharmacology, electrophysiology, fMRI imaging, knockout mouse studies, as well as new opto-genetic methods for investigating neural circuit function in order to gain an understanding of the central circuits and neurotransmitter systems that are implicated in emotional processing and mood disorders.

Class Format: discussion, three hours per week

Requirements/Evaluation: evaluation will be based on class participation and several short papers

Prerequisites: BIOL 202 and 212; open to juniors and seniors

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level Biology course; then to eligible NSCI concentrators

Expected Class Size: 12

Department Notes: does not satisfy the distribution requirement in the Biology major

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives; NSCI Group A Electives

Not offered current academic year

**NSCI 397 (F) Independent Study: Neuroscience**

Independent study.

Class Format: independent study

Distributions: (D3)

Fall 2018

IND Section: 01 TBA Noah J. Sandstrom

**NSCI 398 (S) Independent Study: Neuroscience**

Independent study.

Class Format: independent study

Distributions: (D3)

Spring 2019

IND Section: 01 TBA Noah J. Sandstrom

**NSCI 401 (F) Topics in Neuroscience**

Neuroscientists explore issues inherent in the study of brain and behavior. The overall objective of this seminar is to create a culminating senior experience in which previous course work in specific areas in the Neuroscience Program can be brought to bear in a synthetic, interdisciplinary approach to understanding complex problems. The specific goals for students in this seminar are to evaluate original research and critically examine
the experimental evidence for theoretical issues in the discipline. Topics and instructional formats will vary somewhat from year to year, but in all cases the course will emphasize an integrative approach in which students will be asked to consider topics from a range of perspectives including molecular, cellular, systems, behavioral and clinical neuroscience. Previous topics have included autism, depression, stress, neurogenesis, novel neuromodulators, language, retrograde messengers, synaptic plasticity, and learning and memory.

Class Format: seminar and tutorial meetings

Requirements/Evaluation: evaluation will be based on presentations, short papers, and a term paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: open only to seniors in the Neuroscience program

Enrollment Limit: 18

Expected Class Size: 14

Department Notes: required of all senior students in the Neuroscience program

Distributions: (D3)

Attributes: NSCI Required Courses

Fall 2018

NSCI 493 (F) Senior Thesis: Neuroscience

Neuroscience senior thesis. Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D3)

Fall 2018

HON Section: 01 TBA Noah J. Sandstrom

NSCI 494 (S) Senior Thesis: Neuroscience

Neuroscience senior thesis. Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D3)

Spring 2019

HON Section: 01 TBA Noah J. Sandstrom
To engage in philosophy is to ask a variety of questions about the world and our place in it. What can we know? What should we do? What may we hope? What makes human beings human? These questions, in various forms, and others like them are not inventions of philosophers; on the contrary, they occur to most people simply as they live their lives. Philosophers, however, seek to keep such questions open, and to address them through reasoned discussion and argument, instead of accepting answers to them based on opinion or prejudice. The program in philosophy is designed to aid students in thinking about these issues, by acquainting them with influential work in the field, past and present, and by training them to grapple with these issues themselves. The program emphasizes training in clear, critical thinking and in effective writing. Philosophy courses center around class discussions and the writing of interpretive and critical essays.

MAJOR

Philosophy is a discipline with a long and intricate history, a history that remains an integral part of the discipline. In this way it differs dramatically from the natural sciences: for example, although no contemporary physicists or biologists embrace Aristotle’s physics or biology, among philosophers there continue to be champions of Aristotle’s metaphysics and of his ethics. Because of the richness and continuing importance of the history of philosophy, the program is designed to give majors a historical background that will acquaint them with a wide variety of approaches to philosophical issues and provide a basis for evaluating and contributing to contemporary debates.

The Philosophy major consists of nine semester courses: three required courses and six electives. The required courses are: any 100-level philosophy course, Philosophy 201 (History of Ancient Greek Philosophy) or Philosophy 202 (History of Modern Philosophy), and Philosophy 401 (Senior Seminar). The six electives are structured by a distribution requirement. Students must take at least one course in each of three areas: Contemporary Metaphysics and Epistemology [M&E], Contemporary Value Theory [V], and History [H]. These requirements apply to majors in the Class of 2018 and after.

Courses taught in other departments at Williams or at other institutions will not count toward the distribution requirement (Williams-Exeter tutorials may count, however, with the approval of the Department Chair). Up to two cross-listed courses taught in other departments may count as electives toward the major. No more than one 100-level course may count toward the major (and one 100-level course is required for the major--no exceptions).

We recommend the following trajectory through the major:

By the end of the first year, take a 100-level philosophy course (this is typically the first step in the major) and one other philosophy course.

By the end of the second year, complete a 100-level philosophy course, Phil 201 or Phil 202, and at least one other philosophy course. (If you will be away for the whole of your junior year, you should complete at least five courses by the end of the second year, preferably six.)

By the end of the junior year, complete a 100-level philosophy course, Phil 201 or Phil 202, and at least four other philosophy courses.

Other recommendations: take at least one tutorial; distribute your six electives evenly across the three distribution baskets; take a logic course; and take both PHIL 201 and PHIL 202.

The Degree with Honors in Philosophy

The degree with honors in Philosophy is awarded to the student who has demonstrated outstanding achievement in a program of study that extends beyond the requirements of the major. The extension beyond major requirements may take the form either of independent work culminating in a senior essay or thesis (the independent-study route) or of additional course work (the directed-study route). Candidates must have GPAs of 3.6 or higher in their courses in philosophy at the end of the junior and senior years. The independent-study route to honors requires the completion and defense of either a senior essay produced in the fall semester plus winter study period (maximum 40 pages) or a year-long senior thesis (maximum 75 pages). Plans for either essay or thesis (including a brief proposal and bibliography, worked out in consultation with an advisor) must be submitted to the department in mid-March (before spring break) of the junior year. The directed-study route to honors requires the completion of two courses in philosophy in addition to the nine required for the major. Candidates taking this route must also submit to the department revised copies of two term papers (15 pages or longer) written for philosophy courses they have taken. Students should register for a directed study over their senior year winter study and work with an advisor on the paper revisions. A recommendation for graduation with honors will be made on the basis of the thoroughness,
independence, and originality of the student's work.

STUDY AWAY

The Williams-Exeter Programme at Oxford (WEPO): the first full Oxford philosophy tutorial will count as the equivalent of two full-semester philosophy courses at Williams; the second full Oxford philosophy tutorial will count as the equivalent of one full-semester philosophy course at Williams, for a total of three Williams philosophy courses. Courses must be pre-approved by the Chair of the Philosophy Department, who will also determine which, if any, courses will count toward the philosophy major distribution requirements.

Courses taken in other Study Away programs: Students may petition the Philosophy Department for credit for philosophy courses taken at their Study Away institution. They should consult with the department Chair before they commit to a program. Final determinations will be made on the basis of the course syllabus and the quality of the student's written work for the course. Typically, courses taken while studying away will not fulfill distribution requirements for the philosophy major at Williams.

PHILOSOPHY RELATED COURSES

The following courses offered in other departments, while not cross-listed with Philosophy, may be of interest to philosophy students:

- ENGL 445 World’s End: Literary Ecologies of the Limit (Christopher Pye, Fall 2018)
- ENGL 456 Hegel and the Dialectic (Christian Thorne, Fall 2018)
- HIST 301 Other People’s History (Alexander Bevilacqua (Spring 2019)
- PSCI 273, Politics without Humans? (Laura Ephraim, Fall 2018)
- PSCI 203, Intro to Political Theory (Nimu Njoya, Fall 2018)
- PSCI 235, Environmental Political Theory (Laura Ephraim, Spring 2019)
- REL/SCST 301 Social Construction (Jason Josephson Storm, Fall 2018)
- REL 238 Faith and Rationality in Islam (Zaid Adhami, Fall 2018)
- REL 244 Mind and Persons in Indian Thought (Georges Dreyfus, Spring 2019)
- RUS 222/COMP 270 Russian Literature and European Existentialism (Vladimir Ivantsov, Spring 2019)

PHIL 11 (W)  Spinoza’s Ethics

Spinoza’s Ethics aims to prove that human happiness consists in our rationally perceiving that God is all there is, and that all there is— including you and I—is God. Yet the Christian Church immediately deemed the Ethics “a book which, perhaps since the beginning of the world until the present day, surpasses all others in godlessness and endeavors to do away with religion and set godlessness on the throne.” Spinoza’s own Jewish community issued a writ of herem, excommunicating him for “monstrous deeds” and “abominable heresies.” In our Winter Study we will closely read Spinoza’s Ethics together, in order to understand how its doctrine that God is everything could be so profoundly godless. Our goal will be to view the universe from the standpoint of eternity. This may involve some monstrous deeds and abominable heresies of our own.

Class Format: afternoons
Requirements/Evaluation: journal
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: preference to Philosophy majors
Materials/Lab Fee: cost of books

Winter 2019
LEC Section: 01    TR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm   Justin B. Shaddock

PHIL 12 (W)  Bioethics According to The Simpsons

Active Euthanasia? Okely Dokely! Human cloning? Don't have a cow, man! Over the past twenty years The Simpsons has included a healthy dose of
A stinging and sometimes surprisingly illuminating critique of numerous bioethical issues. In this winter study course we will use clips and episodes from the classic animated series as a launch pad for investigating the deeper philosophical concepts and ethical questions involved in a variety of bioethical topics. Good comedy has a way of driving straight to the core of contested issues and painful circumstances, providing a point of entry for students in the class to more serious, academic material. Along the way, the course will also investigate what makes The Simpsons's treatment of these bioethical issues "funny"—how its satire plays on common misunderstandings, contradictions and inconsistencies in social policy and individual decisions, and how serious issues drive the comedic effect. During the first portion of the course, the instructor will present selections from The Simpsons that take up several core bioethical issues, paired with related readings from the bioethics literature. In the second portion of the course, the students themselves will identify and present clips pertaining to bioethical issues. The final project for the course will be collaborative in nature: small groups of students will be asked to develop and pitch (to the other class members) a storyline for a Simpsons episode (or portion thereof) that centers on a bioethical topic. Classes will meet two or three afternoons each week, and students will be expected to read a substantial amount of philosophical material in preparation for these meetings. In addition, students will need to spend significant amounts of time outside of class viewing videos and developing their final projects. Evaluation will be based on class participation, one in-class presentation, and the final collaborative project.

**Class Format:** afternoons

**Requirements/Evaluation:** final project

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference will be given to students who indicate intellectual seriousness about philosophical bioethics

Winter 2019

LEC Section: 01 M-F 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm  Julie A. Pedroni

PHIL 13 (W)  Boxing

Boxing is one of the world's oldest sports, and there are 3000 year old artistic representations of boxing from ancient Egypt. The history of boxing in the United States during the nineteenth and twentieth centuries reflects the history of the nation. Issues of class, ethnicity, race, and gender have played a central role in the sport. Stories about boxing also play a central role in the popular culture. In this course we will look at some treatments of boxing by social historians, examine some depictions of boxing in documentary and dramatic films, and watch some classic fights. We will also learn some of the fundamental skills involved in boxing. Training as a boxer will give men and women a better appreciation of the physical demands involved. Four days a week we will engage in an intensive training regimen working on basic punching technique, footwork, defense and conditioning. The workouts will involve minimal contact, but will be physically demanding. Students will need to purchase boxing gloves, handwraps, and a jump rope.

**Requirements/Evaluation:** evaluation will be based on attendance, participation, and a 10-page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** discretion of the instructor

**Materials/Lab Fee:** $150

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

PHIL 14 (W)  Yoga and a Grounded Life

"Yoga and a Grounded Life" will examine what the practice of yoga is, and how it can serve as a foundation, guide, and inspiration for living, particularly in the face of personal or societal challenges. Alongside the physical practice of yoga, the class will investigate the philosophical and ethical teachings of yoga's ancient text, the Yoga Sutras of Patañjali. Students will learn a number of basic yoga poses and breathing techniques in 1.75-hour classes that will meet 5 days a week. In addition, students will read and discuss portions of the Yoga Sutras and several different commentaries, such as those of BKS Iyengar and Chip Hartranft. Attendance at all classes is required. Missed classes must be made up before the end of Winter Study, usually by attending a regular class at Tasha Yoga. Students will be expected to practice on their own outside of class, to journal, and to participate in class discussions of the readings. Students will submit weekly written assignments in response to prompts relating to class
PHIL 15 (W) Plato’s Symposium and Its Afterlife

Crosslistings: CLAS15 / PHIL15 / WGSS15 / COMP15

Secondary Crosslisting

Plato's Symposium commemorates a gathering held at the home of the poet Agathon of Athens, in 416 BCE, shortly after his first victory in the tragedy contest. The attendees of Agathon's drinking party agree to dedicate their evening to delivering speeches in praise of love (eros/Eros). This dialogue has long been one of Plato's most widely appreciated works and its influence has ranged far beyond the purview of academic philosophy. We will read and analyze the dialogue itself, then turn to an eclectic array of works inspired by the Symposium to study its artistic and philosophical “afterlife.”

Class Format: mornings

Requirements/Evaluation: 5-page paper and an in-class presentation of independent research

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: preference given to majors or intending majors in Classics, Comparative Literature, WGSS, or Philosophy

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01 Cancelled

PHIL 25 (W) Eye Care and Culture in the Atlantic Coast Regions of Nicaragua

We will spend around ten days in Nicaragua, chiefly in the Atlantic Coast Autonomous Regions. Almost all of the days in those regions will be spent in clinics, where students in conjunction with optometrists who volunteer their time for the trip will administer eye exams, write prescriptions, and distribute glasses. While in Nicaragua, the students will keep detailed journals that they will complete following their return to Williamstown. They will interact with Nicaraguans during the eye clinics, and will have opportunities for speaking with them during evenings. Students will also be required to attend organizational and training meetings and to complete a number of relevant readings prior to the trip.

Class Format: travel

Requirements/Evaluation: performance in eye clinics, journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: application essays

Materials/Lab Fee: $3,700

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
PHIL 30 (W) Senior Essay: Philosophy
Philosophy senior essay.
Class Format: senior essay

Winter 2019
HON Section: 01 TBA Jana Sawicki

PHIL 31 (W) Senior Thesis or Essay: Philosophy
To be taken by students registered for Philosophy 491 or 493-494.
Class Format: thesis
Distributions: (D2)

Winter 2019
HON Section: 01 TBA Jana Sawicki

PHIL 99 (W) Independent Study: Philosophy
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D2)

Winter 2019
IND Section: 01 TBA Jana Sawicki

PHIL 104 (S) Philosophy and Tragedy (WI)
Tragedy and philosophy were two of the finest achievements of classical Athenian civilization, and each attempts to reveal to the reader something fundamental about our shared human condition. The worldview that underlies classical tragedy, however, seems markedly different from the one that we find in classical philosophy. While Plato and Aristotle differ on many points, they share the belief that the cosmos and the human place within it can be understood by rational means. Furthermore, they share the conviction that the most important components of a successful life are within the control of the individual human being. The picture that we find in the works of the tragedians, Aeschylus, Sophocles and Euripides is markedly different. The tragedians emphasize the ways in which the cosmos and our role in it resists any attempt to be understood, and emphasize the ways in which the success or failure of our lives often turns on things completely beyond our control. The view of the tragedians can lead to a thoroughgoing nihilism according to which --the best thing of all [for a human being] is never to have born--but the next best thing is to die soon (Aristotle's Eudemus as quoted in Nietzsche's Birth of Tragedy; see also Sophocles' Oedipus at Colonus)." Despite these rather grim pronouncements, tragic drama has continued to fascinate and educate generations. Furthermore, philosophers have continued to revisit the existential questions vividly raised by Greek tragedy. In this course, we will examine a number of Greek tragedies and philosophical writing about tragedy and the tragic. We will read the Oresteia and Prometheus Bound by Aeschylus, Sophocles' Theban Cycle, and the Hippolytus, Bacchae and Philoctetes by Euripides. As we read through these plays, we will also examine a number of philosophical works about tragedy. We will begin with Aristotle's Poetics and will continue with Hume's Of Tragedy, Hegel's various writings on tragedy, and Nietzsche's The Birth of Tragedy. If possible, we will arrange to see a live performance of a Greek tragedy.
Class Format: tutorial

Requirements/Evaluation: 5 papers, 5 responses and a final paper in multiple drafts; each week one student will write a paper responding to the week's readings and the other student will write a response to that paper
PHIL 109 (F) Skepticism and Relativism (WI)

Intellectually, we are ready skeptics and relativists. We doubt, we point out that no one can be certain in what she believes, and we are suspicious of declarations of transcendent reason or truth (unless they are our own). Emboldened by our confidence in skeptical arguments, we claim that knowledge is inevitably limited, that it depends on one's perspective, and that everything one believes is relative to context or culture. No domain of inquiry is immune to this destructive skepticism and confident relativism. Science is only "true" for some people, agnosticism is the only alternative to foolish superstition, and moral relativism and, consequently, nihilism are obvious. But is the best conclusion we can come to with respect to our intellectual endeavors that skepticism always carries the day and that nothing at all is true? In this tutorial, we will investigate the nature of skepticism and the varieties of relativism it encourages. Our readings will come primarily from philosophy, but will be supplemented with material from anthropology, physics, psychology, and linguistics. We will look at relativism with respect to reason and truth in general as well as with respect to science, religion, and morality. Along the way, we will need to come to grips with the following surprising fact. With few exceptions, thoroughgoing skepticism and relativism have not been the prevailing views of the greatest minds in the history of philosophy. Were they simply too unsophisticated and confused to understand what is for us the irresistible power of skepticism and relativism? Or might it be that our skepticism and relativism are the result of our own laziness and failure? Of course, this question cannot really be answered, nor is there any value in trying to answer it, and any "answer" will only be "true" for you. Right?

Class Format: tutorial

Requirements/Evaluation: participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work on off weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; this tutorial is an appropriate first course in PHIL

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Distributions: (D2) (WI)

Not offered current academic year

PHIL 114 (F) Freedom and Society (WI)

Freedom is one of our fundamental values as Americans. It is emphasized in our founding documents, and it occupies a central place in our contemporary political discourse. But do we ask: What is freedom? and Why do we value it? In the first unit of this course, we will consider the relationship between freedom and social order. Do society's laws limit our freedom in order to make us safe? Or do laws somehow enhance or enable our freedom? We will read Thomas Hobbes, John Locke, and Jean-Jacques Rousseau in seeking answers to these questions. We will then turn to some specific social forms in the second unit. We will ask whether they promote or preclude our freedom. We will read Adam Smith and Karl Marx on capitalism, and Simone de Beauvoir on gender.

Class Format: seminar

Requirements/Evaluation: weekly reading response papers; take-home midterm and final exams

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19
PHIL 115 (S)  Personal Identity  (WI)

Through lectures, discussions, close readings and assigned writings, we will consider a variety of philosophical questions about the nature of persons, and personal identity through time. Persons are subjects of experiences, have thoughts and feelings, motivation and agency; a person is thought of as continuous over time, and as related to, recognized and respected by other persons. Thus, the concept of person plays a significant role in most branches of philosophy: metaphysics, epistemology, moral and political philosophy, and of course in the philosophy of mind. Conceptions of person are equally important for scientific research programs (especially in psychology), for Law, and for the arts (especially mimetic arts). Questions about persons are of central importance for a myriad of our theories and practices, and for the ways in which we live our lives. The aim of this course is to explore and evaluate a number of rival conceptions of persons and personal identity over time. Some of the questions which we will discuss are: What is a person? How do I know that I am one? What constitutes my knowledge of myself as a person, and does that knowledge differ in any significant respect from my knowledge of physical objects and of other people? What makes me the particular person that I am, and how is my identity as this individual person preserved over time? While addressing these questions through lectures and class discussions, the course will place special emphasis on developing students’ intellectual skills in the following domains: - close, analytical reading; - recognizing, reconstructing and evaluating claims and reasons that support them; - producing original ideas and arguments, orally and in writing; - responding to the claims and arguments presented in texts and in class; - writing clear, polished, well-argued papers.

Class Format: lecture/discussion
Requirements/Evaluation: class attendance, preparedness and participation; small group weekly meetings; weekly short writing assignments
Prerequisites: none; open to first year students
Enrollment Limit: 19
Expected Class Size: 19
Department Notes: meets 100-level PHIL major requirement
Distributions: (D2) (WI)

PHIL 116 (S)  Perception and Reality  (WI)

This course is an introduction to philosophy through four major themes: The nature of the universe, the existence of gods, thought itself, and the mind/body problem. Throughout, we will appeal to reason and evidence in forming our best beliefs. Our discussions will range over historical and contemporary works in the Western Tradition.

Class Format: seminar
Requirements/Evaluation: active participation; four (5-6 page) essays
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Department Notes: meets 100-level PHIL major requirement
Distributions: (D2) (WI)
"Faith is a fine invention," according to Emily Dickinson's poem, "when gentlemen can see; but microscopes are prudent in an emergency." This introduction to philosophy will see how far the microscopes of reason and logic can carry us in traditional arguments about the existence and nature of God. We will closely analyze classical arguments by Augustine, Avicenna, Aquinas, Anselm, Maimonides, Descartes, and others. Pascal’s wager is a different approach: it argues that even though proof of the existence of God is unavailable, you will maximize your expected utility by believing. We will examine the wager in its original home of Pascal's Pensees, and look at William James' related article, "The Will to Believe". The millennia old problem of whether human suffering is compatible with God’s perfection is called "the problem of evil". We will examine this issue in Hume's Dialogues Concerning Natural Religion, classic sources and contemporary articles. Students should be aware that, in the classic tradition, this class resembles a logic course.

**Class Format:** seminar

**Requirements/Evaluation:** frequent short papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 19

**Department Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WI)

Not offered current academic year
PHIL 121 (F)  Truth, Goodness, and Beauty  (WI)
In our everyday lives, we routinely assume that our clocks can tell us the truth about what time it is, that committing murder is wrong, and that there are people, landscapes, and works of art that are beautiful. But we are also aware that people can and often do disagree about what is true, what is good or right, and what is beautiful. Should the fact of such disagreement lead us to conclude that truth, goodness, and beauty are in some basic sense relative to human beings, perhaps as individuals, perhaps as members of societies or cultures? Some philosophers defend such conclusions, but others argue that truth, goodness, and beauty are "objective," in some important sense, despite the fact that people disagree about them. This introductory course addresses these and related issues.

Class Format: seminar
Requirements/Evaluation: attendance, frequent short papers totaling about 30 pages, class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students and potential Philosophy majors
Expected Class Size: 19
Department Notes: meets 100-level PHIL major requirement
Distributions: (D2) (WI)

Fall 2018

SEM Section: 01    MWF 12:00 pm - 12:50 pm     Alan  White

PHIL 122 (F)  Philosophical Approaches to Contemporary Moral Issues  (WI)
In this tutorial we will examine a number of prominent and controversial social issues, using our study of them both as an opportunity to better understand the moral dimensions of those issues in and of themselves, and to consider the ways in which selected classical and contemporary moral theories characterize and address those moral dimensions. Topics will depend to some extent on student interest, but are likely to include concerns that fall under such headings as euthanasia, conscientious eating, abortion, capital punishment, the ethics of protest, and torture and terrorism. The course will use a case-based approach to examine these issues, and so in most weeks we will (1) read philosophical articles focused on a key concept or set of arguments central to the issue, and (2) consider in detail one morally complex case in which the concept or arguments have special application or relevance. In addition, we will devote several class meetings interspersed throughout the semester to reading foundational sources in ethical theory.

Class Format: tutorial
Requirements/Evaluation: bi-weekly tutorial papers, oral commentaries, and tutorial discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; this course is suitable for first-year students
Enrollment Limit: 10
Enrollment Preferences: prospective Philosophy majors and those committed to the tutorial
Expected Class Size: 10
Distributions: (D2) (WI)

Fall 2018

TUT Section: T1    TBA     Julie A. Pedroni

PHIL 123 (S)  Objectivity in Ethics  (WI)
Is morality simply a matter of opinion? In this course we'll examine several influential attempts to provide a rational foundation for morality, along with Nietzsche's wholesale rejection of these efforts. Readings will include work by Plato, Hobbes, Kant, Mill, Nietzsche, and contemporary authors.
PHIL 126 (S) Paradoxes  (WI)
There are three grains of sand on my desk. This is unfortunate, but at least there isn't a heap of sand on my desk. That would be really worrisome. On the other hand, there is a heap of sand in my backyard. I don't know how exactly how many grains of sand are in this heap, but let's say 100,000. My daughter removes one grain of sand. I don't know why, she just does. It seems like there is still a heap of sand in my backyard. In fact, it seems like you can't change a heap of sand into something that isn't a heap of sand by removing one grain of sand. Right? But now we have a problem. By repeated application of the same reasoning, it seems that even after she removes 99,997 grains of sand--I don't know what she wants with all this sand, but I'm starting to worry about that girl--there is still a heap of sand in my backyard. But three grains isn't enough for a heap. So there is not a heap in my backyard. Now I'm confused. Where did my reasoning go wrong? What we have here is an example of the sorites paradox. It is a paradox, because I started with seemingly true statements and used valid reasoning to arrive at contradictory conclusions. We can learn a lot about logic, language, epistemology and metaphysics by thinking through and attempting to resolve paradoxes. In this class, we'll work together to think through some ancient and contemporary paradoxes. We'll also work on writing lucid prose that displays precisely the logical structure of arguments, engages in focused critique of these arguments, and forcefully presents arguments of our own. Other topics could include: Zeno's paradoxes of motion and plurality, the liar's paradox, the surprise exam paradox, paradoxes of material constitution, Newcomb's Problem, and the Prisoner's Dilemma.

PHIL 128 (S) Utopias and Dystopias  (WI)
The touchstone of our course will be Plato's Republic: the first and perhaps greatest Utopia as well as perhaps the greatest work in political philosophy. We will prepare for the Republic by reading two Socratic dialogues: the Euthyphro and the Meno. After several weeks on the Republic we will turn to Shakespeare's last play: The Tempest. From there it is a natural transition to Aldous Huxley's Brave New World. We will continue with B. F. Skinner's Walden Two, and finish by comparing the dystopias of the first book and first film of The Hunger Games.

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PHIL 201 (F)  History of Ancient Greek Philosophy
Crosslistings: PHIL201 / CLAS203
Primary Crosslisting

Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that some people are natural slaves. Why then should we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of western thought in every area of philosophy. No one can have an adequate understanding of western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Mediterranean world of the seventh through fifth centuries BCE, and some of the sophists active in the fifth century. We will then turn to several of Plato's dialogues, examining Plato's portrayal of Socrates and his development of a new and profoundly powerful philosophical conception. We will then read some of Aristotle's works on metaphysics, epistemology and ethics, considering some of the ways Aristotle's thought responds to that of predecessors.

Class Format: lecture/discussion
Requirements/Evaluation: short papers, possibly supplemented by one or more exams
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 20-40
Department Notes: philosophy majors must take either Phil 201 or Phil 202 (and can take both)
Distributions: (D2)

PHIL 202 (S)  History of Modern Philosophy
This course provides an introduction to Modern Philosophy of the 17th and 18th Centuries, with a focus on metaphysics and epistemology. Topics: What can we know through our senses? Can we know anything through reason alone? What is the nature of the mind? What is the nature of bodies? Are bodies independent of minds? Do bodies interact with minds? Do bodies interact with other bodies? What are space and time? What can we know about God? Authors: Descartes, Locke, Berkeley, Leibniz, Hume, and Kant.

Class Format: lecture
Requirements/Evaluation: weekly papers plus midterm and final exams
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 30
Department Notes: philosophy majors must take either Phil 201 or Phil 202 (and can take both)
Distributions: (D2)
PHIL 203 (S) Logic and Language  (QFR)
Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** a midterm, a final, frequent homework and problem sets

**Prerequisites:** none

**Enrollment Limit:** none

**Expected Class Size:** 50-80

**Distributions:** (D2) (QFR)

**Attributes:** Linguistics; PHIL Contemp Metaphysics & Epistemology Courses;

Spring 2019
LEC Section: 01    MWF 10:00 am - 10:50 am     Steven B. Gerrard

PHIL 204 (F) Hegel and Marx
This course will explore the themes of alienation, fetishism, ideology, dialectic, sociality, and freedom in the philosophical writings of G.W.F. Hegel and Karl Marx. We will focus our study on Hegel's *Phenomenology of Spirit* and Marx's early writings. We will conclude by considering some critical appropriations of Marx by 20th Century philosophers, including Georg Lukacs, Max Horkheimer, and Theodor Adorno.

**Class Format:** seminar

**Requirements/Evaluation:** midterm and final papers

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** Philosophy majors

**Expected Class Size:** 15

**Distributions:** (D2)

**Attributes:** PHIL History Courses

Fall 2018
SEM Section: 01    TR 9:55 am - 11:10 am     Justin B. Shaddock

PHIL 207 (S) Contemporary Philosophy of Mind  (WI)
The philosophy of mind has been one of the liveliest and most active areas of philosophical inquiry over the last century, and it has taken a place at the center of the field. Part of the explanation for this is the rise of compelling scientific accounts of who and what we are. The question of whether the mind can be fully understood within a physicalist, materialist framework has taken on an exciting urgency. In this course we will investigate the mind/body problem, mental representation, the conceptual and nonconceptual content of mental states, and the nature of consciousness. Throughout we will attend to the relevant empirical literature.

**Class Format:** seminar

**Requirements/Evaluation:** weekly two page papers on focused topics and two 8- to 10-page papers

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** at least one prior 100- or 200-level PHIL course

**Enrollment Limit:** 19
Enrollment Preferences: prospective Philosophy majors and Cognitive Science concentrators

Expected Class Size: 14

Distributions: (D2) (WI)

Attributes: COGS Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses;

Not offered current academic year

PHIL 209 (S) Philosophy of Science
Crosslistings: SCST209 / PHIL209

Primary Crosslisting

It is a generally held belief, in our time and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive. The course will begin with the "received view" of science, advanced by logical empiricists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science which emerged out of various criticisms of this view - especially those of Popper, Lakatos, Kuhn and Feyerabend - and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about cognitive credentials of science and proper approach to the study of science, which came to be known as "the science wars."

Class Format: seminar with a short lecture component in each class

Requirements/Evaluation: class attendance, preparedness and participation; three short assignments; three 5 pages long papers, the last of which will be the final paper, due a week after the end of classes

Extra Info: may not be taken on a pass/fail basis

Prerequisites: one PHIL course, or declared major in a natural science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Philosophy majors and prospective majors

Expected Class Size: 10-15

Distributions: (D2)

Attributes: COGS Related Courses; HSCI Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses; SCST Elective Courses

Spring 2019

SEM Section: 01    MR 1:10 pm - 2:25 pm     Bojana Mladenovic

PHIL 212 (S) Ethics and Reproductive Technologies (WI)
Crosslistings: WGSS212 / SCST212 / PHIL212

Primary Crosslisting

In her groundbreaking book, The Tentative Pregnancy, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, and post-mortem gamete procurement. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended
Enrollment Limit: 19
Enrollment Preferences: WGSS and PHIL majors or prospective majors
Expected Class Size: 19
Department Notes: meets Contemporary Value Theory requirement only if registration is under PHIL
Distributions: (D2) (WI)
Attributes: PHIL Contemporary Value Theory Courses; PHLH Bioethics + Interpretations of Health;

Spring 2019
LEC Section: 01    TF 2:35 pm - 3:50 pm     Julie A. Pedroni

PHIL 213 (S)  Biomedical Ethics  (WI)
Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and “letting die,” therapy vs. research, and enhancement vs. therapy. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

Class Format: tutorial; students will meet with the professor in pairs for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners’ essays in alternate weeks
Requirements/Evaluation: evaluation will be based on bi-weekly papers, oral commentaries, and tutorial discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

PHIL 216 (S)  Philosophy of Animals  (WI)
Crosslistings: ENVI216 / PHIL216

Primary Crosslisting
Animals are and always have been part of human life. To name just a few: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, what are animals such that they can be all these things? In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will to fuse a rigorous scientific perspective with more humanistic themes and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

Class Format: seminar
Requirements/Evaluation: four 4- to 5-page papers and one 10- to 12-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Limit: 19
Enrollment Preferences: students with at least one previous philosophy course; there is no need to email the professor in advance to indicate interest in the course

Expected Class Size: 19

Department Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2) (WI)

Attributes: COGS Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses;

Not offered current academic year

PHIL 220 (F) Happiness (WI)

According to Aristotle the ultimate good is happiness---everything we desire we desire for the sake of happiness. Yet what is it to be happy? Should we value other things (say justice or passionate commitment and curiosity) over happiness? Are happiness and pleasure the same thing? Is happiness an emotional or mental state or is it a social construct? What do the social and psychological sciences have to teach us about happiness? Philosophy? Is the happy life a life of virtue? Does being virtuous guarantee happiness? How important are honor, money, love, work, friendship and our connections to others to our happiness? In this tutorial we will read from Ancient, modern and contemporary philosophical sources as well several relevant studies in the social sciences and positive psychology movement in order to engage questions concerning happiness.

Class Format: tutorial

Requirements/Evaluation: five 5-page papers and five 2-page papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students interested in philosophy and/or happiness

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: WI: This course is writing intensive insofar as it requires over 35 pages of writing, regular feedback from me and your partner on writing and critical analysis, and successive efforts to improve your ability to write a variety of types of critical essays. Guidelines for different methods of engaging in critical analysis will be provided.

Fall 2018

TUT Section: T1 TBA Jana Sawicki

PHIL 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Crosslistings: PHIL222 / COGS222 / PSYC222

Secondary Crosslisting

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: lecture/discussion

Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises

Extra Info: not available for the fifth course option

Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Department Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
PHIL 223 (S) Philosophy of Sport

Sports: many of us (at Williams, in the US, throughout most of the world) play them, yet more of us watch them, and we invest not only our time but enormous amounts of money in them (we build sports arenas, not cathedrals; in 2013, in 40 of the 50 United States, the highest-paid public official was a football or basketball coach). Why do sports matter so much to us? Should they? The topics we consider in responding thoughtfully to these questions will include sports and health, sports and education, ethical issues in sports (including issues of class, gender, and race), and sports and beauty.

Class Format: lecture/discussion

Requirements/Evaluation: short writing assignments for most classes

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 30

Distributions: (D2)

Not offered current academic year

PHIL 225 (S) Existentialism

We will study the philosophical and literary works of Soren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, Jean-Paul Sartre, and Simone de Beauvoir. What makes these thinkers "Existentialists"? It's not merely that they ask the question, "What gives meaning to a human life?" And, it's not merely that their answers invoke our freedom to determine our own identities. More than this, Existentialists emphasize the subjective relation we bear to our belief systems, moral codes, and personal identities. Existentialists investigate deeply irrational phenomena of human life, including anxiety, boredom, nausea, tragedy, despair, death, faith, love, hate, sadism, masochism, authenticity, guilt, and care. And, Existentialists express their thought in philosophical treatises as often as in literary texts. In this course we will attempt to understand these dimensions in which Existentialism is a distinctive intellectual tradition.

Class Format: seminar

Requirements/Evaluation: four mid-length papers

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D2)

Attributes: PHIL History Courses

Not offered current academic year

PHIL 227 (F) Death and Dying  (WI)

In this course we will examine traditional philosophical approaches to understanding death and related concepts, with a special focus on the ethical concerns surrounding death and care for the dying. We will begin with questions about how to define death, as well as reflections on its meaning and function in human life. We will move on to examine ethical issues of truth-telling with terminally ill patients and their families, decisions to withhold or withdraw life-sustaining treatments, the care of seriously ill newborns, physician-assisted suicide, euthanasia, and posthumous interests. In addition to key concepts of death, dying, and terminal illness, we will develop and refine notions of medical futility, paternalism and autonomy, particularly within the context of advance directives and surrogate decision making.

Class Format: lecture/discussion

Requirements/Evaluation: class attendance and participation, periodic short essays (3 or 4 total, 2-3 pages each), two mid-length papers (5-7 pages and 7-10 pages, respectively); possible experiential learning component
PHIL 228 (F) Feminist Bioethics (WI)
Crosslistings: PHIL228 / WGSS228

Primary Crosslisting
In this course we'll explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we'll explore topics that might traditionally be considered "women's issues" in health care, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: lecture/discussion
Requirements/Evaluation: active participation in class discussions, two mid-length papers (5-7 and 7-10 pages, respectively), one oral presentation, and three or four periodic short writing assignments (2-3 pages each)
Prerequisites: none, although previous coursework in WGSS is desirable
Enrollment Limit: 19
Enrollment Preferences: Women's, Gender and Sexuality Studies and Philosophy majors
Expected Class Size: 10-15
Department Notes: meets Contemporary Value Theory requirement only if registration is under PHIL
Distributions: (D2) (WI)
Attributes: AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; PHIL Contemporary Value Theory Courses; PHLH Bioethics + Interpretations of Health;
Not offered current academic year

PHIL 231 (F) Ancient Political Thought
Crosslistings: PHIL231 / PSCI231

Secondary Crosslisting
The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites--and consequences--of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be "philosophical" or to think "theoretically" about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercut or enhance the texts' ability to illuminate the dilemmas of political life for us.

Class Format: lecture/discussion
Requirements/Evaluation: three 7- to 8-page papers
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Political Science majors
Expected Class Size: 18
PHIL 232 (F) Modern Political Thought (WI)

Crosslistings: PHIL232 / PSCI232

Secondary Crosslisting

This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Class Format: lecture/discussion

Requirements/Evaluation: four formal papers of 5-7 pages; brief informal writing tasks inside and outside of class

Prerequisites: none; open to all

Enrollment Limit: 19

Enrollment Preferences: Political Science majors

Expected Class Size: 19

Distributions: (D2) (WI)

Attributes: PSCI Political Theory Courses;

Fall 2018

LEC Section: 01    TF 2:35 pm - 3:50 pm     Laura D. Ephraim

PHIL 235 (S) Morality and Partiality: Loyalty, Friendship, Patriotism (WI)

The aim of this tutorial is to critically examine the nature, importance, and ethical value of personal attachments and loyalties. Loyalty is frequently expected by family, friends and lovers, and demanded by institutions, religious and political communities, as well as by the state. A person incapable of loyalty is often characterized as fickle, cold, self-serving and sometimes even pathological. However, the status of loyalty as a virtue has always been suspect: it has been argued that it is incompatible with impartiality, fairness and equality, and claimed that it is always exclusionary. So, some relationships with other people--such as friendships, familial ties, love, patriotism--seem to be ethically desirable, central to the quality of our lives, and yet prima facie in tension with the widely held belief that morality requires impartiality and equal treatment of all human beings. Are we ever justified in having more concern, and doing more, for our friends, family, community or nation? Does morality require that we always subordinate our personal relationships to universal principles? Is patriotism incompatible with cosmopolitanism, and if so, which of the two should we value? If loyalty is a virtue, what are the proper limits of its cultivation and expression?

Class Format: tutorial; tutorial pairs will meet with the instructor for one hour a week

Requirements/Evaluation: tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to first year students

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and then sophomores

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: PHIL Contemporary Value Theory Courses;
PHIL 236 (S)  Contemporary Ethical Theory  (WI)
This course will be an in-depth exploration of central questions in normative ethics, including the following: Which features of actions are morally important and why (e.g., their motive, their intrinsic nature, or their consequences)? When should we give morality priority over our personal commitments and relationships, and why? Are there universal moral principles that apply to all cultures? Are we capable of disinterested altruism, or are we motivated solely by self-interest? By which methods can we answer these questions? We will examine these and related issues by looking closely at two influential moral theories: consequentialism and deontology. While both have important historical roots -- consequentialism in Mill and Sidgwick, deontology in Kant -- we will focus on contemporary developments of these views. In the last few weeks, we'll examine contractualism, which outlines a different approach to these questions.

Class Format: seminar
Requirements/Evaluation: short response papers; an 8- to 10-page midterm paper; a 10- to 12-page final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: at least one PHIL course or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Philosophy majors
Expected Class Size: 10-15
Distributions: (D2) (WI)
Attributes: PHIL Contemporary Value Theory Courses;
Not offered current academic year

PHIL 240 (F)  The Autobiographical Philosophy of Education
Crosslistings: INTR240 / PHIL240
Primary Crosslisting
Why are you here? What do you expect to learn? How do you expect to learn? The College Mission Statement says that "Williams seeks to provide the finest possible liberal arts education by nurturing in students the academic and civic virtues, and their related traits of character". How have you already been taught the academic and civic virtues? Where have you been taught them? In school? On the sports field? At home? How did you develop your character? This first-year seminar will examine the philosophy of education through educational autobiographies: works that tell the story of a moral and intellectual education. Each book was chosen by and will be introduced by a professor from a different department, and then Professor of Philosophy Steve Gerrard will continue the discussion. This year’s autobiographies are: John Stuart Mill, Autobiography, Charles Dew, The making of a Racist, Michael Chabon, The Recipe for Life, Philip Roth, The Facts: A Novelist’s Autobiography, bell hooks, Wounds of Passion, Paul Kalanithis, When Breath Becomes Air, Frederick Douglass, My Bondage and My Freedom, Zhuangze, Basic Writings. This course is part of the John Hyde Teaching Fellowship.

Class Format: seminar
Requirements/Evaluation: frequent short responses, including our own educational autobiographies that we will share
Extra Info: not available for the fifth course option
Prerequisites: open only to first-year students
Enrollment Limit: 12
Enrollment Preferences: Interested students should e-mail Professor Gerrard a very brief description of their educational background and interests in order to enroll. I will be seeking a balance of educational backgrounds and interests
Expected Class Size: 12
Distributions: (D2)
In this course, we will examine a number of issues in contemporary metaphysics through a discussion of the nature of kinds. The problem of universals has vexed philosophers at least since the time of Plato. Oscar is a dog and Annie is a dog. Oscar and Annie aren't identical but they have something in common; each of them is a dog, each of them belongs to a single kind and they share the property of being a dog. But what is going on here? We, at least most of us, are happy to say that Oscar and Annie exist. But is there a third entity that we need to countenance: the universal caninity? If we do think that there is such a thing as caninity, what sort of thing is it? If we don't, what accounts for the truth of our judgment that Oscar and Annie have something in common? Scientists often give explanations for the behavior of objects in terms of their properties. What role do properties play in causation, explanation and laws of nature? Finally there are different kinds of kind. Some kinds or properties seem to be pretty natural, e.g. being an electron or a dog. Other kinds seem to be less natural and seem somehow to be socially constructed, e.g. being a work of art, an American or a sausage. But are there really natural kinds? Can we, as Plato put it, "carve nature at the joints", or are all kinds constructed rather than discovered? Furthermore what is involved in the social construction of a kind? Finally, the nature and existence of some kinds is a hotly contested political matter. How should we think about racial kinds or about gender kinds? While we will be concerned to place our discussions of these issues in historical context, most of the reading for the class will consist in articles written by contemporary philosophers.

Class Format: lecture and discussion

Requirements/Evaluation: one -10 page midterm paper and one -15 page final paper which will involve draft and revision, possible short response papers, and active participation in class

Prerequisites: one PHIL course; familiarity with formal logic helpful but not required; or permission of instructor

Enrollment Limit: 18

Expected Class Size: 10-15

Distributions: (D2) (WI)

Attributes: PHIL Contemp Metaphysics & Epistemology Courses;
**PHIL 244 (S)  Environmental Ethics (WI)**

Crosslistings: PHIL244 / ENVI244

**Secondary Crosslisting**

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will inform later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

**Class Format:** tutorial

**Requirements/Evaluation:** one 5- to 7-page essay every other week (6 in all) and carefully prepared oral responses to partners’ essays in alternate weeks; evaluation will be based on essays, oral critiques, and quality of discussion

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ENVI 101 or one course in PHIL

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Department Notes:** meets Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WI)

**Attributes:** ENVI Environmental Policy; EVST Culture/Humanities; PHIL Contemporary Value Theory Courses; SCST Elective Courses;

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**PHIL 248 (S)  Free Speech and Its Enemies**

The Williams College Mission statement says that "free inquiry requires open-mindedness, and commitment to community draws on concern for others". The question of this course is whether these values are in conflict. Does free inquiry clash with concern for others, or do they (or can they) work together? We will begin with John Stuart Mill's powerful defense of free speech in On Liberty, but will then investigate challenges to Mill's traditional liberalism from thinkers, such as Catharine MacKinnon, who believe that such rights are never neutral. Our subjects will include hate speech, press censorship, pornography, controversial art, sacrilegious speech and campus controversies. We will, undoubtedly, have to adjust the syllabus to respond to breaking international, national and local news. The course will, I hope, provide the students an opportunity and the tools to intellectually examine deeply emotional and contentious issues. This course is part of the John Hyde Teaching Fellowship.

**Class Format:** seminar
**Requirements/Evaluation:** several short responses (including op-eds on current controversies) and longer final projects (a 12- to 15-page paper or equivalent work in other media)

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 20

**Distributions:** (D2)

Not offered current academic year

**PHIL 274 (S) Messing with People: The Ethics of Human Experimentation (WI)**

The Tuskegee Syphilis Study and Stanley Milgram's Obedience experiments are infamous. Yet, other lesser known experiments are equally important landmarks in research ethics, as well, such as the Willowbrook experiment, in which residents of a state home for mentally impaired children were intentionally infected with a virus that causes hepatitis, and the Kennedy-Krieger Lead Abatement study, which tested the efficacy of a new lead paint removal procedure by housing young children in partially decontaminated homes and testing those children for lead exposure. In this tutorial we will closely examine a series of contemporary and historical cases of human experimentation (roughly, one case per week) with an eye toward elucidating the moral norms that ought to govern human subjects research. A number of conceptual themes will emerge throughout the course of the term, including notions of exploitation and coercion, privacy and confidentiality, and the balance between public interests and individual rights. Specific issues will include the ethics of placebo research, deception in research, studies of illicit/illegal behavior, genetic research, experimentation with children, pregnant women and fetuses, and persons with diminished mental capacity, among other topics.

**Class Format:** tutorial; students will meet with the professor in pairs for approximately 75 minutes per week, writing and presenting 5- to 7-page essays, and commenting orally on their partners' essays in alternate weeks

**Requirements/Evaluation:** evaluations will be based on written work, on biweekly papers, oral commentaries, and tutorial discussions

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** prospective Philosophy majors and students committed to taking the tutorial

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** PHIL Contemporary Value Theory Courses; PHLH Bioethics + Interpretations of Health;

Not offered current academic year

**PHIL 280 (S) Frege, Russell, and the Early Wittgenstein**

The last line of Ludwig Wittgenstein's *Tractatus* famously reads: "Whereof one cannot speak, thereof one must be silent." Are there things that cannot be put into words? What are the limits of language? What is the nature of language? How do logic and language relate? We will examine these (and other questions) in the context of the great philosophical revolution at the beginning of the last century: the linguistic turn and the birth of analytic philosophy. We will see how a focus on language affects our understanding of many traditional philosophical questions, ranging from epistemology and metaphysics to aesthetics and ethics. Our texts will include Gottlob Frege, *The Foundations of Arithmetic*, Bertrand Russell, *Principles of Mathematics*, and Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*. While you're debating whether to take this class, consider the following puzzle. There is a village where the barber shaves (a) all those and (b) only those who do not shave themselves. Now, ask yourself: who shaves the barber? You will see that if the barber does not shave himself, then by condition (a) he does shave himself. And, if the barber does shave himself, then by condition (b) he does not shave himself. Thus, the barber shaves himself if and only if he does not shave himself. See if you can figure out why this is sometimes called a paradox, and then ask yourself what this has to do with our opening questions.

**Class Format:** seminar

**Requirements/Evaluation:** two short papers (5 pages) and one longer final paper (12-15 pages)

**Prerequisites:** at least two PHIL courses; PHIL 202 and 203 recommended

**Enrollment Preferences:** Philosophy majors, then seniors and juniors of any major

**Expected Class Size:** 12-15
PHIL 286 (F) Contemporary Systematic Philosophy

Systematic philosophy, also describable as comprehensive theorization, was central to the philosophical enterprise from at least the time of Aristotle until that of Hegel, but has been out of style, in both analytic and continental philosophy, for more than 100 years. This course examines a current attempt to return systematic philosophy to its long-central position. We begin by assessing Alan White's Toward a Philosophical Theory of Everything (2014), which, although not yet receiving widespread attention, was described by one reviewer as “a critically important work for all those deeply interested in philosophical issues and their significance for basic human concerns.” Because of the scope of systematic philosophy, this course provides students with the opportunity to investigate theories currently under development on a much richer variety of issues than is usual in philosophy courses (which are often restricted to specific subdisciplines of philosophy or to works of historical figures). Among those issues are ones involving semantics, ontology, truth, knowledge, moral and other values, human freedom, beauty, being, and God.

Class Format: seminar
Requirements/Evaluation: participation, one or more essays
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Philosophy majors and potential Philosophy majors
Expected Class Size: 6
Distributions: (D2)
Attributes: PHIL Contemp Metaphysics & Epistemology Courses

PHIL 288 (S) Embodiment and Consciousness: A Cross-Cultural Exploration

Crosslistings: PHIL288 / REL288
Secondary Crosslisting

This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

Class Format: seminar
Requirements/Evaluation: regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)
Extra Info: not available for the fifth course option
Prerequisites: any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions;
Enrollment Limit: 18
Enrollment Preferences: Religion and Philosophy majors
Expected Class Size: 18
Department Notes: there is no need to email the professor in advance to indicate interest in the course
PHIL 291 (F) Violence: Its Trajectory and Its Causes (WI)

This tutorial focuses on two books by Harvard psychologist Steven Pinker: *The Better Angels of our Nature. Why Violence Has Declined* (2011) and *Enlightenment Now: The Case for Reason, Science, Humanism, and Progress* (2018). We focus first on the controversial theses that—despite two world wars and the Holocaust—the twentieth century was not the most violent so far, and that, over the entire course of history, human beings have become decreasingly violent. We then turn to the books’ explanations of the factors they identify as leading us to be violent—our “inner demons”—and as curbing our violence—our “better angels,” among which the books particularly emphasize reason, science, and humanism.

**Class Format:** tutorial

**Requirements/Evaluation:** tutorial papers and responses to partner's tutorial papers, in alternating weeks; participation in tutorial discussions

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none; the books are written for general readers, not for those with expertise in any academic discipline

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and potential majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** JLST Interdepartmental Electives; PHIL Contemporary Value Theory Courses;
PHIL 295 (F) Philosophy of Film and Film Theory (WI)
Crosslistings: COMP295 / PHIL295

Primary Crosslisting
Philosophy of film is a relatively young, but very rich and rapidly growing field. Its central question--What is film?--has been approached and framed in many different ways: naturally, the answers to that question, and the theoretical assumptions that underlie the answers, differ as well. This course will offer a selective overview of the debates that characterized philosophy of film since the early 20th century. Starting with early film theorists (such as Munsterberg, Arnheim, Bazin, and Soviet formalists), we will examine how their insights and disagreements influenced later developments in continental and analytic philosophy of film, and in film theory. While looking at film as art, as document, as experiment and as entertainment, we will always keep in sight specific theoretical assumptions that underlie different understandings of film, and different critical approaches to the medium.

Some of the questions we will ask are: What is the nature of filmic representation? Does film accurately capture reality, as no other art does? Does it advance our thinking and increase our knowledge of the world? Or is it a supreme illusion, a dream-like escape, the domain in which the viewer’s unconscious wishes are magically fulfilled? How does film generate meaning? Is film a creation of a single artist - the director, the author - or is it a result of a loosely synchronized and not quite coherent collaboration of many different people, each guided by her or his particular vision? Is there a room for the notion of collective intention in filmmaking? What is the nature of audience’s response to film? Why do we seek to experience through film fear and anguish that we avoid in our daily lives? Are there ethical considerations that should govern both film production and spectatorship? Finally, is there a reason for philosophy of film and film theory to exist as a separate field? Is philosophy of film really autonomous, independent from traditional philosophical disciplines which help generate its central questions, such as aesthetics, philosophy of art, epistemology, ontology, semiotics, ethics, social and political philosophy? Is film today really distinct from a number of new, emerging visual media? How should we think about the boundaries and methods of theorizing about film?

Class Format: seminar

Requirements/Evaluation: this is a reading, writing & viewing intensive class; evaluation will be based on class participation, 5 short response papers (about 800 words each), & two 5 pages long papers
Extra Info: the second of which will be due after the end of classes; class attendance and Tuesday evening film screenings are mandatory
Extra Info 2: may not be taken on a pass/fail basis
Prerequisites: none; open to first year students

Enrollment Limit: 19

Enrollment Preferences: Philosophy majors and intended majors; students especially interested in film; and by seniority

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP

Attributes: FMST Core Courses; PHIL Contemporary Value Theory Courses;

Not offered current academic year

PHIL 304 (F) Philosophy of Language (WI)

This will be a course in the philosophy of language at it has developed over the past century and a half in the analytic tradition. We will narrow our focus even further and will concentrate primarily on meaning, reference and truth. What sorts of things can be true or false? We ordinarily claim that sentences are true or false, but are there other entities whose truth and falsity explains the truth and falsity of sentences? If there are such things--we’ll call them propositions--what are they like? If there aren't such things, how do we characterize meaningfulness instead? What is it for a sentence or a proposition to be true? We think that there is a difference between a linguistic object's being meaningful and its having a referent. For example, many people would agree that ‘Keith’s favorite unicorn’ is a meaningful expression. However, few (haters gonna hate) would say that the expression has a
referent. It is difficult, however, to get clear on the relation between the meaning of an expression and its reference. We'll try to make some progress on these issues. Our study will definitely include Frege, Russell, Quine, Searle, and Kripke. There will be a series of short response papers in which you provide a careful analysis of particular arguments in our texts. There will also be a midterm paper (roughly 10 pages) and a final paper (roughly 15 pages) which you will develop and revise in consultation with the instructor. It will be very helpful, though not absolutely necessary, for you to have some familiarity with logic and some experience in reading philosophy.

Class Format: seminar
Requirements/Evaluation: short response papers, midterm paper (10pp), final paper (15pp)
Prerequisites: previous philosophy course and familiarity with logic suggested
Enrollment Limit: 19
Enrollment Preferences: Philosophy majors
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: Linguistics; PHIL Contemp Metaphysics & Epistemology Courses;
Not offered current academic year

PHIL 306 (S) The Good Life in Greek and Roman Ethics (WI)

Crosslistings: CLAS306 / PHIL306

Primary Crosslisting

Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his Republic. We will then turn to Aristotle's Nicomachean Ethics. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero's On the Ends of Good and Evil. As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.

Class Format: seminar
Requirements/Evaluation: several short response pieces. A final paper of 10-15 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Limit: 9
Enrollment Preferences: juniors & seniors & students who can demonstrate an interest in the subject matter of the class; there will not be any preference purely on the basis of major; final selection for the course will be made on the basis of an interview with the instructor
Expected Class Size: 9
Distributions: (D2) (WI)
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL
Attributes: PHIL History Courses;

Spring 2019
SEM Section: 01    W 4:45 pm - 8:30 pm    Keith E. McPartland

PHIL 308 (F) Wittgenstein's "Philosophical Investigations"

Bertrand Russell claimed that Ludwig Wittgenstein was "perhaps the most perfect example I have ever known of genius as traditionally conceived--passionate, profound, intense, and dominating." Wittgenstein's two masterpieces, the Tractatus Logico-Philosophicus and the Philosophical Investigations, stand like opposing poles around which schools of twentieth-century analytic philosophy revolve. The Wittgenstein of the Tractatus is known as the "earlier Wittgenstein," the Wittgenstein of the Investigations is known as the "later Wittgenstein." This course is an intensive,
line-by-line study of the *Investigations*--one of the greatest (and thus, one of the most controversial) books in the history of philosophy. Aside from its overwhelming influence on 20th and 21st century philosophy and intellectual culture, any book which contains the remark, " if a lion could talk, we could not understand him," deserves serious attention.

**Class Format:** seminar

**Requirements/Evaluation:** one short midterm paper (5-7 pages) and one longer final paper (12-15 pages)

**Prerequisites:** at least two Philosophy Courses, PHIL 202 highly recommended

**Enrollment Limit:** 19

**Expected Class Size:** 12

**Distributions:** (D2)

**Attributes:** Linguistics; PHIL History Courses

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**PHIL 312 (S) Philosophical Implications of Modern Physics** (QFR)

Crosslistings: PHIL312 / SCST312 / PHYS312

**Secondary Crosslisting**

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

**Class Format:** lecture

**Requirements/Evaluation:** attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

**Prerequisites:** MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy majors and Physics majors

**Expected Class Size:** 20

**Distributions:** (D2) (QFR)

**Distribution Notes:** meets the Division 2 requirement if registration is under PHIL or SCST; Division 3 requirement if registration under PHYS

**Attributes:** PHIL Contemp Metaphysics & Epistemology Courses;

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**PHIL 315 (F) Kant's "Critique of Pure Reason"**

Kant's *Critique of Pure Reason* is perhaps the most significant text in the history of philosophy. It puts an end to the Early Modern traditions of Rationalism and Empiricism, and it stands at the beginning of both the Analytic and Continental traditions in contemporary philosophy. Love it or hate it, you cannot ignore it. In this course, we will study the most important and influential chapters of the Critique with the help of some secondary literature.

**Class Format:** seminar

**Requirements/Evaluation:** students will be required to participate actively in discussion and write a number of papers

**Prerequisites:** PHIL 202

**Enrollment Limit:** 15

**Enrollment Preferences:** Philosophy majors

**Expected Class Size:** 10

**Distributions:** (D2)
**PHIL 321 (S) Introduction to Critical Theory (WI)**

Crosslistings: PHIL321 / WGSS322

**Primary Crosslisting**

"Dare to know! Have courage to use your own reason—that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet in 19th and 20th centuries we find the promise of Enlightenment tempered by the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? In this tutorial we begin with short readings by Kant, Hegel and Marx, key sources for critical social theory in the 20th century. Possible topics may include: alienation, authoritarianism, "pathologies of reason," and reification, as well as recognition, the idea of socialism, and progress. Possible other figures read may include: Max Horkheimer, Theodor Adorno, Herbert Marcuse, Walter Benjamin, Jurgen Habermas, Nancy Fraser, Amy Allen, Noelle McAfee, Judith Butler, Elizabeth Grosz, Michel Foucault, Jean Baudrillard, and Gilles Deleuze, Georgio Agamben, Frantz Fanon, Edward Said and Achille Mbembe, as well as current critiques of neoliberal capitalism. This tutorial will be adapted for WGSS students seeking to meet a theory requirement.

**Class Format:** tutorial, students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks;

**Extra Info:** evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** demonstrated background in modern philosophy, critical theory, political theory, or continental philosophy

**Enrollment Limit:** 10

**Enrollment Preferences:** current and prospective Philosophy majors and students with a sufficient background in political or critical theory

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** PHIL History Courses; WGSS Theory Courses

Not offered current academic year

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**PHIL 328 (S) Kant's Ethics**

Although Kant initially planned for his magnum opus to comprise theoretical and practical chapters, his metaphysics and epistemology take up all of his *Critique of Pure Reason* while his ethics is spread out over a series of works—*Groundwork of the Metaphysics of Morals, Critique of Practical Reason,* and *Religion within the Boundaries of Mere Reason.* These latter writings of Kant's had a tremendous influence on the development of subsequent moral philosophy and indeed set the stage for contemporary discussions of the nature of practical reason, motivation, freedom, and morality. Our seminar will have two aims: (1) to reconstruct the single most compelling moral theory from Kant's various ethical writings, and (2) to trace the influence of Kant's ethics in contemporary philosophy.

**Class Format:** seminar

**Requirements/Evaluation:** two 8-page seminar papers and a 12-page final paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** two courses in PHIL (including a 100-level PHIL course; PHIL 201 or 202 recommended); or permission from the instructors

**Enrollment Limit:** 20

**Enrollment Preferences:** preference to Philosophy majors

**Expected Class Size:** 15

**Distributions:** (D2)

**Attributes:** PHIL History Courses
PHIL 335 (S) Contemporary Metaethics (WI)

We speak as if moral judgments can be true or false, warranted or unwarranted. But how should objectivity in this domain be understood? Is moral objectivity like scientific objectivity, assuming we have a clear sense of what that involves? If not, should that concern us? Are there other models for understanding moral objectivity besides science? While answers to such questions are implicit in historically important accounts of morality, these issues became the topic of explicit, sustained debate in the twentieth and twenty-first century. Our focus will be on recent influential work in this area. We will examine several different approaches in depth, including realism, constructivism, expressivism, and skepticism.

Class Format: seminar
Requirements/Evaluation: short response papers, midterm paper, final paper, attendance and participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: two courses in PHIL (including a 100-level PHIL course; PHIL 201 or 202 recommended); or permission from the instructor
Enrollment Limit: 15
Enrollment Preferences: current and prospective Philosophy majors
Expected Class Size: 5-15
Distributions: (D2) (WI)
Attributes: PHIL Contemporary Value Theory Courses;

PHIL 337 (F) Justice in Health Care (WI)
Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we’ll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice within the health care context. This will provide the background for subsequent examination of specific topics, which may include, among others: justice in health care financing and reform, which may itself include an analysis of the Affordable Care Act or current legislative proposals; justice in health care rationing, with particular attention to the relationship between rationing criteria and gender, “race,” disability, and age; justice in the procurement and allocation of organs for transplantation; obesity and personal responsibility for illness; and justice in medical research, including “double standards” for research conducted in less developed countries.

Class Format: tutorial
Requirements/Evaluation: evaluations will be based on biweekly papers, oral commentaries, and tutorial discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors, Public Health concentrators, and students committed to taking the tutorial
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: JLST Interdepartmental Electives; PHIL Contemporary Value Theory Courses; PHLH Bioethics + Interpretations of Health;

PHIL 340 (S) Locke and Leibniz (WI)
Modern philosophy centers on two debates: Empiricism vs. Rationalism and Realism vs. Idealism. Locke is the first great Empiricist Realist, and Leibniz the greatest Rationalist Idealist. The debate between Empiricism and Rationalism concerns whether all our knowledge derives from experience, or any is innate. The debate between Realism and Idealism concerns whether reality is composed of mind-independent matter, or
mind-like substances. Leibniz wrote his New Essays in 1704 as a critical response to Locke's Essay of 1690. He hoped it would occasion a public debate between Locke and himself, and prompt the intellectual community to decide, once and for all, between Empiricism and Rationalism, Realism and Idealism, and on related issues concerning the mind, language, truth, God, natural kinds, causation, and freedom. The debate never transpired - indeed, Leibniz suppressed his New Essays - because of Locke's death in 1705. This tutorial will bring to life the debate between Locke and Leibniz, and enable students to reach their own conclusions about Empiricism vs. Rationalism, Realism vs. Idealism, and related issues.

Class Format: tutorial

Requirements/Evaluation: weekly tutorial papers and response essays

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PHIL 202 History of Modern Philosophy, or instructor's permission

Enrollment Limit: 10

Enrollment Preferences: preference to Philosophy majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: PHIL History Courses;

Not offered current academic year

PHIL 360 (F) The Political Thought of Frantz Fanon (WI)
Crosslistings: PSCI370 / LEAD360 / PHIL360 / AFR360

Secondary Crosslisting

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Class Format: seminar

Requirements/Evaluation: evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; PSCI Political Theory Courses;

Fall 2018

SEM Section: 01   MR 1:10 pm - 2:25 pm   Neil Roberts

PHIL 379 (F) American Pragmatism
Crosslistings: PHIL379 / AMST379

Primary Crosslisting

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of
philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

**Class Format:** seminar

**Requirements/Evaluation:** final paper, several short assignments

**Prerequisites:** at least two PHIL courses

**Enrollment Limit:** 25

**Enrollment Preferences:** Philosophy and American Studies majors, then seniors and juniors of any major

**Expected Class Size:** 12-15

**Distributions:** (D2)

**Attributes:** AMST Critical and Cultural Theory Electives; PHIL History Courses; TEAC Related Courses

*Not offered current academic year*

**PHIL 380 (F) Relativism (WI)**

The aim of the course is to survey, analyze and discuss many varieties of relativism--semantic, epistemic, ontological and moral--from Plato's *Theaetetus* to contemporary social constructivism. We will pay special attention to the structure of arguments for and against relativism, as well as to the philosophical motivations and perceived consequences of its endorsement or rejection. We will thus be led to discuss some of the concepts common to epistemology, metaphysics and ethics: reason, justification, objectivity, understanding, reality and truth. Some of the questions we will consider are: Are moral standards relative to cultural frameworks? Are there incompatible but equally true ways of describing the world? Is rationality relative to cultural norms? Is relativism a form of skepticism? Is it forced on people who endorse cultural pluralism as their political ideal as the only tenable philosophical position? Our readings will include the relevant works of Plato, Sextus Empiricus, Carnap, Quine, Davidson, Goodman, Elgin, Hacking, Krausz, Foot, and Williams, among others.

**Class Format:** seminar

**Requirements/Evaluation:** class attendance, preparedness and presentation; weekly small group discussions and one or two group presentations in class; three short writing assignments (1-2 pgs. each) and three 5 pages long papers

**Prerequisites:** two philosophy courses, or consent of the instructor

**Enrollment Limit:** 19

**Expected Class Size:** 7-10

**Distributions:** (D2) (WI)

**Attributes:** PHIL Contemp Metaphysics & Epistemology Courses;

*Not offered current academic year*

**PHIL 388 (S) Consciousness (WI)**

The nature of consciousness remains a fundamental mystery of the universe. Our internal, felt experience--what chocolate tastes like to oneself, what it is like to see the color red, or, more broadly, what it is like to have a first person, waking perspective at all--resists explanation in any terms other than the conscious experience itself in spite of centuries of intense effort by philosophers and, more recently, by scientists. As a result, some prominent researchers propose that the existence of consciousness requires a revision of basic physics, while others (seemingly desperately) deny that consciousness exists at all. Those positions remain extreme, but the challenge that consciousness poses is dramatic. It is at the same time the most intimately known fact of our humanity and science's most elusive puzzle. In this tutorial we will read the contemporary literature on consciousness. We will concentrate both on making precise the philosophical problem of consciousness and on understanding the role of the relevant neuroscientific and cognitive research. Tutorial partners will have an opportunity to spend the end of the semester working on a special topic of their choosing including, for instance, consciousness and free will, pain and anesthesia, consciousness and artificial intelligence, or disorders of consciousness.

**Class Format:** tutorial; expect several short lectures by the instructor over the course of the semester where all the tutorial members convene

**Requirements/Evaluation:** participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work on off weeks

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
**Prerequisites:** any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions; no need to email the professor in advance

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors, Neuroscience or Cognitive Science concentrators; open to sophomores; every effort will be made to pair students according to similar or complementary background

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** COGS Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses;

Spring 2019

TUT Section: T1 TBA Joseph L. Cruz

**PHIL 401 (F) Senior Seminar: Contemporary Moral Psychology and Virtue Ethic (WI)**

The seminar will focus on contemporary philosophical work on practical and intellectual virtues considered indispensable for a good, meaningful human life. We will begin by reading selections from seminal ethical writings by Plato, Aristotle and Hume, then move on to the 20th century revival of eudaimonistic and sentimentalist traditions of virtue ethics. Special stress will be placed on discussing the nature of virtues such as integrity, empathy, self-knowledge, authenticity and emotional maturity, and on articulating realistic psychological and social preconditions for their development.

**Class Format:** seminar

**Requirements/Evaluation:** active participation in class discussion; seminar presentations; 10 weekly several short papers; a 12-15-page final paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** required of all senior philosophy majors

**Enrollment Limit:** 15

**Enrollment Preferences:** enrollment is limited to senior philosophy majors

**Expected Class Size:** 8-10

**Distributions:** (D2) (WI)

**Distribution Notes:** The course will require weekly short papers and a final paper, totaling about 35 pages

Fall 2018

SEM Section: 01  M 7:00 pm - 9:40 pm Bojana Mladenovic
SEM Section: 02  W 1:10 pm - 3:50 pm Bojana Mladenovic

**PHIL 491 (F) Senior Essay: Philosophy**

This course involves Independent Study under the supervision of a member of the department. The objective is the presentation and writing of a senior essay (maximum 40 pages).

**Class Format:** independent study

**Extra Info:** may not be taken on a pass/fail basis

**Distributions:** (D2)

Fall 2018

HON Section: 01 TBA Jana Sawicki

**PHIL 493 (F) Senior Thesis: Philosophy**

This course involves Independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages).

**Class Format:** independent study
Fall 2018
HON Section: 02  TBA  Justin B. Shaddock

PHIL 494 (S) Senior Thesis: Philosophy
This course involves Independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages).

Class Format: independent study

Spring 2019
HON Section: 01  TBA  Jana Sawicki

PHIL 497 (F) Independent Study: Philosophy
Philosophy independent study.

Class Format: independent study

Distributions: (D2)

Fall 2018
IND Section: 01  TBA  Jana Sawicki

PHIL 498 (S) Independent Study: Philosophy
Philosophy independent study.

Class Format: independent study

Distributions: (D2)

Spring 2019
IND Section: 01  TBA  Jana Sawicki

The instructional Physical Education Program at Williams is an integral part of the student’s total educational experience. As a part of the liberal arts concept, the program develops the mind-body relationship, which is dependent upon the proper integration of physical and intellectual capacities. The main objective of the physical education program is to develop in each student an appreciation of physical fitness and wellness, and to expose them to a variety of activities that are suitable for lifetime participation.

Four credits of Physical Education represent one of the requirements for the College degree. There are five physical education units during the year. In the fall academic semester, there are two six-week physical education quarters. Winter Study is another unit, and there are two physical education quarters in the spring academic semester. Two different activities must be completed in the fulfillment of the requirement. Students must complete two physical education credits during the first year, all four physical education credits must be completed by the end of sophomore year if the student wishes to study abroad.

A schedule listing all courses offered is issued to every student before each quarter and Winter Study. Classes may vary according to availability of instructors and interest of students. More information can be found at athletics.williams.edu/physical-education.

The following courses are offered at various times during the year:

- Aqua Fitness
- Badminton
- Basketball
- Bicycling
- Boot Camp
- Bowling
- Canoeing
- Core and Conditioning
- Dance (African, Ballet, Modern)
- Diving
- Erg Fitness
- Figure Skating
- Futsol
- Golf
- Hiking
- Ice Climbing
- Kayaking
- Lifeguarding
- Lifetime Sports
- Mountain Biking
- Muscle Fitness
- Outdoor Living Skills
Pickle Ball
Pilates
Rape Aggression Defense (RAD)
Rock Climbing
Rowing
Running
Skiing (Alpine and Cross Country)
Snowboarding
Snowshoeing
Soccer
Spinning
Squash
Street Hockey
Swim for Fitness
Swimming
Telemarking
Tennis
Trail Crew
Volleyball
Weight Training
Wellness
Wilderness Leadership
Yoga
Zumba
How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astrophysics major (administered jointly with the Physics Department) and the Astronomy major are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department home page can be found at astronomy.williams.edu

**ASTROPHYSICS MAJOR**

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route through the major. An essential ingredient in such students’ undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Students with very good background placing them out of Physics 142 and out of Mathematics 140 or 150 or 151 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

**Major Requirements for Astrophysics**

- Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes
- and either
  - Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond
- Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement
- Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics
- Physics 201 Electricity and Magnetism
- Physics 202 Waves and Optics
- Physics/Mathematics 210 Mathematical Methods for Scientists
- Physics 301 Introductory Quantum Physics
Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus

Three 400-level astronomy courses

or

Two 400-level astronomy courses and one of the following:

Astronomy 211T Astronomical Observing and Data Analysis

Physics 302 Statistical Physics

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics

Physics 418 Gravity

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

Major Requirements for Astronomy

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes

and either
Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)

Two 400-level Astronomy courses

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics

Mathematics 140 Calculus II

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. Students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

THE DEGREE WITH HONORS IN ASTRONOMY

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

STUDY ABROAD

FAQ

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. PHYS 301, a required course for the Astrophysic major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the
Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

ASPH 31 (W) Senior Research: Astrophysics
To be taken by students registered for Astrophysics 493, 494.
Class Format: independent study
Distributions: (D3)

Winter 2019
HON Section: 01    TBA    Jay M. Pasachoff

ASPH 99 (W) Independent Study: Astrophysics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D3)

Winter 2019
IND Section: 01    TBA    Jay M. Pasachoff

ASPH 493 (F) Senior Research: Astrophysics
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.
Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: permission of department
Distributions: (D3)

Fall 2018
HON Section: 01    TBA    Jay M. Pasachoff

ASPH 494 (S) Senior Research: Astrophysics
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.
Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: permission of department
Distributions: (D3)
Spring 2019
HON Section: 01  TBA  Frederick W. Strauch

ASPH 497 (F) Independent Study: Astrophysics
Astrophysics independent study.
Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributions: (D3)

Fall 2018
IND Section: 01  TBA  Karen B. Kwitter

ASPH 498 (S) Independent Study: Astrophysics
Astrophysics independent study.
Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributions: (D3)

Spring 2019
IND Section: 01  TBA  Frederick W. Strauch
PHYSICS (Div III)
Chair: Associate Professor Frederick W. Strauch


On leave Fall/Spring: Professor S. Singh
On leave Fall only: Professor D. Tucker-Smith

What is light? How does a laser work? What is a black hole? What are the fundamental building blocks of the universe? Physics majors and Astrophysics majors study these and related questions to understand the physical world around us, from the very small to the very large. A physics student practices the experimental methods used to learn about this world and explores the mathematical techniques and theories developed to explain these physical phenomena. A Physics major or Astrophysics major serves as preparation for further work in physics, astrophysics, applied physics, other sciences, engineering, medical research, science teaching and writing, and other careers involving critical thinking, problem-solving, and insight into the fundamental principles of nature.

ASTROPHYSICS MAJOR

The Physics Department, in cooperation with the Astronomy Department, offers a major in astrophysics consisting of (at least): 6 or 7 courses in Physics, 3 or 4 in Astronomy, and 1 in Mathematics. The core sequence of the Astrophysics major is the same as the Physics major described below (except that Physics 302, although strongly recommended, is not required). Students intending to pursue graduate study in astrophysics will need to take upper-level physics electives beyond the basic requirements for the major. Honors work in Astrophysics may be in either physics or astronomy. Students majoring in Astrophysics are expected to consult early and often with faculty from both departments in determining their course selections. The detailed description of the Astrophysics major is given under “Astronomy,” along with a description of the Astronomy major also offered by that department.

PHYSICS MAJOR

Introductory Courses

Students considering a major in physics should take both physics and mathematics as first-year students. A student normally begins with either Physics 131 or Physics 141:

Physics 131 Introduction to Mechanics. This is designed as a first course in physics. It is suitable for students who either have not had physics before or have had some physics but are not comfortable solving “word problems” that require calculus.

Physics 141 Mechanics and Waves. Students in this course should have solid backgrounds in science and calculus, either from high school or college, including at least a year of high school physics.

The Department of Mathematics will place students in the appropriate introductory calculus course. The physics major sequence courses all make use of calculus at increasingly sophisticated levels. Therefore, students considering a Physics major should continue their mathematical preparation without interruption through the introductory calculus sequence (Mathematics 130, 140, and 150 or 151). Students are encouraged to take Physics 210 as early as possible. Physics 210 is cross listed as Mathematics 210 for the benefit of those students who wish to have the course listed with a MATH prefix.

ADVANCED PLACEMENT

Students with unusually strong backgrounds in calculus and physics may place out of Physics 141 and either: 1) begin with the special seminar course Physics 151 in the fall (typically followed by Physics 210 in the spring), or 2) begin with Physics 142 in the spring (possibly along with Physics 210). Students may take either 151 or 142 but not both. On rare occasions a student with an exceptional background will be offered the option of enrolling in Physics 201.

Placement is based on AP scores, consultation with the department, and results of a placement exam administered during First Days. The exam can also be taken later in the year by arrangement with the department chair. The exam covers classical mechanics, basic wave phenomena, and includes some use of calculus techniques.

REQUIREMENTS FOR THE MAJOR

A total of ten courses, nine in physics and one in mathematics, are required to complete the Physics major. Students who place out of both Physics 141 and Physics 142 and begin their studies in Physics 201 are required to take a total of nine courses (eight in physics).

Required Physics Sequence Courses
Physics 141 Mechanics and Waves

or Physics 131 Introduction to Mechanics

Physics 142 Foundations of Modern Physics

or Physics 151 Seminar in Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics 210 Mathematical Methods for Scientists

Physics 301 Quantum Physics

Physics 302 Statistical Mechanics and Thermodynamics

**Required Mathematics Course**

Mathematics 150 or 151 (formerly 105 or 106) Multivariable Calculus

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 150 or 151 taken elsewhere.

At least two more physics courses above the 100 level (or other approved courses as noted below) must be taken, bringing the total number of courses for the major to ten.

**Options**

Mathematics 140 may be counted if taken at Williams.

Mathematics 209 or 309 may substitute for Physics 210.

Astronomy 111 may count in place of Physics 141 if a student places out of 141 (see “advanced placement” above).

An additional Astronomy or Astrophysics course above the introductory level that is acceptable for the astrophysics major may be counted.

Two approved Division III courses above the introductory level may be substituted for one Physics course. Approval is on an individual basis at the discretion of the department chair.

Honors work is in addition to completion of the basic major so Physics 493 and 494 do not count towards the ten courses in the major.

**PREPARATION FOR ADVANCED STUDY**

Students who may wish to do graduate work in physics, astrophysics, or engineering should elect courses in both physics and mathematics beyond the minimum major requirements. The first-year graduate school curriculum in physics usually includes courses in quantum mechanics, electromagnetic theory, and classical mechanics that presuppose intermediate level study of these subjects as an undergraduate. Therefore, students planning graduate work in physics should elect all of the following courses:

- Physics 402T Applications of Quantum Mechanics
- Physics 405T Electromagnetic Theory
- Physics 411T Classical Mechanics

**ADVISING**

Both majors and non-majors are encouraged to consult with the department chair or course instructors about course selections or other matters.

**THE DEGREE WITH HONORS IN PHYSICS**

The degree with honors in Physics will be awarded on the basis of a senior thesis presenting the results of a substantial experimental or theoretical investigation carried out under the direction of a faculty member in the department. There is no rigid grade point average required for admission to the program or for the awarding of the degree with honors, but it is normally expected that honors students will maintain at least a B average in physics and mathematics. Students will normally apply for admission to the program early in the spring of their junior year and during senior year these students will normally elect Physics 493, W31, and 494 in addition to the usual requirements for the major. At the end of winter study, the department will decide whether the student will be admitted to honors candidacy. Both a written thesis and a colloquium presentation of the results are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill them with unusually high distinction.
Honors candidates will also be required to participate in departmental colloquium talks.

STUDY ABROAD

The physics community is international in scope and a career in physics (or a related field) can provide many opportunities for travel and contact with individuals from outside the United States. The physics major at Williams is a carefully structured four-year program designed to prepare students who are so inclined for graduate study at leading research institutions. While it is possible to complete the major requirements in three years, such a major will not usually not lead to further study in the field. With careful early planning on the part of a student, and close consultation with the department chair, it is possible to complete a strong major and still study abroad provided the foreign institution can provide courses which reasonably substitute or supplement those in the Williams major program. Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Here are answers to frequently asked questions related to study abroad:

Can your department or program typically pre-approve courses for major/concentration credit?
Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
No.

Are there specific major requirements that cannot be fulfilled while on study away?
No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
Yes. The laboratory component of Physics 301 serves as our “advanced lab course.” Students often cannot get equivalent experience abroad and must take this when they return senior year (non-credit). Unless there has been a recent change, our own Oxford Program is one place students cannot get lab experience.

OPTIONS FOR NON-MAJORS

Many students want to take a self-contained and rigorous full-year survey of physics. For such students, the most appropriate sequence will be either Physics 131 or Physics 141 followed by Physics 132, depending on the student’s background in science and mathematics (see Introductory Courses above). Either of these sequences satisfies the physics requirement for medical school.

The department also offers one-semester courses designed for non-majors, including Physics 107, Physics 108, and Physics 109.

PHYS 12 (W)  Drawing as a Learnable Skill

Representational drawing is not merely a gift of birth, but a learnable skill. If you wanted to draw, but have never had the time to learn; or you enjoy drawing and wish to deepen your understanding and abilities, then this course is for you. This intensive course utilizes traditional drawing exercises to teach representational drawing. By using simple techniques and extensive exercises you will develop your ability to accurately see and realistically represent the physical world. You will learn to draw a convincing portrait, interior, and still life. This course is designed to develop your powers of observation and teach creative problem solving abilities. Students need no previous artistic experience, just the willingness and desire to learn. Students will be expected to attend and participate in all sessions. They will also be required to keep a sketchbook recording their progress and complete a final project. Adjunct Instructor Bio: Stella Ehrich is a professional painter whose work includes portraits, landscapes and still life subjects. She studied for seven years at Studio Simi in Florence, she holds an MFA in painting from Bennington College and a BFA from the Memphis Academy of Art.

Class Format: mornings

Requirements/Evaluation: evaluation will be based on participation, effort, and development; final project required
**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** if overenrolled, selection will be based on seniority

**Materials/Lab Fee:** none

**Distributions:** (D3)

Winter 2019

LEC Section: 01    TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Stella Ehrich

**PHYS 13 (W) Electronics**

Electronic circuits and instruments are indispensable parts of modern laboratory work throughout the sciences. This course will cover the basics of analog circuits, including transistors and operational amplifiers, and will briefly introduce digital circuits and the Arduino, a microcontroller. Class will meet four afternoons a week for a mixture of lab and lecture, providing ample opportunity for hands-on experience. Students will build and test a variety of circuits chosen to illustrate the kinds of electronic devices and design problems a scientist is apt to encounter. In the last week, students will design and build a final project, or will write a 10-page paper. If students have prior experience with electronics, they should contact the instructor prior to enrollment. Adjunct Instructor Bio: Daniel Maser is a postdoctoral research fellow in the Department of Physics, working with Professor Tiku Majumder in his atomic physics research laboratory. Adjunct Co-Instructor Bio: Jason Mativi is the electro-mechanical technician in the Bronfman Science Center. He will teach the digital electronics portion of the course.

**Class Format:** afternoons

**Requirements/Evaluation:** 10-page paper; final project

**Prerequisites:** MATH 130, equivalent calculus, or permission from instructor; no prior experience with electronic circuits is assumed

**Enrollment Limit:** 14

**Enrollment Preferences:** priority given to seniors first, first-years last

**Materials/Lab Fee:** $100

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

**PHYS 15 (W) Cooking for the Real World**

Crosslistings: PHYS15 / SPEC13

**Primary Crosslisting**

The course assumes you know nothing about cooking, and, with that in mind, will focus on the basics. The course will teach you how to prepare simple, healthy, and delicious food. You’ll learn about basic knife skills, sanitary kitchen practices, cooking equipment and menu planning. Some of the foods you will learn to make during the course of winter study will include Mac ‘n Cheese, quick breads, soups and salads, pie crusts and cookies. Time permitting, we may take a field trip to a local farm. You will also get to meet with some local chefs to help you understand why everything we do revolves around food. The reading list will include: Kitchen Confidential, by Anthony Bourdain, The Flavor Bible: The Essential Guide to Culinary Creativity, Based on the Wisdom of America's Most Imaginative Chefs, by Karen Page and Andrew Dornenburg, and one of the basics cookbook.

**Class Format:** MWF 3-5:30pm

**Requirements/Evaluation:** daily journal and a final cooking demonstration

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** limited to juniors and seniors but would like an email from the students applying on what food means to them

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses
PHYS 16 (W) The Way Things Work

How does a motor run? What do chocolate and steel have in common? How does Williams heat and power the campus? Can paper be washed? What's inside everyday appliances? How do you build a speaker? From simple machines to complex processes, in this course we'll explore the way things work! Class will meet three afternoons a week for a mixture of lecture, discussion, local field trips, and lots of hands-on exploration. Homework will primarily consist of readings and exercises relevant to the current class topics and extra tinker-time. In the last part of the course, students will have a chance to explore the functioning of some process, object, or technology of their choice.

Class Format: afternoons
Requirements/Evaluation: either building a final project with a short writeup or writing a 10-page paper, and a presentation to the class
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: by seniority
Materials/Lab Fee: $40 plus cost of books
Attributes: EXPE Experiential Education Courses

PHYS 22 (W) Research Participation

Several members of the department will have student projects available dealing with their own research or that of current senior thesis students. Approximately 35 hours per week of study and actual research participation will be expected from each student.

Class Format: to be arranged with instructor
Requirements/Evaluation: students will be required to keep a notebook and write a 5-page paper summarizing their work
Prerequisites: permission of instructor
Enrollment Limit: 1-2
Enrollment Preferences: permission of instructor
Materials/Lab Fee: none
Distributions: (D3)

PHYS 31 (W) Senior Research: Physics

To be taken by students registered for Physics 493, 494.

Class Format: thesis
Distributions: (D3)

PHYS 99 (W) Independent Study: Physics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a
faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D3)

Winter 2019
IND Section: 01    TBA     Frederick W. Strauch

PHYS 107 (F) Spacetime and Quanta  (QFR)
Quantum mechanics and Einstein's relativity both drastically altered our view of the physical world when they were developed in the early twentieth century. In this course we will learn about the central concepts that define relativity and quantum mechanics, along with some of the diverse phenomena the two theories describe. These investigations will prepare us to discuss developments in condensed matter: explaining what makes materials different along with discussing exotic effects like superconductivity and superfluidity. We will also discuss recent developments in cosmology, where observations have produced a surprising picture for the make-up of our universe. This course is intended for students whose primary interests lie outside of the natural sciences and mathematics. The mathematics used will be algebra and trigonometry.

Class Format: lecture twice a week and conference section once a week
Requirements/Evaluation: evaluation will be based on weekly problem sets, quizzes, two midterms, and a final exam, all with a significant quantitative component
Prerequisites: none
Enrollment Limit: 40*
Enrollment Preferences: by seniority
Expected Class Size: 25
Department Notes: *20 per conference section
Distributions: (D3) (QFR)
Attributes: SCST Related Courses

Not offered current academic year

PHYS 108 (F) Energy Science and Technology  (QFR)
Crosslistings: ENVI108 / PHYS108

Primary Crosslisting
Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: lecture twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours
Requirements/Evaluation: evaluation will be based on weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative
Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130
Enrollment Limit: 20
Expected Class Size: 20
Distributions: (D3) (QFR)
Attributes: ENVI Natural World Electives; SCST Related Courses

Fall 2018
PHYS 109 (S)  Sound, Light, and Perception  (QFR)

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications. The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

Class Format: lecture/lab/discussion; each student will attend one lecture plus one conference section weekly

Requirements/Evaluation: evaluation will be based on class participation, problem sets, in-class exams, oral presentations, and a final exam, all with a quantitative component

Extra Info: Note: Students signing up for the Thursday 2:35 PM conference section must also be available on Thursdays from 1:10-2:25 PM

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 40

Distributions: (D3) (QFR)

Not offered current academic year

PHYS 131 (F)  Introduction to Mechanics  (QFR)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton's laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This course is not intended for students who have successfully completed an AP physics course in high school.

Class Format: lecture, three hours per week; laboratory, three hours approximately every other week

Requirements/Evaluation: evaluation will be based on exams, labs, and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead

Enrollment Limit: 24/lab

Expected Class Size: 60

Department Notes: PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Fall 2018

LEC Section: 01  MWF 11:00 am - 11:50 am  Savan Kharel
LAB Section: 02  M 1:00 pm - 4:00 pm  Savan Kharel
LAB Section: 03  T 1:00 pm - 4:00 pm  Savan Kharel
LAB Section: 04  W 1:00 pm - 4:00 pm  Savan Kharel

PHYS 132 (S)  Electromagnetism and the Physics of Matter  (QFR)

This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday's Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein's theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics,
radioactivity, and uses of radiation.

**Class Format:** lecture, three hours per week; laboratory, three hours approximately every other week; conference section 1 hour approximately every other week

**Requirements/Evaluation:** evaluation will be based on weekly problem sets, labs, quizzes and exams

**Prerequisites:** PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)

**Enrollment Limit:** 22 per lab

**Expected Class Size:** 60

**Distributions:** (D3) (QFR)

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Spring 2019

LEC Section: 01  MWF 11:00 am - 11:50 am  Savan Kharel
LAB Section: 02  M 1:00 pm - 4:00 pm  Savan Kharel
LAB Section: 03  T 1:00 pm - 4:00 pm  Savan Kharel

**PHYS 141 (F) Mechanics and Waves (QFR)**

This is the typical first course for a prospective physics major. It covers the same topics as PHYS 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

**Class Format:** lecture, three hours per week; laboratory, three hours approximately every other week; conference section, one hour approximately every other week

**Requirements/Evaluation:** evaluation will be based on weekly problem sets, labs, 2 one-hour tests, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** high school physics and MATH 130 or equivalent placement

**Enrollment Limit:** 22 per lab

**Expected Class Size:** 50

**Department Notes:** PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

**Distributions:** (D3) (QFR)

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Fall 2018

LEC Section: 01  MWF 11:00 am - 11:50 am  Katharine E. Jensen
LAB Section: 02  M 1:00 pm - 4:00 pm  Katharine E. Jensen
LAB Section: 03  T 1:00 pm - 4:00 pm  Katharine E. Jensen
LAB Section: 04  W 1:00 pm - 4:00 pm  Katharine E. Jensen

**PHYS 142 (S) Foundations of Modern Physics (QFR)**

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity, which extends physics into the realm of high speeds and high energies, requires we rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our expectation of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system.

This course will survey ideas from each of these three arenas, and can serve either as a terminal course for those seeking to complete a year of physics or as the basis for future advanced study of these topics.

**Class Format:** lecture, two hours weekly; problem-solving conference session, one hour weekly; laboratory, alternating between three hours and one hour approximately every other week

**Requirements/Evaluation:** evaluation will be based on weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 141 and MATH 130 (formerly 103), or equivalent; PHYS 131 may substitute for PHYS 141 with the permission of instructor. Students may not take both PHYS 142 and PHYS 151

Enrollment Limit: 18 per CON

Expected Class Size: 30

Department Notes: Limit: 22 per lab, 18 per conference section

Distributions: (D3) (QFR)

Spring 2019

LEC Section: 01    MW 11:00 am - 11:50 am    Charlie Doret
CON Section: 02    F 11:00 am - 11:50 am    Charlie Doret
CON Section: 03    F 12:00 pm - 12:50 pm    Charlie Doret
LAB Section: 04    M 1:00 pm - 4:00 pm     Charlie Doret
LAB Section: 05    T 1:00 pm - 4:00 pm     Charlie Doret

PHYS 151 (F) Seminar in Modern Physics  (QFR)

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same basic material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

Class Format: lecture/discussion, three hours per week; laboratory, 3 hours approximately every other week; conference section 1 hour approximately every other week

Requirements/Evaluation: evaluation will be based on class participation, labs, weekly problem sets, an oral presentation, two hour-exams and a final exam, all of which have a substantial quantitative component

Extra Info: this is a small seminar designed for first-year students who have placed out of PHYS 141

Prerequisites: placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

Enrollment Limit: 18

Expected Class Size: 18

Distributions: (D3) (QFR)

Fall 2018

LEC Section: 01    MWF 11:00 am - 11:50 am    Frederick W. Strauch
LAB Section: 02    W 1:00 pm - 4:00 pm    Frederick W. Strauch

PHYS 201 (F) Electricity and Magnetism  (QFR)

The classical theory of electricity and magnetism is very rich yet it can be written in a remarkably succinct form using Maxwell's equations. This course is an introduction to electricity and magnetism and their mathematical description, connecting electric and magnetic phenomena via the special theory of relativity. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. The laboratory component of the course is an introduction to electronics where students will develop skills in building and debugging electrical circuits.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: evaluation will be based on problem sets, labs, two take-home midterms, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

Enrollment Limit: 20 per lab
PHYS 202 (S) Vibrations, Waves and Optics (QFR)

Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

Class Format: lecture, three hours per week; laboratory, three hours per week
Requirements/Evaluation: evaluation will be based on problem sets, labs, two one-hour tests, and a final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 201; co-requisite: PHYS/MATH 210 or MATH 209 or permission of instructor
Enrollment Limit: none
Expected Class Size: 20
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01 MWF 10:00 am - 10:50 am Katharine E. Jensen
LAB Section: 02 T 1:00 pm - 4:00 pm Katharine E. Jensen
LAB Section: 03 W 1:00 pm - 4:00 pm Katharine E. Jensen

PHYS 210 (S) Mathematical Methods for Scientists (QFR)

Crosslistings: PHYS210 / MATH210

Primary Crosslisting

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: lecture, three hours per week
Requirements/Evaluation: evaluation will be based on several exams and on weekly problem sets, all of which have a substantial quantitative component
Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131
Enrollment Limit: 50
Expected Class Size: 30
Distributions: (D3) (QFR)
PHYS 234 (S) Introduction to Materials Science (QFR)

Crosslistings: GEOS234 / PHYS234

Primary Crosslisting

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week), plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: based on weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Distributions: (D3) (QFR)

Attributes: MTSC Courses;

Not offered current academic year

PHYS 301 (F) Quantum Physics (QFR)

This course serves as a one-semester introduction to the history, formalism, and phenomenology of quantum mechanics. We begin with a discussion of the historical origins of the quantum theory, and the Schroedinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory and introduce the Heisenberg formalism. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics concentrating on applications involving angular momentum and spins.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: evaluation will be based on weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209

Enrollment Limit: none

Expected Class Size: 15

Distributions: (D3) (QFR)

Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways--obeying the Schrödinger equation, Newton's and Coulomb's Laws--and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity,
conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

**Class Format:** lecture/discussion, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** evaluation will be based on weekly problem sets, exams, and labs, all of which have a substantial quantitative component

**Prerequisites:** required: PHYS 201, PHYS/MATH 210 or MATH 209; recommended: PHYS 202, PHYS 301

**Enrollment Limit:** 24

**Expected Class Size:** 15

**Distributions:** (D3) (QFR)

**Attributes:** BGNP Related Courses;

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**PHYS 312 (S) Philosophical Implications of Modern Physics** (QFR)

**Crosslistings:** PHIL312 / SCST312 / PHYS312

**Primary Crosslisting**

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

**Class Format:** lecture

**Requirements/Evaluation:** attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

**Prerequisites:** MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy majors and Physics majors

**Expected Class Size:** 20

**Distributions:** (D3) (QFR)

**Distribution Notes:** meets the Division 2 requirement if registration is under PHIL or SCST; Division 3 requirement if registration under PHYS

**Attributes:** PHIL Contemp Metaphysics & Epistemology Courses;

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**PHYS 315 (S) Computational Biology** (QFR)

**Crosslistings:** PHYS315 / CSCI315

**Primary Crosslisting**

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.

**Class Format:** lab three hours per week plus weekly tutorial meeting

**Requirements/Evaluation:** evaluation will be based on weekly Python programming assignments, problem sets, a few quizzes and a final project

**Extra Info:** may not be taken on a pass/fail basis, not available for the fifth course option
**Prerequisites:** programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** based on seniority

**Expected Class Size:** 8

**Distributions:** (D3) (QFR)

**Attributes:** BGNP Recommended Courses;

**Not offered current academic year**

**PHYS 316 (S)  Protecting Information: Applications of Abstract Algebra and Quantum Physics** (QFR)

Crosslistings: MATH316 / PHYS316

Secondary Crosslisting

Living in the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. This course examines some of the most important codes currently being used to protect information, including linear codes, which in addition to being mathematically elegant are the most practical codes for error correction, and the RSA public key cryptographic scheme, popular nowadays for internet applications. We also study the standard AES system as well as an increasingly popular cryptographic strategy based on elliptic curves. Looking ahead by a decade or more, we show how a quantum computer could crack the RSA scheme in short order, and how quantum cryptographic devices will achieve security through the inherent unpredictability of quantum events.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based on homework sets and exams

**Prerequisites:** PHYS/MATH 210 or MATH 250 (possibly concurrent) or permission of instructors;

**Enrollment Limit:** 50

**Enrollment Preferences:** discretion of the instructors

**Expected Class Size:** 35

**Department Notes:** students not satisfying the course prerequisites but who have completed MATH 200 or MATH 209 are particularly encouraged to ask to be admitted

**Distributions:** (D3) (QFR)

**Not offered current academic year**

**PHYS 319 (F)  Integrative Bioinformatics, Genomics, and Proteomics Lab** (QFR)

Crosslistings: BIOL319 / CHEM319 / MATH319 / PHYS319 / CSCI319

Secondary Crosslisting

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** two afternoons of lab, with one hour of lecture, per week

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and CSCI 315 or PHYS 315, may enroll with permission
of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Department Notes: does not satisfy the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: BGNP Core Courses; BIMO Interdepartmental Electives;

Not offered current academic year

PHYS 321 (F) Introduction to Particle Physics (QFR)
The Standard Model of particle physics incorporates special relativity, quantum mechanics, and almost all that we know about elementary particles
and their interactions. This course introduces some of the main ideas and phenomena associated with the Standard Model. After a review of relativistic
kinematics, we will learn about symmetries in particle physics, Feynman diagrams, and selected applications of quantum electrodynamics, the weak
interactions, and quantum chromodynamics. We will conclude with a discussion of spontaneous symmetry breaking and the Higgs mechanism.

Class Format: independent study, with one 90-minute meeting per week (to be scheduled with the instructor)

Requirements/Evaluation: weekly problem sets and a final exam

Prerequisites: PHYS 301, which may be taken concurrently, plus permission of instructor

Enrollment Limit: 5

Expected Class Size: 2

Distributions: (D3) (QFR)

Not offered current academic year

PHYS 402 (S) Applications of Quantum Mechanics (QFR)
This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the
variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an
experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some
discussion of solid state systems.

Class Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week

Requirements/Evaluation: evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam, all of which have
a substantial quantitative component

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PHYS 301

Enrollment Limit: 10 per sec

Expected Class Size: 16

Distributions: (D3) (QFR)

Spring 2019

TUT Section: T1  F 1:10 pm - 2:25 pm  Catherine  Kealhofer

TUT Section: T2  F 1:10 pm - 2:25 pm  Catherine  Kealhofer

PHYS 405 (F) Electromagnetic Theory (QFR)
This course builds on the material of Physics 201, and explores the application of Maxwell's Equations to understand a range of topics including
electric fields and matter, magnetic materials, light, and radiation. As we explore diverse phenomena, we will learn useful approximation techniques
and beautiful mathematical tools. In addition to weekly tutorial meetings, the class will meet once a week as a whole to introduce new material.

Class Format: tutorial, one hour per week; lecture, one hour per week

Requirements/Evaluation: evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam or final project, all
PHYS 411 (F) Classical Mechanics (QFR)
This course will explore advanced topics in classical mechanics including the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, non-linear dynamics and chaos, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), and rigid-body rotations. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class will meet once a week as a whole to discuss new material.

Class Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week
Requirements/Evaluation: evaluation will be based on weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209
Enrollment Limit: 10/section
Expected Class Size: 16
Distributions: (D3) (QFR)

Not offered current academic year
bands, and electronic properties.

**Class Format:** seminar

**Requirements/Evaluation:** weekly readings and problem sets, and exams

**Prerequisites:** Phys 301, Phys 302 (may be taken simultaneously) preferred; or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Physics majors

**Expected Class Size:** 4-6

**Distributions:** (D3) (QFR)

**Attributes:** MTSC Courses;

Spring 2019

SEM Section: 01  MR 1:10 pm - 2:25 pm  Daniel P. Aalberts

**PHYS 475 (S) Methods in Mathematical Fluid Dynamics** (QFR)

Crosslistings: MATH475 / PHYS475

Secondary Crosslisting

The mathematical study of fluids is an exciting field with applications in areas such as engineering, physics and biology. The applied nature of the subject has led to important developments in aerodynamics and hydrodynamics. From ocean currents and exploding supernovae to weather prediction and even traffic flow, several partial differential equations (pde) have been proposed as models to study fluid phenomena. This course is designed to both, introduce students to some of the techniques used in mathematical fluid dynamics and lay down a foundation for future research in this and other related areas. Briefly, we start with the method of characteristics, a useful tool in the study of pde. Symmetry and geometrical arguments, special solutions, energy methods, particle trajectories, and techniques from ordinary differential equations (ode) are also discussed. A special focus will be on models from hydrodynamics. These include the KdV and the Camass Holm equations (and generalizations thereof), and the Euler equations of ideal fluids. Mainly, we will be concerned with models whose solutions depend on time and one spatial variable, although depending on student interest and time, we may also investigate higher-dimensional models.

**Class Format:** lecture

**Requirements/Evaluation:** problem sets and final project

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** MATH 151, MATH 250, and MATH 350 or 351; some background in pde/ode would be helpful but not required

**Enrollment Limit:** 40

**Enrollment Preferences:** senior Mathematics majors

**Expected Class Size:** 25

**Distributions:** (D3) (QFR)

Not offered current academic year

**PHYS 493 (F) Senior Research: Physics**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of The Degree with Honors in Physics.

**Class Format:** independent study

**Prerequisites:** permission of department; senior course

**Distributions:** (D3)

Fall 2018

HON Section: 01  TBA  Frederick W. Strauch

**PHYS 494 (S) Senior Research: Physics**
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of The Degree with Honors in Physics.

Class Format: independent study
Prerequisites: permission of department; senior course
Distributions: (D3)

Spring 2019
HON Section: 01 TBA Frederick W. Strauch

PHYS 497 (F) Independent Study: Physics
Physics independent study.
Class Format: independent study
Distributions: (D3)

Fall 2018
IND Section: 01 TBA Frederick W. Strauch

PHYS 498 (S) Independent Study: Physics
Physics independent study.
Class Format: independent study
Distributions: (D3)

Spring 2019
IND Section: 01 TBA Frederick W. Strauch

PHYS 499 (F) Physics and Astronomy Colloquium
Crosslistings: ASTR499 / PHYS499
Primary Crosslisting
Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.
Class Format: colloquium
Requirements/Evaluation: not a for-credit course
Extra Info: registration not necessary to attend
Prerequisites: none
Enrollment Limit: none

Fall 2018
LEC Section: 01 F 2:30 pm - 4:00 pm Frederick W. Strauch

Spring 2019
LEC Section: 01 F 2:30 pm - 4:00 pm Frederick W. Strauch
The Political Economy major is designed to give students a grasp of the ways in which political and economic forces interact in shaping public policy. The major includes substantial study of the central analytical approaches in both Political Science and Economics and seeks to surmount the sometimes artificial barriers of specialization that may characterize either discipline taken by itself. Three of the required Political Economy courses undertake a conscious merging of the approaches in the two fields. These courses are designed by, and usually are taught jointly by, political scientists and economists. Political Economy 250 examines major theoretical texts in political economy and analyzes economic liberalism and critiques of economic liberalism in the context of current policy issues. Political Economy 401 examines contemporary issues in political economy in their domestic, comparative and international contexts. Political Economy 402 asks students to research and make proposals in policy areas of current importance. Background for the two senior courses is acquired through introductory courses in Economics and Political Science, a course in empirical methods, and elective courses in international, domestic and comparative economics, politics and policy.

Students in Political Economy 402 visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their Political Economy 402 group projects. This is a course requirement and thus a requirement for the major.

MAJOR

The Political Economy major requires students to complete eleven (11) courses: two introductory courses each in Economics and Political Science; one empirical methods course; three core courses specific to the Political Economy Program; and three electives, one from each of three categories. In order to balance students’ educations, majors must take at least one elective in Economics and one elective in Political Science; the third elective may come from either Economics or Political Science. In light of the public policy orientation of the program, all majors are also required to complete one course with a substantial experiential education component which is related to the making or effect of public policy. The purpose of the experiential education requirement is for the student to get out into the world and interact with people in cases where the stakes are real, often involving some element of community service or participation in the political process or in the making of or analysis of public policy, in order to learn something about public policy that one cannot get from a purely academic experience. This requirement must be fulfilled prior to taking POEC 402. It can be fulfilled through a regular semester-length course (which might also serve as an elective in the major), a winter study course, a study abroad academic internship, a winter study internship, or a summer internship. The chair distributes a list of approved experiential courses to majors at the beginning of each academic year. For an internship to satisfy the requirement, its focus must be the making or effect of public policy. Approval of the chair is required to use an internship to fulfill this requirement.

Two Introductory Economics Courses

ECON 110 Principles of Microeconomics
ECON 120 Principles of Macroeconomics

Two Introductory Political Science Courses

For students in the class of 2019 and earlier:

PSCI 201 Power, Politics, and Democracy in America
or PSCI 203 Introduction to Political Theory

PSCI 202 World Politics: An Introduction to International Relations
or PSCI 204 Introduction to Comparative Politics: State, Nation, and Democracy

For students in the class of 2020 and later:

PSCI 201 Power, Politics, and Democracy in America
PSCI 202 World Politics: An Introduction to International Relations
or PSCI 203 Introduction to Political Theory
or PSCI 204 Introduction to Comparative Politics: State, Nation, and Democracy
One Empirical Methods Course

POEC 253 Empirical Methods in Political Economy

or ECON 255 Econometrics

Three Political Economy Program Courses

POEC 250/ECON 299/PSCI 238 Economic Liberalism and Its Critics

POEC 401 Contemporary Problems in Political Economy

POEC 402 Political Economy of Public Policy Issues

Three Elective Courses

NOTE: students must take at least one elective in Economics and at least one elective in Political Science; the third elective may come from either Economics or Political Science.

Please see the online catalog for up-to-date information on which courses are being offered in the current year.

One Comparative Political Economy/General Public Policy Course

ECON 204/ENVI 234 Economics of Developing Countries

or ECON/ENVI 213 Introduction to Environmental and Natural Resources Economics

or ECON 222 Economics of the Arts and Culture

or ECON 225T Global Financial Crisis and African Economic Development

or ECON/ENVI 228T Water as a Scarce Resource

or ECON 232 Financial Markets, Institutions, and Policies

or ECON 233 Behavioral Economics and Public Policy

or ECON 235 Urban Centers and Urban Systems

or ECON 238 Sustainable Economic Growth

or ECON 240T Colonialism and Underdevelopment in South Asia

or ECON 242 Evaluating the Costs and Benefits of Public Policies

or ECON 361/ECON 524 Political Economy and Economic Development

or ECON 363 Money and Banking

or ECON 377 Inspiration/Perspiration: The Economics of Innovation

or ECON 378 Long-Run Perspectives on Economic Growth

or ECON 380/ECON 519 Population Economics

or ECON 381 Global Health Policy Challenges

or ECON/ENVI 386/ECON 518 Environmental Policy and Natural Resource Policy

or ECON/ENVI 387/ECON 522 Economics of Climate Change

or ECON/ENVI 388/ECON 517 Urbanization and Development

or ECON 390T/ECON 536T Financial Crises: Causes and Cures

or ECON 394 European Economic History

or ECON 453 Research in Labor Economics and Policy

or ECON 455 Research in Economic History

or ECON 465 Pollution and the Labor Market

or ECON 476 Behavioral Economic Theory and Methods
or ECON 477 Economics of Environmental Behavior
or ECON 470 The Indian Economy: Development and Social Justice
or ECON 501 Development Economics I
or ECON 504 Public Economics
or ECON 505 Developing Country Macroeconomics
or ECON 510/ECON 352 Financial Development and Regulation
or ECON 511 Institutions and Governance
or ECON 514/ECON 389 Tax Policy in Global Perspective
or ECON 523/ECON 379 Program Evaluation for International Development
or ECON 532T Inclusive Growth: The Role of Social Safety Nets
or ECON 534T Long Term Fiscal Challenges
or ENVI/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Waste
or ENVI/HSCI/SCST 309/PSCI 301 Environmental Politics and Policy
or PSCI 224 Neo-Liberalism: What Is It and Why Does It Matter?
or PSCI 241 Meritocracy
or PSCI 243/AFR 256 Politics of Africa
or PSCI 247 Political Power in Contemporary China
or PSCI 248 The USA in Comparative Perspective
or PSCI 253/AFR 253 Comparative Race and Ethnic Politics
or PSCI 254 Democracy in Comparative and Theoretical Perspective
or PSCI 268 Israeli Politics
or PSCI 340 Why States Fail: Political Violence at the End of the 20th Century
or PSCI 341 Modern Midas? Resource Abundance and Development
or PSCI 350T Comparative Political Economy
or PSCI 351 The New Left and Neoliberalism in Latin America
or PSCI 352 Politics in Mexico
or PSCI 354/ASST 245/HIST 318 Nationalism in East Asia

One U.S. Political Economy and Public Policy Course
ECON 203/WGSS 205 Gender and Economics
or ECON 205 Public Economics
or ECON 209 Labor Economics and Policy
or ECON 220 American Economic History
or ECON 229 Law and Economics
or ECON 230 Economics of Health and Health Care
or ECON 257 The Economics of Race
or ECON 348 Economics of Education
or ECON 351 Tax Policy
or ECON 374T Poverty and Public Policy
or ECON 383 Cities, Regions and the Economy
or ECON 456 Income Distribution
or ECON 457 Public Economics Research Seminar
or ECON 468 Your Money or Your Life: Health Disparities in the United States
or ENVI 307/PSCI 317 Environmental Law
or PSCI 208T Wealth in America
or PSCI/WGSS 209 Poverty in America
or PSCI 211 Do the People Govern? U.S. Public Opinion and Mass Political Behavior
or PSCI 214 Racial and Ethnic Politics in America
or PSCI 215 Race and Inequality in the American City
or PSCI 216 American Constitutionalism I: Structures of Power
or PSCI 217 American Constitutionalism II: Rights and Liberties
or PSCI/LEAD 218 The American Presidency
or PSCI 292 Threats to the Republic: Politics in Post-Obama America
or PSCI 308 In Search of the American State
or PSCI/LEAD 311 Congress
or PSCI/LEAD 314 Leadership in American Political Development
or PSCI 315 Parties in American Politics
or PSCI 316 Policy Making Process
or PSCI 318 Race, Public Opinion, and Campaigns

One International Political Economy Course
ECON 215/INST 315 Globalization
or ECON 219 Global Economic History
or ECON 358 International Trade
or ECON 360 International Monetary Economics
or ECON 393 International Macroeconomics
or ECON 514/ECON 389 Tax Policy in Global Perspective
or ECON 515/ECON 359 Developing Country Macroeconomics II
or ECON 516/ECON 366 International Trade and Development
or ECON 535T International Financial Institutions
or ENVI/PSCI 328 Global Environmental Politics
or MAST/ENVI 351/PSCI 319 Marine Policy
or PSCI 222 Refugees and the International System
or PSCI 223 International Law
or PSCI 228 International Organization
or PSCI 229 Global Political Economy
or PSCI 265 The International Politics of East Asia
CREDIT FOR COURSEWORK DONE ELSEWHERE

The three Political Economy Program courses (POEC 250, 401, and 402) must be completed at Williams without exception. Students are strongly encouraged to complete the empirical methods course (POEC 253 or ECON 255) and PSCI 201 at Williams, as versions of these courses offered elsewhere are usually highly imperfect substitutes that will not provide adequate preparation for the senior seminars; students may in rare cases be able to complete either of these requirements during study at another college or university (e.g. during study abroad), but only with prior permission from the chair. The three electives and other introductory courses in Political Science may be completed during study at another college or university (e.g. during study abroad) with permission of the chair. The general policy of the Program is to grant credit for one course per semester abroad and in extraordinary circumstances, credit for three courses for an entire year abroad. Students who score a 5 on the AP exam in Microeconomics, Macroeconomics, or Comparative Government and Politics may receive credit towards the major for the cognate introductory economics or political science course(s). Credit for A levels and IB exams in Economics and for introductory microeconomics and macroeconomics classes taken at other colleges and universities (subject to approval by the Economics department study away coordinator) is given consistent with the current policy of the Economics Department. No substitute higher-level coursework is required for majors receiving credit in this way, although it is certainly encouraged. Students in the class of 2019 and earlier who score a 5 on the AP exam in U.S. Government and Politics may receive credit towards the major for the cognate introductory political science course(s). Students in the class of 2020 and later classes cannot substitute AP credit for PSCI 201.

RECOMMENDED PROGRESSION THROUGH THE REQUIRED MAJOR COURSES

Students considering a major in Political Economy are encouraged to begin with ECON 110 and 120 and any one of PSCI 201, 202, 203, or 204 in their first year, as these courses are the prerequisites or co-requisites for POEC 250. All prospective POEC majors are encouraged to take PSCI 201, and indeed are required to do so if they are in the class of 2020 or later, as it provides tools of political analysis that will be essential for the projects all POEC majors will undertake in POEC 402. Students should plan to complete both of their two required introductory PSCI courses during either the first or second year at Williams, as first- and second-year students get enrollment preference in these classes. Students should plan to take POEC 250 and POEC 253 (or ECON 255) during the sophomore and junior years, keeping in mind that both POEC 250 and POEC 253 are offered only in the fall, and that ECON 255 requires STAT 161, STAT 201, or STAT 202 as a prerequisite (STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018). POEC 401, taken fall of senior year, requires POEC 253 or ECON 255 as a prerequisite, so that prerequisite must be completed before the start of senior year. Students should also get started on their electives during sophomore and junior year.

THE DEGREE WITH HONORS IN POLITICAL ECONOMY

Due to the special demands of this interdisciplinary major, the only route to honors in Political Economy is the thesis. Seniors may pursue the honors thesis course (Political Economy 493-W31) during the fall semester and winter study period. The third course contributing to such an honors program would normally be an elective in Political Science or Economics taken during the junior year. This course, which may be one of the required electives, must be closely related, indeed must prepare the ground for the honors thesis.

Juniors in the Political Economy major with at least a 3.5 GPA in the program may apply for the honors thesis program by means of a written proposal submitted to the chair by the end of the first week after spring vacation. Written guidelines for such proposals are available in the chair’s office and on the program website. The proposal should have been discussed with at least two faculty members, and at least one faculty advisor from each discipline must be solicited by the student prior to submission of the proposal.

Final decisions about admission to the honors program will be made in late May after spring grades become available.

To achieve the degree with honors in Political Economy, the thesis must be completed by the end of winter study period and be judged of honors quality by a committee consisting of the two advisors and a third reader. A thesis judged to be of particular distinction will qualify its author for the degree with highest honors.

STUDY ABROAD

Despite the fact that Political Economy requires more courses than the typical major, many Political Economy majors go abroad. Since POEC 250 and POEC 253 are offered in the fall, students considering spending only one semester abroad often find spring to be the better choice. Nonetheless, many students study away for the fall or the whole year. Political Economy majors have often been overrepresented in Williams at Oxford. Students planning to be abroad in the fall should take POEC 250 in their sophomore year if at all possible. Similarly, it is necessary to plan ahead to find the best way to satisfy the empirical methods requirement (POEC 253 or ECON 255) before the fall of the senior year. The easiest major credits to obtain abroad are the electives in Political Science and Economics.
FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No, although because so many of the classes in the program are Williams-specific, there is an effective limit of 2-3.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. Only Economics or Political Science courses can be awarded credit, and they must satisfy one of the elective categories (or in rarer cases one of the ECON or PSCI intro requirements).

Are there specific major requirements that cannot be fulfilled while on study away?

Yes.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The POEC major requires 3 specific POEC courses (250, 401, and 402), and one empirical methods course (POEC 253 or ECON 255). The POEC courses are only offered in a single semester (fall for 250, 253, and 401 and spring for 402), and 401 and 402 must be taken in the senior year. 253 can be replaced with ECON 255, which is offered in fall or spring, but ECON 255 has an additional prerequisite of STAT 161, STAT 201, or STAT 202 (STAT 101 can also serve as a prerequisite, but only if taken prior to the fall of 2018). Studying abroad in POEC requires careful planning.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

No, but students have discovered upon reaching their destination that the course is different than described so were forced to change or not count the course.

POEC 22 (W) Volunteer Income Tax Assistance

Crosslistings: ECON22 / POEC22

Secondary Crosslisting

This experiential course provides students the opportunity to explore public policy through training and work as volunteer income tax preparers for low income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10 page analytic essay or serving as tax preparers for local clients of the Berkshire Community Action Council. The course will also offer an overview of the U.S. income tax, and the role of the tax system in overall U.S. social policy, especially policy towards lower-income households. Coursework will consist of a series of classes and open lab sessions coordinated with the self-paced IRS "Link and Learn" online tax preparer training program. Class time will be spent discussing policy and program context as well as working through the online training program. A poverty simulation and follow up Q&A session featuring guests from local social service organizations will help orient students to the issues facing low-income families in the northern Berkshires.

Class Format: afternoons

Requirements/Evaluation: 10-page paper; complete IRS certification to assist in tax preparation; volunteer work

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: written statement of interest

Materials/Lab Fee: $15

Attributes: EXPE Experiential Education Courses
POEC 31 (W) Honors Thesis: Political Economy
To be taken by students registered for Political Economy 493.

Class Format: thesis
Distributions: (D2)

POEC 99 (W) Independent Study: Political Economy
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D2)

POEC 250 (F) Economic Liberalism and Its Critics (WI)
Crosslistings: POEC250 / PSCI238 / ECON299

Primary Crosslisting
Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: lecture/discussion
Requirements/Evaluation: eight short essays, several short homework assignments, and a final exam
Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors
Enrollment Limit: 35
Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major
Expected Class Size: 35

Department Notes: formerly POEC 301

Distributions: (D2) (WI)
Attributes: AMST Critical and Cultural Theory Electives; POEC Required Courses;
POEC 253 (F)  Empirical Methods in Political Economy  (QFR)
This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy-relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal—an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, group projects, and three exams
Prerequisites: MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255
Enrollment Limit: 25
Enrollment Preferences: Political Economy majors, Environmental Policy majors and sophomores
Expected Class Size: 15
Department Notes: does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major
Distributions: (D2) (QFR)
Attributes: EVST Methods Courses; PHLH Statistics Courses; POEC Required Courses;

POEC 397 (F)  Independent Study: Political Economy
Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.
Class Format: independent study
Distributions: (D2)

POEC 398 (S)  Independent Study: Political Economy
Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.
Class Format: independent study
Distributions: (D2)

POEC 401 (F)  Contemporary Problems in Political Economy
This course examines contemporary problems in political economy in the United States and across the developed world. Using both Economics and Political Science methods of analysis, students study the exercise of power and the accumulation of wealth in the world today as well as central public policy debates around those processes. We begin with a discussion of the philosophical foundations of economic policy-making. We then discuss
welfare states in comparative perspective with special attention to the development of the American welfare regime. The remainder of the course is dedicated to particular issue areas of contemporary concern: pensions, health insurance, education, family policy, and immigration. The goal of this course is to build upon theoretical debates encountered in POEC 250 as well as to prepare students for the public policy projects they will do in POEC 402.

Class Format: seminar

Requirements/Evaluation: one 8- to 10-page paper; one 12- to 15-page paper; in-class group presentations; class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 110 and 120; PSCI 201 or 203, or equivalent; PSCI 202 or 204, or equivalent; POEC 253 or ECON 255, or permission of instructor; open to non-majors

Enrollment Limit: 20

Enrollment Preferences: Political Economy majors

Expected Class Size: 20

Department Notes: required in the Political Economy major

Distributions: (D2)

Attributes: GBST Economic Development Studies Electives; POEC Required Courses

Fall 2018

SEM Section: 01    TF 1:10 pm - 2:25 pm     Darel E. Paul, David J. Zimmerman

POEC 402 (S) Political Economy of Public Policy Issues

In this course, students form groups that conduct a political and economic analysis of a public policy issue of their choosing. They do extensive reading, conduct interviews in Washington, D.C. (during spring recess), write a major report on their findings and recommendations, and present and defend their findings in a public talk. Students visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their group projects. This is a course requirement.

Class Format: seminar with student presentations

Requirements/Evaluation: group policy projects including an 80- to 100-page paper and 2-hour presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: POEC 253 or ECON 255, POEC 250, POEC 401; open only to Political Economy majors

Department Notes: required in the Political Economy major

Distributions: (D2)

Attributes: EXPE Experiential Education Courses; POEC Required Courses

Spring 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     William M. Gentry, Cathy M. Johnson

POEC 493 (F) Honors Thesis: Political Economy

Political Economy independent study.

Class Format: independent study

Distributions: (D2)

Fall 2018

HON Section: 01    TBA     Sara LaLumia
Politics is most fundamentally about forging and maintaining community, about how we manage to craft a common destiny guided by shared values. Communities need a way to reconcile conflicts of interest among their members and to determine their group interest; they need to allocate power and to determine its just uses. Power may be used wisely or foolishly, rightly or cruelly, but it is always there; it cannot be wished away. Political science attends to the ways that social power is grasped, maintained, challenged, or justified. The contests over power and the values that it should be used to further give politics its drama and pathos. The effort to understand politics aims not only to describe and explain, but also to improve political life.

The Political Science major is structured to allow students either to participate in the established ways of studying politics or to develop their own focus. To this end, the department offers two routes to completing the major, each requiring nine courses. We invite students either to organize their major through the subfields that structure the discipline of political science (American politics, international relations, political theory, and comparative politics), or to develop individual concentrations reflecting their particular interests, regardless of subfields.

**MAJOR**

**Subfield Concentration Route:** Upon declaring a major, students choose one subfield: American politics, international relations, political theory, or comparative politics. The subfield concentration draws at least four (4) of the nine courses from one subfield including the appropriate core course from 201-204, two electives of the student's choice at the 200 or 300 level and the senior seminar (or an individual project) in the student's subfield. Students selecting political theory as their subfield concentration must take Political Science 231 or Political Science 232 as one of their four subfield courses, in addition to taking Political Science 203 and prior to taking Political Science 430. With permission of the department chair, students may take a senior seminar in a different subfield, providing they take a third elective in the subfield of concentration. In addition, students must take courses in two subfields outside the subfield of concentration to satisfy the breadth requirement (all methods courses also count toward the breadth requirement). The faculty advisor must approve the student plan. All students must take at least one 300-level course and one research course to complete the major. (Most senior seminars are also research courses but, especially in political theory, not all are.) In addition, no more than two 100-level courses can count toward the major.

**Individual Concentration Route:** Alternatively, students may devise a concentration of their own. In this event, the student prepares a curricular plan in consultation with a faculty advisor, explaining the nature of the concentration and the courses the student will take. The individual concentration also requires nine (9) courses, with at least five (5) thematically linked courses constituting the concentration. Of these five courses, four are electives at the 200 or 300 level, including one from 201-204, and one is a senior seminar or individual project. In addition, students pursuing an individual concentration must take at least two other courses that illustrate breadth in political science. To complete the requirement, the student has his or her choice of any two other courses within the Political Science Department. The faculty advisor and the department chair must approve the student plan. All students must take at least one 300-level course and one research course to complete the major. (Most senior seminars are also research courses but, especially in political theory, not all are.) In addition, no more than two 100-level courses can count toward the major.

**ADVICEMENT**

When a student chooses to major in Political Science (usually at the end of the sophomore year), they may register with any Political Science faculty member. The registering faculty member will ask for preferences for a permanent faculty advisor and will assist undecided students in finding an advisor. In all cases, students will be paired at the beginning of junior year with an advisor who will continue with them through graduation.

**COURSE NUMBERING**

The course numbering used by the Political Science Department reflects the format and specialization of a course. The 100-level courses are designed to address political topics from multiple subfield perspectives; many are seminars designed for first-year students. The 200-level courses are divided between our core courses and our electives. The core courses, numbered from 201-204, serve as introductions both to the substance of politics and the subfields organizing the study of politics. The introductory subfield course must be completed before the senior year. The 200-level elective courses delve into political processes, problems and philosophies. 100-level and 200-level courses have no prerequisites. 300-level courses are more specialized and have prerequisites. 400-level courses are senior seminars offered for students in the major; senior seminars also are open to juniors and to non-majors if space permits. In general, the main subfield of non-core courses can be read from the middle digit of the course number: 0.
or 1 for American politics; 2 or 6 for international relations; 3 or 7 for political theory; 4 or 5 for comparative politics; and 8 for non-subfield electives.

**WINTER STUDY PROJECT**

The department welcomes relevant WSP 99 proposals that can make important contributions to the student’s understanding of public affairs and politics. Majors, seniors, and students without previous WSP 99 experience have preference.

**THE JUNIOR YEAR ABROAD**

A major in Political Science can be readily and usefully combined with study off-campus. Generally, only one course taken per semester abroad in a program approved by the College may be counted toward the requirements for a degree in Political Science.

**FAQ**

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description. It also depends which institution they are attending. If we have experience with it (Oxford, LSE) it is easier for us to approve.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Typically we allow as many as two courses to count for major credit. In some circumstances, when a student spends a year abroad, we may consider three.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No although this depends on the course. If, after considering description and institution we feel it is not rigorous enough, we will not count it.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. We do not allow the senior seminar requirement to be fulfilled by study abroad.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No. One such required course (either Ancient or Modern Political Thought for those specializing in political theory within the major) can be fulfilled by an appropriate study abroad course.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

Yes, usually because of communications breakdown where the student did not keep department adequately informed of evolving plans.

**PREPARATION FOR GRADUATE STUDY**

The Department recommends that students contemplating graduate school, especially if they plan to study fields outside political theory, take a course in research and quantitative methods, such as PSCI 300 or, if it is not taught, ECON/POEC 253.

**THE DEGREE WITH HONORS IN POLITICAL SCIENCE**

To become a candidate for honors the student must (1) apply in the second semester of the junior year, (2) submit a research proposal acceptable to the department’s honors committee and for which an appropriate advisor is available, (3) have a record of academic excellence in Political Science. The last includes not only the student’s cumulative GPA in Political Science, generally 3.5 or above, but also demonstrated research and writing skills, evidenced by one or two examples of graded work submitted along with the thesis proposal. Along with the successful completion of a high-quality thesis, the degree with honors in Political Science requires enrollment in the year-long senior thesis seminar, in addition to the other nine (9) courses of the regular major requirements.

**ADVANCED STUDY IN AMERICAN POLITICS**

The Department of Political Science provides the opportunity for an unusually gifted student to engage in an entire year’s advanced research in American politics under singularly favorable conditions. Supported by income derived from an endowment fund, the student, designated the Sentinels of the Republic Scholar (after the name of the fund), receives a substantial research stipend to cover costs associated with the proposed project.

This unique research course (Political Science 481-W33-482) is designed to encourage the pursuit of excellence among the most talented Williams students of Political Science. Admission to it is awarded to the most distinguished candidate on the basis of demonstrated capacity for outstanding work and of the project’s promise for creative contributions to the understanding of American politics, political institutions and thought.
PSCI 11 (W)  Editorial Cartooning and the Art of Propaganda
Crosslistings: ARTH11 / PSCI11

Secondary Crosslisting

This hands-on course, taught jointly by a nationally syndicated editorial cartoonist, Chan Lowe, and a former member of the Art Department faculty, E. J. Johnson, introduces students to the "Ungentlemanly Art" of cartooning through discussions and an emphasis on the creation of their own work. It is not an art course as much as an exercise in disciplining the mind to distill abstract concepts and opinions into visual and verbal symbols that can be clearly, economically and persuasively communicated to the reader. Previous drawing experience is NOT a prerequisite, nor even an advantage. Non-art majors are particularly encouraged to enroll. The basics of perspective, proportion, and shading will be covered as needed to provide all students with the necessary skills to express themselves. Much more important are an inquisitive mind, a healthy interest in the current national discourse, a willingness to enter into spirited classroom discussion, and an appreciation of satire. The fact that the course will meet during the second month of a newly elected Congress means that there will be plenty of material ripe for cartooning. Class assignments will be critiqued in a non-threatening atmosphere. Lowe, who will be continuously producing daily cartoons, will also present his own work for criticism. Class meetings, at least two hours per meeting three days a week, will alternate between the studio experience and lectures, given by Johnson, that will acquaint students with aspects of the history of caricature, cartooning and art with a propagandistic or overtly political purpose. The lectures will provide students with knowledge they may use in producing their cartoon assignments. The success of this course depends on the commitment and motivation of all participants. Course requirements include the drawing of several editorial cartoons per week, daily reading and viewing of news media. Adjunct Instructor Bio: Chan Lowe has been an editorial cartoonist and opinion writer since graduating from Williams in 1975. He has worked for newspapers in Oklahoma, Florida and is now a member of the editorial board of The Berkshire Eagle. His drawing and writing work have won many journalism awards, and is nationally and internationally syndicated by Tribune Content Agency. Co-Instructor: E.J. Johnson, Amos Lawrence Professor of Art, Emeritus

Class Format: afternoons

Requirements/Evaluation: editorial cartoons to be produced for each class meeting for evaluation by the class; final cartoons to be published in The Williams Record

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference will be given to non-art majors

Materials/Lab Fee: $50

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 Cancelled

PSCI 12 (W)  First Amendment Law and Policy

The Constitution is a covenant among the people, the states and government of the United States that substantially defines the unique American experiment and experience. First numerically, and in importance to many Americans, is the Constitution's guarantee of free thought and expression, encompassing the First Amendment's freedoms of speech, press, assembly, petition and religion. Over time the Supreme Court of the United States ("SCOTUS") and the "inferior" federal courts and state courts have given the First Amendment special and exalted status, ruling it contains "preferred freedoms" that are the "matrix, the indispensable condition of nearly every other form of freedom," and the mechanisms Americans employ to "form a more perfect union" through democratic processes. The course will provide students an intensive examination of First Amendment law and policy, with substantially more time and attention devoted to these rights than possible in a survey civil liberties or constitutional law course. We will examine the most important First Amendment decisions and influential concurring and dissenting opinions dealing with government action purportedly infringing a First Amendment right. We will also examine how free expression fares in and shapes American society at large. A private employer's, college's or other institution's restriction of expression may not violate the First because it is not government action, but the First and its judicial interpretation affects the discussion and resolution of non-government conflicts involving speech, political activity and religious exercise. The course will explore the rationale and implications of permitting and fostering or limiting certain categories of free expression or in specific contexts (libel--obscenity--"fighting words"--hate speech--deprications of violence and cruelty--child pornography--and others) and in various settings, public and private, involving and outside government. The course will be offered at a time when First Amendment rights are being challenged, especially press freedoms and free speech on college campuses, including Williams'. With the press held in historically low esteem by the public and under attack from the current federal
administration the course will incorporate lessons and discussions involving these matters. Some portion of each class will be devoted to current free expression issues in America, in its local communities and on the Williams’ and other college campuses. Students will be assigned to identify, research and lead discussions of such issues. The course requires reading (https://docs.google.com/document/d/1puCX7gzBRiH_3Km2VClZU0ELE7JS8RQaWmd5KTg84k/edit?usp=sharing), class participation and writing. 

Class participation will be important because the course will be taught Socratically (as most law school classes are with the teacher asking and students answering questions -- and many in the other direction). There will be an optional SCOTUS simulated oral argument at the end of the winter study. Adjunct Instructor Bio: Lloyd Constantine ’69 has argued many constitutional law cases in SCOTUS and “inferior” federal courts. He has taught law school (Fordham) and both civil liberties and first amendment law and policy to undergraduates (SUNY).

Class Format: afternoons - On the first day of class (1/3/2019) I will discuss with the students how to alter the schedule to meet certain days for only 1 hour 50 minutes and/or simply not hold class certain agreed upon days.

Requirements/Evaluation: 10-page paper
Prerequisites: none, but if oversubscribed priority will be given to students who have taken constitutional law
Enrollment Limit: 25
Enrollment Preferences: students who have a background in or have taken constitutional law or civil liberties will be given priority
Materials/Lab Fee: $123 plus cost of books

Winter 2019
LEC Section: 01 TWRF 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Lloyd E Constantine

PSCI 13 (W) The Art of War

This course will examine the meaning and uses of the classical Chinese text, The Art of War, by Sunzi. Students will consider Sunzi’s insights both in the context of ancient Chinese philosophy and in terms of their contemporary relevance. The first half of the course will concentrate on placing Sunzi in historical and philosophical context; the second half will examine how The Art of War has been used in a variety of modern fields.

Class Format: mornings
Requirements/Evaluation: 10-page paper; mandatory class attendance and participation
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: students with background in Chinese studies will have a preference; after that, seniority
Materials/Lab Fee: $10 plus cost of books
Distributions: (D2)

Winter 2019
LEC Section: 01 TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am George T. Crane

PSCI 14 (W) The CIA and the Politics of Intelligence

Crosslistings: LEAD14 / PSCI14

Primary Crosslisting

This course will trace the evolution of CIA from an organization largely focused, in its early days, on coups and regime change under the Dulles brothers, to its present role in the war on terror and beyond. Students will consider how intelligence is and ought to be gathered, and the political issues that emerge from those activities. Some of the Agency’s signal successes and failures will be examined, and some of its directors will be evaluated. The fluctuating relationship between CIA and the FBI will also be discussed. Stress will be placed on the personal experiences of those who have served in the Agency. Adjunct Instructor Bio: Donald Gregg ’51 served in CIA from 1951-82, worked in the White House from 1979-89, and was US Ambassador to South Korea from 1989-93. He is now chairman emeritus of The Korea Society. 1980-89, taught a second-year graduate level course at the Master of Science in Foreign Service Program of Georgetown University. He is now chairman of the Pacific Century Institute in Los Angeles.

Class Format: afternoons
Requirements/Evaluation: evaluation will include class attendance and participation, and a short, 3- to 4-page retrospective paper on the course and
PSCI 15 (W)  Barack Obama: A First Draft of Presidential History

Crosslistings: LEAD15 / PSCI15
Secondary Crosslisting

Barack Obama's election in 2008 seemed to many Americans to mark the dawn of a new era in American history. Eight tumultuous years later, he left office with a significant record of achievement—and his political opponents in control of the White House, Congress, and most of the states. This course will undertake a preliminary historical assessment of the Obama presidency. Looking at foreign policy and domestic issues (including economic policy, health care, immigration, and LGBTQ rights), we will examine Obama's leadership style and its relation to the structure of American politics in the early 21st century; the sources of his achievements and disappointments; and his enduring significance for American politics and history. Students will read (and view) primary sources as well as works of journalism and scholarly analysis, which we will discuss in seminar-style class meetings. Halfway through the course, students will propose an essay on some important aspect of Obama's presidency; the final assignment will be the essay itself.

Class Format: afternoons
Requirements/Evaluation: 10-page paper
Prerequisites: one course in American politics, Leadership Studies, and/or 20th century American history
Enrollment Limit: 19
Enrollment Preferences: preference will be given to LEAD concentrators and PSCI majors
Materials/Lab Fee: $12 plus cost of books

Winter 2019
LEC Section: 01      Cancelled

PSCI 16 (W)  The Martial Art of Politics--Aikido, Gandhi, and King

"The techniques of Aikido are intended as tools for us to use in examining the nature of power, to engage in uncompromising self-scrutiny, and to realize our potential as powerful, compassionate, creative, self-aware human beings."--Mary Heiny Sensei Aikido is a Japanese martial tradition that combines the samurai arts of swordwork and grappling with the philosophical desire to forge a path of harmony in the face of determined opposition. As such, it addresses situations of conflict that manifest themselves physically, but also offers insight into how to redirect the energies—social, psychological, or political—that might otherwise become conflict in one or another aspect of our lives. As a martial art, Aikido teaches us more than simply how to survive; it also teaches us how to physically express our noblest intentions in movements that protect not only ourselves but the attacker as well. Martin Luther King famously observed that "Returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars." Aikido, a physical expression of nonviolence, is the alternative approach made manifest—the light that can drive out darkness and the love that can drive out hate. The physical training (10 am-noon each weekday morning in Currier Ballroom) will improve each student's strength, balance, posture, and flexibility. Everyone will also learn how to throw friends twice their size across the room. About 25% of training time will be devoted to sword, staff, and dagger techniques. The academic component of the course will engage with how the physical training resonates with selected writings on nonviolence (Mohandas Gandhi, Martin Luther King Jr., and theoretician Gene Sharp) and the tactical practices of successful nonviolent protest campaigns. Each student will research and profile a successful nonviolent campaign, explain why it worked, explain what was "aikido" about it, and in small groups will pick a target and draft a plan for a contemporary protest campaign on a topic of their choosing. Each group will be responsible for crafting speech text, a tactical analysis of their proposed campaign, and a social media plan. Actually implementing the campaign is not a part of the course. By integrating physical and intellectual components, the course seeks to forge in each student a stronger and more coherent perspective on how the pursuit and embodiment of harmony can resolve the conflicts that we so often encounter. Joining us for several sessions will be local scholar Stewart Burns, author of the award-winning MLK biography To the Mountaintop. Additional relevant experiences, such as
meditation practice, outdoor misogi, and feature films (Gandhi, Selma, etc.) will be woven into the course as schedules permit. Students do not have to be especially athletic, and in Aikido women train as equals with men. Students are encouraged to correspond with the instructor (rkent-at-williams.edu) before registration begins if they have questions. Adjunct Instructor Bio: Robert Kent ’84 spent 3 years in Kyoto, Japan earning his Sho Dan (first degree black belt), directly after majoring in both Philosophy and Religion at Williams. He currently holds a Yon Dan rank (Fourth degree black belt), having studied for 21 years at Aikido West in Redwood City under Frank Doran Shihan, where he helped run the youth program for 18 years. He is currently President of Aiki Extensions, Inc, a nonprofit that supports programs that bring the strategic insights and practical wisdom of Aikido into non-traditional settings. He earned a Masters degree in Philosophy at Claremont Graduate School in 1993, writing his thesis on the Ethics of Authenticity. This will be the twelfth year he's offered a Winter Study class.

**Class Format:** daily, 10 am-noon for aikido training, + 2 times a week for academic discussions, typically over lunch

**Requirements/Evaluation:** quality of participation in both physical and intellectual course components (historical analysis, class discussions, final project)

**Prerequisites:** same physician's approval on file as the school requires to participate on sports teams

**Enrollment Limit:** 20

**Enrollment Preferences:** if overenrolled, selection will be based on a questionnaire

**Materials/Lab Fee:** $175

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    M-F 10:00 am - 12:00 pm M-F 1:00 pm - 2:50 pm PORG 10:00 am - 12:00 pm Robert H. Kent

**PSCI 17 (W) The Third World City**

Crosslistings: GBST17 / PSCI17

**Primary Crosslisting**

In 2007, the world became majority urban. But most of these urbanites live not in places like New York or Tokyo but rather in places like Lagos or Mumbai, dwelling in shantytowns and working in petty commerce. Their cities' path of urbanization diverges from the "normal" one accompanying industrialization in the West and in East Asia. About this phenomenon, arguably the most important social fact in today's world, observers have adopted wildly divergent normative and theoretical stances, from the romantically optimistic to the apocalyptic. We read a few of these, including Mike Davis, Rem Koolhaas, Hernando De Soto, and Robert Neuwirth, and watch some films and videos on the subject.

**Class Format:** mornings

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference to PSCI majors and GBST concentrators

**Materials/Lab Fee:** $10 plus cost of books

Winter 2019

LEC Section: 01    MTR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am James E. Mahon

**PSCI 18 (W) Girl Meets World: Films from 5 Continents**

Crosslistings: WGSS17 / PSCI18

**Primary Crosslisting**

This course brings together a selection of films that challenge the narrative of girl-meets-boy as the privileged formula for representing the growth and development of young women around the world. Sometimes girl does meet boy, but the challenge that these films put to us is to re-imagine the path to womanhood as mediated by other factors as well: girls' own curiosity and ambition, their resourcefulness in the face of poverty and exploitation, resistance against being gendered in conventional ways, their friendships and romantic ties with one another, and their many creative ways of defining how one becomes a woman. To support our analysis of the films, we will also consider how some transnational feminist movements have responded to the challenges and creative energies of girlhood. Special attention will be given to the difficulty of securing girls' rights through international
conventions that implicitly treat all children (ages 0-18) as male, and all women as adults. Films and film-makers will likely be selected from the following countries: Korea, India, Great Britain, Belgium, Senegal, France, Australia, Colombia, Argentina, and the United States. Readings to be completed outside of class time include children’s books, young adult fiction, and international human rights documents.

Class Format: afternoons

Requirements/Evaluation: active class participation and either 3 policy memos (3-4 pages each) or one 10-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to Political Science and WGSS majors

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01 MWF 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Richard Pollet

PSCI 20 (W) The Personal is Political: A Nonfiction Writing Workshop

Since St. Augustine’s Confessions, great political thinkers have crafted personal stories as evidence of and witness to their own political times. Frederick Douglass and Harriet Jacobs told their stories to further the abolitionist movement. W.E.B. DuBois, James Baldwin, and Simone de Beauvoir ushered us through the turbulent 20th century showing how the personal is political, and the political, personal. Today, Ta-Nehisi Coates, Suki Kim, Maggie Nelson, and Claudia Rankine, among others, show us how well-crafted personal stories can bring important political ideas to the forefront of our collective imagination. Anticipating criticism of the form, Beauvoir wrote in the preface to her 1961 autobiography that “if any individual...reveals himself honestly, everyone, more or less, becomes involved. It is impossible for him to shed light on his own life without at some point illuminating the
lives of others.” In this workshop, you will do just that, crafting a nonfiction project—memoir, personal essay, or a hybrid form—the final draft of which will determine half of your grade. We’ll meet for six hours each week, splitting our time between discussions of the published work we’re reading and a workshop-setting discussion of the work you’re producing. Your engagement with this class will occupy significantly more time outside of the classroom—roughly twenty hours a week—during which you’ll be engaged in the writing process and reading for class. Readings for the course will be selected from: Baldwin, James. "Notes of a Native Son" Biss, Eula. Selections from Notes from No Man's Land Coates, Ta-Nehisi. Selections from Between the World and Me Hurston, Zora Neale. How It Feels to be Colored Me Khan-Cullors, Patrisse and Asha Bandele. Selections from When They Call You a Terrorist: A Black Lives Matter Memoir Nelson, Maggie. Selections from The Argonauts Rankine, Claudia. Selections from Citizen Smarsh, Sarah. "Poor Teeth" and others. Adjunct Instructor Bio: Julia Munemo holds her MFA in creative nonfiction and has completed a memoir about race, love, mental illness, and her father—a writer of racially charged pulp fiction. Her manuscript explores how her legacy conflicts with her present-day life as one half of an interracial marriage and the mother of mixed-race children. She teaches writing workshops in Williamstown and Maine.

Class Format: mornings

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: email explaining reasons for interest in the course to juliamunemo@gmail.com

Materials/Lab Fee: cost of books

Winter 2019
LEC Section: 01   TF 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Julia M. Munemo

PSCI 21 (W) Fieldwork in Public Affairs and Private Non-Profits

This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Students may find placements in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors will work with each student to arrange a placement; such arrangements must be made in advance of the Winter Term. Students should first make their own contracts with an institution or agency. The instructors and members of the Political Science Department are available to help students find placements, if necessary. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed. During the session, students are responsible for keeping a journal of their experiences and observations. Additionally, students write final papers summarizing and reflecting upon the experience in light of assigned readings. A group meeting of all students will occur before winter study to prepare and after to discuss the experience.

Class Format: Meeting prior to start of winter study and again after conclusion

Requirements/Evaluation: 10-page paper; 90 hours of fieldwork; satisfactory evaluation from the institutional sponsor; daily journal; participation in final meeting

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: selection will be based on a resume and letter of interest; at the time of preregistration interested students should send a resume and letter of interest to Paula Consolini (pconsolini@williams.edu)

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01   TBA   Nicole E. Mellow, Paula M. Consolini

PSCI 22 (W) Learning Intervention for Teens

This course pairs energetic Williams students with adolescents involved in the juvenile court system of Berkshire County. Judges assign teenagers
(ages 13-17) to this program, an official Commonwealth of Massachusetts probation program. Our goal is to empower the teenagers through positive peer mentorship and by allowing them to take ownership of an independent project. Each Williams student helps a teen investigate, develop a final project, and present about a topic of the teen’s choosing. The project and other program activities aim to cultivate initiative, creativity, focus, and skills in areas such as goal-setting and communication, which the teenagers can transfer to their school, work, and home lives. The course ends with a presentation in which each adolescent/Williams student pair formally presents its work to an audience that includes the Berkshire County Juvenile Court judges and probation officers, town and city chiefs of police, County District Attorney and assistant DAs, the teens’ peers and families, Williams faculty and community members. Williams students develop experience serving in an official capacity, learn to mentor teenagers, and gain insight into the juvenile justice system. Williams students are expected to attend trainings, meet with their teens three times a week, co-give a final presentation, and keep a weekly journal detailing their meetings. This is a student-led course, sponsored by Chief Wynn and Professor Shanks but entirely run by trained Williams students who have served as mentors in the past. In order to enroll in the course, all students must write a paragraph explaining why they believe they’d be a successful mentor in this program. Students should email their paragraphs to student coordinator Nicholas Goldrosen at ncg1@williams.edu and cc: cshanks@williams.edu.

Class Format: afternoons

Requirements/Evaluation: journal and final reflection totaling 10-15 pages, final project with teenager

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: by paragraph of interest

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    TWR 3:30 pm - 5:30 pm PORG 3:30 pm - 5:30 pm    Cheryl Shanks, Mike Wynn

PSCI 30 (W) Senior Essay: Political Science

Political Science senior essay.

Class Format: senior essay

Distributions: (D2)

Winter 2019

HON Section: 01    TBA     James McAllister

PSCI 31 (W) Senior Thesis: Political Science

To be taken by students registered for Political Science 493-494.

Class Format: thesis

Distributions: (D2)

Winter 2019

HON Section: 01    TBA     Cathy M. Johnson

PSCI 32 (W) Individual Project: Political Science

To be taken by students registered for Political Science 495 or 496.

Class Format: independent study

Distributions: (D2)

Winter 2019

IND Section: 01    TBA     James McAllister
PSCI 33 (W) Advanced Study in American Politics

Class Format: independent study

Winter 2019
IND Section: 01    TBA     James McAllister

PSCI 99 (W) Independent Study: Political Science

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D2)

Winter 2019
IND Section: 01    TBA     James McAllister

PSCI 118 (F) Power to the People?

Popular unrest. The resurgence of authoritarian styles and practices in politics. Democratic collapse. Political tumult around the globe in recent decades has put elites, and others, on edge as young democracies have collapsed and longer standing ones appear to be stumbling. In the United States, basic stability and democratic expansion have been accompanied by increasing citizen distrust of institutions, growing social divisions, and contestation over basic citizenship rights. Acute observers have long seen the U.S. as a harbinger of the promise and peril of modern democracies. What is the fate of democracy in the U.S.? What does that portend, if anything, for other democracies, or for the general principle of popular sovereignty--the idea that the people govern themselves? We investigate these and related questions by actively consulting political theory and empirical research in the social sciences. Our investigation will include class-time collaboration with a similarly structured undergraduate course being taught by a sociologist at the University of North Carolina and may include an optional weekend study trip.

Class Format: seminar
Requirements/Evaluation: active class participation, three 5-page essays, several short additional writing assignments, and class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: first-year students
Enrollment Limit: 19
Enrollment Preferences: first-year students
Expected Class Size: 19
Distributions: (D2)
Attributes: EXPE Experiential Education Courses; PSCI American Politics Courses

Fall 2018
SEM Section: 01    TR 11:20 am - 12:35 pm     Nicole E. Mellow

PSCI 120 (S) America and the World

Crosslistings: LEAD120 / GBST101 / PSCI120

Primary Crosslisting

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy
issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

Class Format: lecture/discussion

Requirements/Evaluation: short papers, class participation, and final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

Distributions: (D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

PSCI 125 (F) Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

Crosslistings: PSCI125 / LEAD125

Secondary Crosslisting

This course introduces students to the major issues in the study of leadership, a central concept in the study of politics. Looking at leaders from ancient Greece to the contemporary United States, we will explore the big questions of leadership studies: What makes a leader successful? Where does legitimacy come from? What (if anything) distinguished a leader from a demagogue? Do good leaders make good followers, or vice versa? What is the relationship between leadership and morality--can the ends justify the means? Why do good leaders sometimes lead badly? How can disempowered people exercise effective leadership? What functions does leadership fill, and what challenges do leaders face, in modern democratic states?

Class Format: lecture/discussion

Requirements/Evaluation: active class participation, 5-page research proposal, 10-page research paper, in-class midterm exam, and cumulative final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 25

Department Notes: subfield open in Political Science major

Distributions: (D2)

Fall 2018

LEC Section: 01    TF 2:35 pm - 3:50 pm     Mason B. Williams

PSCI 127 (S) America First? The Trump Era and the Future of World Politics

Crosslistings: PSCI127 / LEAD127

Primary Crosslisting

"America First" was a slogan and a perspective on foreign policy adopted by isolationists like Charles Lindberg in the 1930's. In the aftermath of Pearl Harbor and the Second World War, a strong bipartisan consensus emerged around the principles of liberal international internationalism and "America First" perspectives were marginalized in American politics. However, with the election of Donald Trump, the American presidency is now in the hands of someone who proudly claims the America first mantle. This course provides a historical and theoretical context for understanding what is unique about President Trump's approach to American foreign policy in the 21st century. Particular attention will be devoted to the contrast between the views
of Trump and those of the American foreign policy establishment over issues such as NATO, nuclear proliferation, Russia, immigration, terrorism, free trade, and conflicts in the Middle East.

**Class Format:** lecture

**Requirements/Evaluation:** two analytical essays, short response papers, and final group project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** potential political science majors and leadership studies concentrators (foreign policy track)

**Expected Class Size:** 20

**Distributions:** (D2)

**Attributes:** PSCI International Relations Courses

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**PSCI 132 (F) Contemporary Africana Social and Political Philosophy**

Crosslistings: AFR132 / AMST132 / PSCI132

**Secondary Crosslisting**

This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro-American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkiru Nzegwu, Lucius Outlaw, Oyèrónke Oyewùmi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on attendance and participation, two 5- to 7-page essays, and one 10-page final paper

**Extra Info:** not available for the fifth course option

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** first- and second-year students

**Expected Class Size:** 12

**Distributions:** (D2)

**Attributes:** AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; PSCI Political Theory Courses

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**PSCI 135 (S) Politics after the Apocalypse**

The zombies are coming! Climate change will destroy us! Bird-flu pandemic! To our horror and delight, reminders are everywhere that the end is near. Some of these projected apocalypses are alarmist, some fanciful...and others all too realistic. What shape will politics take after the apocalypse? What aspects of politics will endure the ravages of fire or pestilence? What new political realities might emerge on ground cleared by disaster? And what does it say about politics today that we are so eager to consume stories of states falling and bands of survivors scraping together a nasty, brutish and short existence? In this class, we reconsider what politics is and should be by contemplating accounts of its destruction and rebirth in television, film, literature, activism, social science, and critical theory. We will approach these sources as analogous to political theory's classic thought experiment of the "state of nature" and social contract. And we will consider what it tells us about our time that we are so eager to imagine ourselves at the beginning of the end. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through
informal writing submitted prior to class. Two papers, one close-reading assignment, and one post-apocalyptic short story or video are required.

**Class Format:** seminar

**Requirements/Evaluation:** formal and informal writing assignments, including a "close reading" assignment of 3-5 pages, two 5- to 7-page papers, one short story (approximately 12-20 pages and including an explanatory cover letter), and class participation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-year students

**Expected Class Size:** 15

**Distributions:** (D2)

**Attributes:** PSCI Political Theory Courses

Not offered current academic year

**PSCI 140 (S) Religion and Capitalism (WI)**

**Crosslistings:** REL282 / PSCI140 / SOC283

**Primary Crosslisting**

Up through the 1960s it was popular to claim that the world was becoming increasingly and inevitably secular, with the development of modern capitalist social relations as a signature cause. Today the 'secularization thesis' is largely defunct. Instead one sees the vibrant return of religion to social, economic, and political prominence in most parts of the world--at the very same time we are experiencing through globalization and the information revolution the most dramatic economic advances in a century. This course investigates the historical and contemporary relationship between culture and economics, religion and capitalism, in their most encompassing forms. In investigating this theme, our cornerstone will be Max Weber's famous argument from *The Protestant Ethic and the Spirit of Capitalism*. Along the way we will discuss both the origins of capitalist society as well as its more recent transformations through the rise of the welfare state, consumerism, and globalization. We will also discuss changes in religion under the influence of capitalism including romanticism, Pentecostalism, moralistic therapeutic Deism, and the 'God gap' between largely theist Africa, South and West Asia, and the Americas on the one hand and largely atheist Europe and East Asia on the other. The focus of the course is on Christianity in Western countries both historically and in the present, but we will spend time discussing religion (particularly Pentecostalism) and capitalism in the contemporary Global South as well.

**Class Format:** seminar

**Requirements/Evaluation:** regular discussion questions, three 5- to 6-page papers, in-class paper workshops, 20- to 24-page final term paper incorporating earlier papers

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** open to first-years and sophomores only

**Expected Class Size:** 14

**Distributions:** (D2) (WI)

**Attributes:** PSCI Comparative Politics Courses; PSCI Political Theory Courses;

Not offered current academic year

**PSCI 141 (S) Bandits and Warlords**

**Crosslistings:** LEAD141 / GBST141 / PSCI141

**Primary Crosslisting**

A leading scholar once quipped that political communities "qualify as our largest examples of organized crime." He wasn't far off: governments are meant to protect their citizenry, but as the #bringbackoursgirls or the KONY 2012 campaigns reveal, sometimes they fail. Bandits emerge, racketeers flourish, and warlords replace governments. By looking at Boko Haram, Séléka rebels, Al-Shabaab, Somali pirates and the Lords Resistance Army, this course explores the conditions that lead to the collapse of government protection and its replacement by bandits and warlords. We will then use this understanding to examine prominent examples of banditry and warlordism in Latin America, the Middle East and Europe.

**Class Format:** lecture
Requirements/Evaluation: class participation, five short papers and a final exam
Prerequisites: none; open only to first-years and sophomores
Enrollment Limit: 50
Enrollment Preferences: first-years
Expected Class Size: 40
Distributions: (D2)
Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

PSCI 150 (F) Democracy and the State: A Comparative Study
Crosslistings: GBST101 / PSCI150
Secondary Crosslisting

This introductory course examines major western political theories and ideologies, such as Liberalism and Marxism, and then examines their application in selected regional case studies. The social contract theories of Hobbes, Locke and Rousseau form the basis of the course.

Class Format: seminar
Requirements/Evaluation: short papers, final exam
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first year students
Expected Class Size: 15
Distributions: (D2)

Not offered current academic year

PSCI 160 (S) Refugees in International Politics (DPE) (WI)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants, evaluate international organizations’ roles in managing population displacement, and consider refugee camps in theory and example. In whose interest is the prevailing system? Who might change it, and how?

Class Format: tutorial
Requirements/Evaluation: eleven graded essays: five primary, five critique, and one statement
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Refugees are, by definition, those persecuted because of their political allegiance or membership in an ethnic, racial or religious group; having lost the protection that nationality should give them, they become de facto stateless. This course examines the way in which states oppress people and the question of why we privilege these categories of oppression. WI: Students will write, and will write about writing, every week.
Attributes: POEC International Political Economy Courses; PSCI International Relations Courses;

Spring 2019
TUT Section: T1 TBA Cheryl Shanks
PSCI 178 (F)  Music and Politics  (WI)
Crosslistings: MUS178 / PSCI178
Secondary Crosslisting
This course examines how musical sound and musical discourse change, enable, and inhibit citizen formation and the functioning of a well-ordered society. We will take a very wide definition of "politics," as music can have political meaning and effects far beyond national anthems and propaganda. For instance, musical sound is often read as a metaphor for political structures: eighteenth-century commenters pointed out that string quartets mirrored reasoned, democratic discourse, and twentieth-century critics made similar arguments about free jazz. Beliefs about music can serve as a barometer for a society's non-musical anxieties: Viennese fin-de-siècle critics worried that the sounds and stories of Strauss’s operas were causing moral decline, an argument that should be familiar to anyone who reads criticism of American popular music. Finally, a pervasive strand of Romantic thought holds that (good) music, by its nature, is apolitical—what it means to deny social relevance to an entire field of human expression? We will read classic philosophical texts on art and politics by Schiller, Kant, Schopenhauer, Marx, Adorno, and others, and pair them with contextual studies of works of Western classical music from the last two hundred years and popular music of the last hundred years.

Class Format: tutorial
Requirements/Evaluation: Students will be expected to write a 5-7 page paper every other week, and submit written comments on their tutorial partner's paper in off weeks.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students
Expected Class Size: 8
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under PSCI

Not offered current academic year

PSCI 201 (F)  Power, Politics, and Democracy in America
Begun as an experiment over 200 years ago, the United States has grown into a polity that is simultaneously praised and condemned, critiqued and mythologized, modeled by others and remodeled itself. This course introduces students to the dynamics and tensions that have animated the American political order and that have nurtured these conflicting assessments. Topics include the founding of the American system and the primary documents (the Declaration of Independence, the Constitution, and the Federalist Papers), the primary institutions of national government then and now (Congress, the Presidency, and the Supreme Court) and the politics of policy-making in the United States. We study structures, processes, key events, and primary actors that have shaped American political development. In investigating these topics, we explore questions such as these: How is power allocated? What produces political change? Is there is a trade-off between democratic accountability and effective governance? How are tensions between liberty and equality resolved? Do the institutions produce good policies, and how do we define what is good?

Class Format: lecture/discussion
Requirements/Evaluation: depending on the section, some combination of response papers, short-to-medium papers, exams, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: this is an introductory course, open to first-year students and sophomores; juniors and seniors may enroll only with the permission of instructor and under special circumstances
Enrollment Limit: 35
Enrollment Preferences: first-years and sophomores
Expected Class Size: 35
Distributions: (D2)
Attributes: POEC Required Courses; PSCI American Politics Courses
PSCI 202 (F)  World Politics: An Introduction to International Relations

"World politics is often taken to be an arena of human interaction unto itself, where the concepts which serve us well in understanding domestic politics and our everyday public lives -- democracy, law, morality, authority -- are displaced by their opposites -- rule by the strong, use of force, raison d'état, anarchy. In particular, the discipline of International Relations claims special responsibility for analyzing and explaining this arena. But is world politics really so different? We now live in a world in which resolutions of the United Nations Security Council carry the aura of law and authority; human rights are held up as universal moral standards; international treaties regularly restrain supposedly sovereign states in regulating their domestic economies; and the vast majority of wars are now 'civil' ones. This course is about politics at the world scale and the myriad ways in which scholars and practitioners interpret and explain it."

Class Format: lecture

Requirements/Evaluation: some combination of short papers, midterm exam/paper, final exam, and class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: this is an introductory course, open to first-year students and sophomores; juniors and seniors may enroll only with permission of instructor and under special circumstances (Fall Only)

Enrollment Limit: 35

Enrollment Preferences: first-year students and sophomores intending to major in Political Science

Expected Class Size: 35

Distributions: (D2)

Attributes: POEC Required Courses; PSCI International Relations Courses

PSCI 203 (F)  Introduction to Political Theory

Is politics war by other means? Is it merely a practical way to meet our needs? Or is it, rather, the activity through which citizens pursue justice and the good life? And what is justice? How can it be established and secured? Where does it apply? To whom? What are the powers and obligations of citizenship? Who decides? On what basis? Political theory addresses questions such as these as it investigates the fundamental problems of how people can, do, and ought to live together. The questions have sparked controversy since the origins of political thinking; the answers remain controversial now. This course addresses the controversies, drawing examples from struggles over such matters as racism, colonialism, revolution, political founding, economic order, and the politics of sex and gender, while focusing on major works of ancient, modern, and contemporary theory by such authors as Plato, Aristotle, Machiavelli, Hobbes, Rousseau, Mill, Marx, Nietzsche, Beauvoir, Arendt, Fanon, Rawls, Foucault, and Young. Themes may include power, authority, obligation, freedom, justice, equality, democracy, liberalism, capitalism, feminism, and violence, though the emphases will vary from semester to semester.

Class Format: lecture/discussion

Requirements/Evaluation: two or three papers; some sections also have a final exam

Prerequisites: none; this is an introductory course, open to all, including first-year students

Enrollment Limit: 25

Enrollment Preferences: first-years and sophomores

Expected Class Size: 25

Distributions: (D2)

Attributes: LEAD Ethical Issues of Leadership; PHIL Related Courses; POEC Required Courses; PSCI Political Theory Courses
PSCI 204 (F) Introduction to Comparative Politics: Nationalism, Religion, and State Power

While the field of international relations focuses on the actions of sovereign states towards one another, the comparative study of politics looks mainly at what goes on inside countries, the domestic dynamics of political power and institutions. It asks, for example, where sovereign states come from, why political life differs so much from one country to another, and how political regimes, structures and institutions change, sometimes suddenly. Thus comparative politics is often about what citizens of countries with stable and relatively effective governments take for granted (and why they may take it for granted). In this course, we will examine several broad historical-political themes: the rise of modern state structures; the emergence of capitalism; the articulation of national identities; the spread of liberalism and democracy; the roots of terrorism; and the effects of war and religion on politics. Worthwhile answers will require us to look at them theoretically, historically, comparatively, and through contemporary developments.

Class Format: lecture/discussion
Requirements/Evaluation: four 2-page essays and a final exam
Prerequisites: none
Enrollment Limit: 35
Enrollment Preferences: first-years and sophomores
Expected Class Size: 30
Distributions: (D2)
Attributes: POEC Required Courses; PSCI Comparative Politics Courses

PSCI 205 (S) Political Leadership

This course will examine the leadership strategies of American political leaders with an emphasis on the importance of communication strategies for public sector leaders. We will study these issues by examining local, state and federal political leaders and by answering key questions specific to the political realm. We will read and watch significant speeches of American political leaders, be visited by guests with deep knowledge and insight into the world of politics and read a variety of writings by academics and practitioners on the subject. We will explore questions such as "What characteristics mark successful communication and how do leaders craft a unique and effective communications style?" and "What strategic considerations are there for female political leaders and do they have different challenges in communicating?" The first series of classes will focus on communication taking a look at some of America's best political orators, the special requirements of crisis communication and the changes that new media has brought to the practice of politics and government. We will then explore the tenets of political strategy--both in campaigns and governing. This segment of the course will take a look at the tools used in crafting a strategy and how to put together a winning coalition. The final classes in the course will explore the unique challenges and opportunities facing select sub-groups of political leaders: women, celebrity candidates and officeholders and high-achieving young political leaders--operatives and elected officials.

Class Format: seminar
Requirements/Evaluation: three short papers and a final research paper
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Leadership Studies concentrators and Political Science majors
PSCI 206 (F) Dangerous Leadership in American Politics  (WI)
Crosslistings: PSCI206 / LEAD206

Primary Crosslisting

"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders?". A common assumption is that those who do it well—whether in the presidency, the parties, social movements, organizations, or local communities—are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention—as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition's leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

Class Format: tutorial

Requirements/Evaluation: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

PSCI 208 (F) Wealth in America  (WI)

The pursuit of wealth is an important feature of American political identity, captured by the ideas of the American dream and the Protestant work ethic. The accumulation of wealth has been lauded as both a worthy individual activity and a vital component of the nation's public interest. Yet inequality in wealth may conflict with the political equality necessary for democratic governance and public trust, leading to concerns that we are sacrificing community, fairness, and opportunity for the benefit of a small portion of the population. This tutorial focuses on questions about the public value of wealth and its accumulation, which have become more pressing now that the richest one percent of Americans own about 40 percent of privately held wealth. Some readings will be historical, particularly those focusing on American political thought and the politics of the Gilded Age, such as Andrew Carnegie's "Gospel of Wealth". Most of the readings, such as Pierson and Hacker's Winner-Take-All Politics, will focus on contemporary political debates about the accumulation, concentration, and redistribution of wealth.

Class Format: tutorial

Requirements/Evaluation: five essays (5 pages each), five critiques (2 pages each), and one final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
PSCI 209 (F)  Poverty in America

Crosslistings: PSCI209 / WGSS209

Primary Crosslisting

Although some protest that the U.S. is heading toward European-style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its dangers to individuals as well as the political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?

Class Format: lecture/discussion

Requirements/Evaluation: class participation, two or three short papers, and a final paper

PSCI 211 (S)  Do the People Govern? U.S. Public Opinion and Mass Political Behavior

America's founding documents explicitly state that the will of the people is the authority upon which our government rests. But do the people actually govern, and should they? Pessimists point out that most Americans know very little about politics and lack coherent political views, are easily manipulated by media and campaigns, and are frequently ignored by public officials anyway. Optimists counter that, even if individuals are often ignorant and/or confused about politics, in the aggregate, the public sends a coherent signal to public officials, who usually carry out the public's general wishes. In addition to engaging this debate about what the public thinks about politics, we will also explore how people behave in the political realm. What are the forces that shape whether citizens pay attention to politics, vote, work on campaigns, protest, or engage in other types of political action? How do resource gaps tied to inequalities in society (such as race, class, and gender) influence political behavior? And how do institutions such as the media and campaigns encourage or discourage it?

Class Format: lecture

Requirements/Evaluation: class participation, one to two short papers (5-7 pages), one medium paper (8-12 pages), an oral presentation, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

PSCI 210 (S)  U.S. Political Economy and Public Policy

Attributes: POEC U.S. Political Economy + Public Policy Course; PSCI American Politics Courses; Not offered current academic year

Enrollment Limit: 25

Enrollment Preferences: Political Science, Political Economy, and Women’s, Gender and Sexuality Studies majors and concentrators in Public Health

Expected Class Size: 25

Distributions: (D2)

Not offered current academic year
America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Class Format: lecture

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

Distribution Notes: DPE: This course examines the role of race, gender, and class in structuring the history of American politics and citizenship; efforts by marginalized communities to gain access to full citizenship; and the role of politics in shaping regimes of social difference. Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses
PSCI 214 (F)  Racial and Ethnic Politics in America

Arguably, the dominant discourse in the election and presidency of Barack Obama and the battle to succeed him was about race. Race is connected to salient issues like immigration and police conduct; to politicians across the political spectrum, including Obama and Donald Trump; and (some argue) to virtually everything in American politics, including fundamental concepts that have no manifest racial content, like partisanship and the size and scope of government. We will evaluate the role of race as it relates to public opinion, political behavior, campaigns, political institutions, and public policy debates, with special attention devoted to the nature of racial attitudes. Most of the course will focus on the historical and contemporary relations between whites and African Americans, but we will also explore topics involving other pan-ethnic communities, particularly Latinos and Asian Americans.

Class Format: lecture
Requirements/Evaluation: class participation, one to two short papers (5-7 pages), one medium paper (8-12 pages), an oral presentation, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 20
Distributions: (D2)
Attributes: POEC U.S. Political Economy + Public Policy Course; PSCI American Politics Courses

Fall 2018
LEC Section: 01    MR 2:35 pm - 3:50 pm     Matthew Tokeshi

PSCI 215 (S)  Race and Inequality in the American City

Crosslistings: PSCI215 / LEAD215

Primary Crosslisting

In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Class Format: seminar
Requirements/Evaluation: class participation; several short essays and a longer paper with presentation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Political Science majors and Leadership Studies concentrators
Expected Class Size: 25
Distributions: (D2)
Attributes: LEAD Facets or Domains of Leadership; POEC U.S. Political Economy + Public Policy Course
PSCI 216 (F)  American Constitutionalism I: Structures of Power  
Crosslistings: PSCI216 / LEAD216  
Primary Crosslisting  
How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power -- the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the conservative ascendency of the late twentieth century. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.  
Class Format: lecture/discussion  
Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation  
Prerequisites: none  
Enrollment Limit: 25  
Enrollment Preferences: Political Science majors  
Expected Class Size: 25  
Distributions: (D2)  
Attributes: LEAD Facets or Domains of Leadership; POEC U.S. Political Economy + Public Policy Course; PSCI American Politics Courses

PSCI 217 (S)  American Constitutionalism II: Rights and Liberties  
Crosslistings: PSCI217 / LEAD217  
Primary Crosslisting  
How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties -- freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.  
Class Format: lecture/discussion  
Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation  
Prerequisites: none  
Enrollment Limit: 25  
Enrollment Preferences: Political Science majors  
Expected Class Size: 25  
Distributions: (D2)
PSCI 218 (S) The American Presidency

Crosslistings: LEAD218 / PSCI218

Primary Crosslisting

To study the presidency is to study human nature and personality, constitution and institution, strategy and contingency. This course will examine the problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? How much do we attribute the shaping of politics to the agency of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency different in foreign and domestic policy? How are national security concerns balanced with domestic priorities such as the protection of civil liberties? How is the office and purpose of the presidency affected by an economic order predicated on private capital? Exploration of these questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional-executive relations, the media, and emergency powers. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.

Class Format: lecture/discussion

Requirements/Evaluation: one exam, two short to medium length papers, small group projects, and class participation

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Political Science majors and Leadership studies concentrators

Expected Class Size: 35

Distributions: (D2)

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; POEC U.S. Political Economy + Public Policy Course; PSCI American Politics Courses

Spring 2019

LEC Section: 01    TF 1:10 pm - 2:25 pm     Nicole E. Mellow

PSCI 219 (F) Women in National Politics (WI)

Crosslistings: PSCI219 / INTR219 / WGSS219

Secondary Crosslisting

This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

Class Format: tutorial

Requirements/Evaluation: brief analytical papers and response papers for each week's readings

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors, sophomores with permission of instructor

Distributions: (D2) (WI)

Fall 2018

TUT Section: T1    TBA     Joy A. James

PSCI 223 (S) International Law

International law embodies the rules that govern the society of states. It spells out who can be a sovereign state and how to become one, what states
can do, what they cannot do, and who can punish transgressions. It also determines the status of other actors, such as international organizations, heads of state, refugees, transnational religious institutions, and multinational corporations. International law is similar to domestic law, with one very crucial difference: it is not enforced by a centralized, sovereign state. In most other respects, it is the same: it protects the status quo, including the distribution of power among its members; it spells out legitimate and illegitimate ways of resolving conflicts of interest; it is biased toward the powerful; it tells its members how to act to coordinate their interests and minimize direct conflict; some of it is purely aspirational, some of it necessary for survival. And like domestic law, it is enforced only some of the time, and then against the weak more than the strong. Yet, law is still where we look for justice and, perhaps, the legitimation of order.

Class Format: lecture

Requirements/Evaluation: three quizzes, two midterm exams, one 6-page paper, and one final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Political Science majors

Expected Class Size: 30

Distributions: (D2)

Attributes: JLST Interdepartmental Electives; POEC International Political Economy Courses; PSCI International Relations Courses

Spring 2019

LEC Section: 01  MR 2:35 pm - 3:50 pm  Cheryl Shanks

PSCI 224 (F) Neo-liberalism: What Is It and Why Does It Matter?

We live in the era of neo-liberalism. But what does this mean? This course will focus on neo-liberalism in comparative perspective, looking mainly at the US and Europe. It will consider how neo-liberalism is defined, the role of states in making and maintaining neo-liberalism, the centrality of markets to neo-liberal conceptions, and the kinds of politics that produced and are produced by neo-liberalism. Economically, the course will look at the institutional configuration of neo-liberalism, changes in economies, growing inequality, the financial crises, and prevalence of debt. Politically, the course will address changes in the role of government, what governments do and do not do, the growing influence of financial interests, the role of identities in mobilizing support for and legitimating governments, and the impact of these developments on the status of citizenship and democracy.

Class Format: seminar

Requirements/Evaluation: three papers--one 3-page, one 5-page, and one 10-page paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political Science majors

Expected Class Size: 19

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI International Relations Courses

Not offered current academic year

PSCI 225 (F) International Security

Crosslistings: LEAD225 / PSCI225

Primary Crosslisting

This course deals with basic questions about war and peace. What are the major causes of war? Why do leaders choose to use violence in the pursuit of political objectives? How does the threat of war shape international politics and diplomatic outcomes? How are wars fought? What are their consequences? And why do states sometimes seek to cooperate to achieve their objectives and other times settle disputes through force or the threat of force? To address these questions, this course covers a number of specific topics: the causes, conduct, and consequences of the two world wars; the origins, course, and end of the Cold War; the influence of nuclear weapons on international security; regional conflicts and rivalries; regime type and international conflict; alliances and patron-client relationships; diplomacy; crisis decision-making; asymmetric conflicts; and great power politics, grand strategy, and international order.
Class Format: lecture
Requirements/Evaluation: class participation, one 6- to 8-page paper, midterm, final
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Political Science majors
Expected Class Size: 25
Distributions: (D2)
Attributes: GBST Borders, Exiles + Diaspora Studies Electives; LEAD American Foreign Policy Leadership; PSCI International Relations Courses

Fall 2018
LEC Section: 01    MWF 11:00 am - 12:15 pm   Galen E Jackson

PSCI 227 (S)  International Relations of the Middle East
This class will introduce students to the international political significance of the modern Middle East. The basic structure of the course combines political science concepts with a detailed survey of the region's diplomatic history. Specific topics will include the role of the great powers in the area's politics; the Arab-Israeli conflict; the geopolitical implications of the Persian Gulf's oil reserves; terrorism; the causes and impact of the Iranian Revolution; the rise of Islamist movements; nuclear proliferation; the causes and consequences of the Iraq War; the Arab Spring and the Syrian crisis; and future prospects for stability in the area. By the end of the course, students will have not only gained insight into these specific issues but, more importantly, will have developed an ability to think critically and analytically about the arguments and ideas relating to the international relations of the Middle East espoused by different scholars and policymakers.

Class Format: lecture
Requirements/Evaluation: class participation, one 6- to 8-page paper, midterm, final
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Political Science majors with an International Relations concentration, History majors
Expected Class Size: 25
Distributions: (D2)
Attributes: PSCI International Relations Courses

Spring 2019
LEC Section: 01    MR 2:35 pm - 3:50 pm   Galen E Jackson

PSCI 228 (F)  International Organization
Tens of thousands of international organizations populate our world. IGOs, whose members are governments of sovereigns, range from the Nordic Association for Reindeer Research to the UN and NATO; NGOs, whose members are private groups and individuals, include the International Seaweed Association as well as the International Committee of the Red Cross. We will examine where they come from, what they do, and to whom they matter, and will examine their agency, efficiency, and accountability. We cover the history, structures and functions of international organizations using case studies.

Class Format: lecture
Requirements/Evaluation: three short papers, a midterm exam, one longer paper on an assigned topic
Prerequisites: none, open to first-year students
Enrollment Limit: 30
Enrollment Preferences: Political Science Majors
Expected Class Size: 30
PSCI 229 (F) Global Political Economy
Thirty years ago the production, distribution, consumption and accumulation of goods, services and capital were predominantly national, organized by nation-states and within national territories. Today they all are increasingly global in scope, and nation-states find themselves more and more the subjects than the masters of mobile transnational corporations, international trade tribunals, global currency markets and natural resources cartels. All of these developments have direct and far-reaching effects on the power of states, the wealth of societies, and the life chances of billions of people around the world. This course offers a broad introduction to contemporary global capitalism, emphasizing the inherent and inseparable intertwining of politics and economics, power and wealth, the state and the market. The core of the course is made up of a broad analysis of global trade, global finance, development, and migration, with special attention to subjects such as free trade, foreign aid, industrial policy, currency wars, and refugee crises. We conclude the course with a close look at current global financial instabilities and the implications for the future of global capitalism.

Class Format: lecture/discussion
Requirements/Evaluation: one 5-7 page paper, one 7-10 page paper, in-class debate, final exam
Prerequisites: none
Enrollment Limit: 35
Enrollment Preferences: Political Science and Political Economy majors
Expected Class Size: 30

PSCI 231 (F) Ancient Political Thought
Crosslistings: PHIL231 / PSCI231

Primary Crosslisting
The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites--and consequences--of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be "philosophical" or to think "theoretically" about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercut or enhance the texts’ ability to illuminate the dilemmas of political life for us.

Class Format: lecture/discussion
Requirements/Evaluation: three 7- to 8-page papers
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Political Science majors
Expected Class Size: 18

Not offered current academic year
PSCI 232 (F) Modern Political Thought (WI)  
Crosslistings: PHIL232 / PSCI232  

Primary Crosslisting  
This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.  
Class Format: lecture/discussion  
Requirements/Evaluation: four formal papers of 5-7 pages; brief informal writing tasks inside and outside of class  
Prerequisites: none; open to all  
Enrollment Limit: 19  
Enrollment Preferences: Political Science majors  
Expected Class Size: 19  
Distributions: (D2) (WI)  
Attributes: PSCI Political Theory Courses;  

Fall 2018  
LEC Section: 01    TF 2:35 pm - 3:50 pm    Laura D. Ephraim  

PSCI 233 (S) Rastafari: Dread, Politics, Agency  
Crosslistings: REL261 / PSCI233 / AFR299  

Secondary Crosslisting  
The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan-Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio-visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.  
Class Format: seminar  
Requirements/Evaluation: attendance and participation, weekly reading e-response papers, two short essays, and a 12- to 15- page final paper  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: none; open to all  
Enrollment Limit: 15  
Enrollment Preferences: Africana Studies concentrators and majors in Political Science and Religion  
Expected Class Size: 12  
Distributions: (D2)  
Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives;  
Not offered current academic year  

PSCI 234 (F) Political Romanticism  
Crosslistings: PSCI234 / COMP329 / ENGL322  

Secondary Crosslisting  
What is Romanticism, and how does it relate to the world-changing political upheavals that emerge along with it? Romantic literature emerged around the time of the French and Haitian Revolutions, and many Romantic authors were deeply sympathetic to the democratic principles of freedom and
equality that inspired such political uprisings. Yet many also questioned revolutionaries' attempts to realize such ideas by forcibly seizing control of governments. These authors became interested in art and literature as alternative means of bringing about social and political change. In so doing, they invented ideas about the political power of art that are still very much with us today. This seminar examines these ideas through readings of works of Romantic literature, philosophy, and art that brought them into the world, while also considering how arguments subsequently developed for and against political Romanticism inform today's heated debates about the relationship between art and politics. May include works by Kant, Wordsworth & Coleridge, C. Smith, P.B. Shelley, Géricault, Delacroix, Turner, Hazlitt, Hegel, Marx, C.L.R James, Carl Schmitt, Walter Benjamin, and Jacques Rancière.

Class Format: seminar
Requirements/Evaluation: evaluation based on two papers, 6 and 8-10 pages in length, and general participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English, Comparative Lit, German, Political Science majors
Expected Class Size: 25
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under PSCI
Attributes: ENGL Criticism Courses; ENGL Literary Histories B

Fall 2018
SEM Section: 01  Cancelled

Spring 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  Walter Johnston

PSCI 235 (S) Survival and Resistance: Environmental Political Theory  (WI)
Crosslistings: ENVI235 / PSCI235
Primary Crosslisting

Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have "rights"? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet's health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory's traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Class Format: seminar
Requirements/Evaluation: formal and informal writing assignments and class participation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first years and sophomores
Expected Class Size: 12
Distributions: (D2) (WI)
Attributes: AMST Critical and Cultural Theory Electives; ENVI Humanities, Arts + Social Science Electives; PHIL Related Courses; PSCI Political Theory Courses;

Spring 2019
PSCI 238 (F) Economic Liberalism and Its Critics (WI)
Crosslistings: POEC250 / PSCI238 / ECON299

Secondary Crosslisting
Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: lecture/discussion
Requirements/Evaluation: eight short essays, several short homework assignments, and a final exam
Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors
Enrollment Limit: 35
Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major
Expected Class Size: 35
Department Notes: formerly POEC 301
Distributions: (D2) (WI)
Attributes: AMST Critical and Cultural Theory Electives; POEC Required Courses;

Fall 2018
LEC Section: 01   MR 2:35 pm - 3:50 pm    Jon M. Bakija, James E. Mahon

PSCI 240 (F) Theories of Comparative Politics
This course deals with the concepts that organize much of the contemporary study of comparative politics. The course discusses the purposes of states, the origins of capitalism, the relationship of states to capitalism, the connection between identities, cultures, and states, and the definition and nature of power. The readings include Alexis de Tocqueville, Karl Marx, Max Weber, Karl Polanyi, Barrington Moore, Michel Foucault, and Edward Said.

Class Format: lecture/discussion
Requirements/Evaluation: three papers
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Political Science majors
Expected Class Size: 19
Distributions: (D2)
Attributes: PSCI Comparative Politics Courses
Not offered current academic year

PSCI 241 (S) Meritocracy
Crosslistings: SOC241 / PSCI241
Primary Crosslisting

Although an infinitesimal number of Americans have degrees from Harvard or Yale Universities, 33% of the top decision makers in the second Obama administration did. So do eight of the country's nine sitting Supreme Court Justices. Is this a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy --- rule by the intellectually talented --- in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

Class Format: seminar

Requirements/Evaluation: two papers, take-home final exam, class participation

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major

Expected Class Size: 19

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses; PSCI American Politics Courses; PSCI Comparative Politics Courses

Spring 2019

SEM Section: 01    TF 1:10 pm - 2:25 pm     Darel E. Paul

PSCI 243 (S) Politics of Africa

Crosslistings: AFR256 / PSCI243

Primary Crosslisting

This course provides an introduction to the politics of contemporary Africa, emphasizing the diversity of African politics. It seeks to challenge the widespread image of African politics as universally and inexplicably lawless, violent, and anarchic. We begin by examining the colonization of Africa, nationalist movements, and patterns of rule in the first 30 years of independence. From there, we analyze the causes, achievements and limitations of the recent wave of political liberalization across Africa. We then consider patterns of economic development in Africa. Finally, we examine China's growing expansion into Africa and ask whether this is a new colonialism.

Class Format: lecture/discussion

Requirements/Evaluation: class discussion, four short papers and final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: sophomores, Political Science majors and Africana Studies concentrators

Expected Class Size: 30

Distributions: (D2)

Attributes: GBST African Studies Electives; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses

Not offered current academic year

PSCI 247 (S) Political Power in Contemporary China

The People's Republic of China presents us with two grand political narratives: socialism and democracy. In the Maoist era, a distinctive understanding of socialism, which claimed to be a more genuine democracy, brought hope and, ultimately, tragedy to hundreds of millions of people. In the post-Mao era, Chinese politics has been driven by the need to redefine socialism in the wake of the world-historic calamities of the Great Leap Forward and the Cultural Revolution and, more recently, the end of the Cold War. The state cannot simply give up the socialist myth because without it the rationale for Communist Party hegemony evaporates. But China's rulers cannot avoid political reform, both ideological and institutional, because to do so heightens the legitimacy crisis born of Maoist failures. Within this context has emerged the contemporary Chinese democracy movement which, in all of its
complexity, looks to both socialist discourse and Western practice to create a new politics that checks tyrannical abuses of state power and engenders a civil society. What is Chinese democracy now? What are its prospects and what is its relationship to the ideas of socialism?

**Class Format:** lecture/discussion

**Requirements/Evaluation:** two short papers and a final exam

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Political Science and Asian Studies majors

**Expected Class Size:** 35

**Distributions:** (D2)

**Attributes:** GBST East Asian Studies Electives; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses

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**Spring 2019**

LEC Section: 01    TR 8:30 am - 9:45 am    George T. Crane

**PSCI 248 (F) The USA in Comparative Perspective**  (WI)

Politics in the USA is often considered unique and incomparable, and US political science separates the study of American politics from comparative politics. This course overcomes this divide, considering politics and society in the United States comparatively, from a variety of viewpoints and by authors foreign and American, historical and contemporary. Important topics include: the colonial experience and independence; race relations and the African diaspora; nationalism and national identity; war and state-building; American exceptionalism, religion, and foreign policy; the role of political and economic institutions; and the origins and shape of the welfare state. (As the list suggests, the most common comparisons are with Latin America and Western Europe, but several of our authors look beyond these regions.)

**Class Format:** tutorial; a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

**Requirements/Evaluation:** five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores and students who have been denied enrollment in the course previously

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; POEC Comparative POEC/Public Policy Courses; PSCI American Politics Courses; PSCI Comparative Politics Courses;

Not offered current academic year

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**PSCI 257 (F) Iran, Islam, and the Last Great Revolution**  (WI)

Crosslistings: ARAB257 / PSCI257

**Primary Crosslisting**

The title and inspiration for this course comes from Robin Wright's book The Last Great Revolution. Wright argues that the 1979 Revolution in Iran completes the promise of the Modern Era, "launched in the West" but "adopted by or adapted to all other parts of the world." The overthrow of 2500 years of monarchy "paved the way for using Islam to push for empowerment." It is this empowerment, of nations and of ordinary individuals, that stands as the signal quality of modernity. The notion that post-revolutionary Iran offers an alternative path to modernity is hardly conventional wisdom in the United States or Europe, where images of men draped in religious passion and women in forbidding black chadors are as common as the belief that the 1979 Revolution set Iran spinning back thirteen centuries in time. If westerners do not view Iran as entirely anti-modern, then at best they see it as a country filled with "paradoxes" and "puzzles," one in which indie rock bands play underground, figuratively and literally beneath the feet of retrograde religious fanatics, or unveiled women attend all-night parties only to slip back into proper hejab the next morning. The class will ask you to consider why these assumptions exist, whether they are the symptoms of a western civilization "clashing" with the east, and if they are exclusive to the United States or Europe. Does there also exist an "orientalism in reverse," a negative gaze of Iranians towards the west and towards their fellow, "backwards" citizens?
Class Format: seminar

Requirements/Evaluation:  first short essay, 5 pages (15%); second short essay, 5 pages (15%); research paper, 15-20 pages (30%); participation, including blogs, presentation, and precis (40%)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under ARAB

Fall 2018

SEM Section: 01  M 7:00 pm - 9:40 pm  Shervin Malekzadeh

PSCI 260 (S)  Power, Feminist-Style  (DPE) (WI)
Crosslistings: PSCI260 / WGSS260

Secondary Crosslisting

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice--the concept of power--from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, bell hooks, Catherine MacKinnon, Hannah Arendt, and Gloria E. Anzaldúa.

Class Format: seminar

Requirements/Evaluation:  class facilitation, critical reflections (four 3- to 4-page assignments), review of peer's essay (2-3 pages), essay draft and revision (8-10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large. WI: Writing assignments train students' attention on various elements of argumentation and style and involve peer and teacher review and revision.

Attributes: WGSS Theory Courses

Spring 2019

SEM Section: 01  MW 11:00 am - 12:15 pm  Greta F. Snyder

PSCI 261 (S)  Gender and Conflict in International Relations
Crosslistings: PSCI261 / WGSS262

Primary Crosslisting
This course explores gender dynamics in modern conflicts from the perspective of civilian societies, state militaries and non-state armed groups. The course will look at gender roles, relations, and symbols, throughout different phases of conflict including the precursors to conflict, during a conflict, and finally in the aftermath of active conflict. We will examine contemporary security debates related to gender including violent extremism, women in the military, and post-conflict reconstruction. We also look at case studies from several regions including Uganda, El Salvador, Sierra Leone, and Northern Ireland. Gender, in this course, will be used as a lens to understand different identities in conflict and expectations for women, men, boys, and girls, as well as examine femininities and masculinities. The course will use literature from scholars in the field of gender and conflict but will also include literature on conflict that does not have a gender perspective, with the aim to encourage students to add their own gendered analysis or questioning of current theories of conflict in international relations.

Class Format: seminar

Requirements/Evaluation: short writing assignments; some combination of take-home exams and in-class presentations; class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: potential and actual political science majors or women's, gender, and sexuality studies majors

Expected Class Size: 18

Distributions: (D2)

Attributes: PSCI International Relations Courses

Spring 2019

SEM Section: 01    TR 11:20 am - 12:35 pm    Phoebe G. Donnelly

PSCI 262 (F) America and the Cold War

Crosslistings: LEAD262 / HIST261 / PSCI262

Primary Crosslisting

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Class Format: lecture/discussion

Requirements/Evaluation: one medium length paper, an in-class midterm and final exam, and a series of short assignments

Prerequisites: none; PSCI 202 is recommended but not required

Enrollment Limit: 19

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 19

Distributions: (D2)

Attributes: LEAD American Foreign Policy Leadership; PSCI International Relations Courses

Not offered current academic year

PSCI 265 (F) The International Politics of East Asia

This course examines the political, economic, and cultural determinants of conflict and cooperation in East Asia. Throughout the semester, we will examine three distinct but inter-related aspects of international relations in East Asia: Security, economy, and culture by using some core concepts and theoretical arguments widely accepted in the study of international relations. We will engage some of the central questions and issues in the current debate on East Asia. Do East Asian countries seek security and prosperity in a way fundamentally different from the Western system? Is there a single best way to maintain regional order and cooperation across regions? Will a strong China inevitably claim its traditional place under the sun?
Will Japan continue to live as a nation with enormous economic power but limited military means? What is the choice for South Korea between security alliance with the United States and national reconciliation with the North? What should be done to dissuade the authoritarian regime in North Korea from acquiring nuclear capabilities and lead it to different paths toward national survival? By the end of the semester, you will gain both a general perspective and substantive knowledge on East Asian international politics.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** midterm exam, team debate, take-home final exam, class participation and other assignments

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science and Asian Studies majors

**Expected Class Size:** 25

**Distributions:** (D2)

**Attributes:** POEC International Political Economy Courses; PSCI International Relations Courses

Not offered current academic year

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**PSCI 266 (S) The United States and Latin America** (DPE)

This course examines the most important political and diplomatic divide in the Western Hemisphere. The first half is a historical survey of U.S.-Latin American foreign relations from the early Spanish American independence movements through the end of the Cold War, with some emphasis on the latter. We consider how this history confirms or undermines influential views about U.S. foreign relations and about international relations generally. We also compare historical U.S. foreign policy toward the hemisphere to current policy globally. The second half covers the most important current issues in hemispheric relations: the rise of leftist governments in Latin America; the war on drugs; immigration and border security; and competition with China for influence. At the end we briefly reconsider current U.S. policies, in view of the economic and political evolution of Latin America, in historical perspective.

**Class Format:** lecture/discussion, with more lecture in the first half, more discussion and several in-class debates in the second

**Requirements/Evaluation:** a map quiz, two short papers, a longer paper, and either another policy paper and a regular final exam, or a 10-page research paper and a short final exam

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 20

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: In the paper that considers the first part of the course, the students weigh to what extent U.S. policy toward Latin America was affected by the largely derogatory attitudes of U.S. diplomats toward Latin Americans. A unit in the second part of the course critically analyzes current U.S. immigration policy in this context.

**Attributes:** GBST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; LEAD American Foreign Policy Leadership; PSCI International Relations Courses

Spring 2019

LEC Section: 01    MR 2:35 pm - 3:50 pm    James E. Mahon

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**PSCI 268 (S) Israeli Politics**

This is an introductory course on Israeli politics. Approaching questions historically, it discusses the evolution of Zionism before and after the founding of Israel, the immigration and assimilation of Jews from Arab states, and the changes in Israeli politics and society introduced by the acquisition of the West Bank and the ensuing occupation and settlements. The course also will address Israel’s foreign policies, including its relationship with the USA, and the conflict with Palestinians.

**Class Format:** lecture

**Requirements/Evaluation:** two papers and a final exam

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
PSCI 271 (F) Religion and the State
Crosslistings: REL214 / PSCI271

Secondary Crosslisting
The First Amendment of the U.S. Constitution begins: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof.” What does "religion" mean in this formulation? Should "religion" be singled-out for exclusion from government? Are "religious" reasons ever legitimate reasons for laws, policies or popular political action? Should "religious" organizations be exempt from otherwise generally applicable laws? Is "religion" good or necessary for democratic societies? In this course we will respond to these and related questions through an investigation of “religion” as a concept in political theory. Particular attention will be given to the modern liberal tradition and its critics. Coverage will range from modern classics to innovative contemporary arguments. Classics may include John Locke’s A Letter Concerning Toleration, selections from Jean-Jacques Rousseau’s The Social Contract, James Madison’s Memorial and Remonstrance Against Religious Assessments, Immanuel Kant’s Religion Within the Boundaries of Mere Reason, John Stewart Mill’s Three Essays On Religion, and John Dewey’s A Common Faith. More recent arguments may come from John Rawls, Alasdair MacIntyre, Nicholas Wolterstorff, Martha Nussbaum, Jeffrey Stout, Winnifred Sullivan, Brian Leiter and Andrew Koppelman.

Class Format: seminar
Requirements/Evaluation: class participation, two short papers, a midterm take-home exam, and a final take-home exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: Religion majors, those interested in being Religion majors, and Political Science majors concentrating on Political Theory
Expected Class Size: 25
Distributions: (D2)
Attributes: JLST Interdepartmental Electives

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm    Jeffrey I. Israel

PSCI 273 (F) Politics without Humans?
Crosslistings: SCST273 / PSCI273 / ENVI273

Primary Crosslisting
Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.

Class Format: lecture/seminar
Requirements/Evaluation: class participation, three 6- to 8-page papers
Extra Info: please note that this is an introductory-level course with no prerequisites. First year students and those with no background in political
theory are welcome, as are more experienced students

Prerequisites: none
Enrollment Limit: 35
Expected Class Size: 15
Distributions: (D2)
Attributes: AMST Critical and Cultural Theory Electives; ENVI Environmental Policy; PHIL Related Courses; PSCI Political Theory Courses

Fall 2018
LEC Section: 01 Cancelled

PSCI 274 (S) Revolutions (WI)
Why do revolutions occur, or perhaps more to the point, why do they fail to occur? When do they end and what do they actually achieve? What, in other words, is so revolutionary about revolutions? This course considers whether and how revolutions differ from social movements, coups d'états, and armed rebellions by looking at a broad range of uprisings, from the “colored revolutions” and liberating “springs” of recent years to the classical examples of the French, American, Mexican, Chinese, Cuban, and Iranian revolutions, as well as the challenging cases of Haiti and South Africa. This class seeks a subversive politics of its own. There is a certain, shiny allure to revolutions, particularly within political science. In a field committed to the dry study and explanation of social phenomena, revolutions are the sexy exception, the example of politics par excellence. Our goal ought to be to call the allure into question, to ask whether this is a merit of undeserved distinction, particularly given recent developments in Egypt and Syria, as well as the ongoing consequences of revolutions in Russia, Iran, China, many years after the fact, after the last triumphant regiment rolled through capital streets.

Class Format: seminar
Requirements/Evaluation: first short essay, 3-5 pages (15%); second short essay, 3-5 pages (15%); final essay, 15-20 pages (20%); participation, (30%)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Political Science majors
Expected Class Size: 15
Distributions: (D2) (WI)
Attributes: PSCI Comparative Politics Courses;

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Shervin Malekzadeh

PSCI 275 (S) Paul the Apostle: Then and Now
Crosslistings: PSCI275 / REL275
Secondary Crosslisting
The Apostle Paul is the most important thinker in the history of Christianity. He wrote much of the New Testament and was the first to formulate and articulate the basic message of Christianity. In this course, we'll first explore Paul's thought in its original context, probing what his message would have meant for the inhabitants of the Roman Empire. Special attention will be paid to Paul's contribution to ancient debates about Judaism, conversion, and ethnic difference. In addition to examining the first contexts and meanings of his writings, we'll be especially interested in the legacy of Paul's thought on modern political thought in Europe and America in the 20th and 21st centuries. In this portion of the course, we'll see how Paul's influence has shaped current theories of citizenship and sovereignty, with or without the knowledge or consent of modern thinkers and societies. The course thus explores the original significance of Paul's thought as well as his hidden influence upon the political structures of secular modernity.

Class Format: seminar
Requirements/Evaluation: papers, participation
Prerequisites: none
**Enrollment Limit:** 19  
**Enrollment Preferences:** majors  
**Expected Class Size:** 14  
**Distributions:** (D2)  

Spring 2019  
SEM Section: 01    TR 11:20 am - 12:35 pm    Phillip J. Webster  

**PSCI 283 (F) Dirty Politics: Regulating Hazardous Chemicals and Wastes**  
Crosslistings: ENVI283 / PSCI283  

Secondary Crosslisting  
Since consumers were first introduced to the promise of "better living through chemistry," society has had to wrestle with the impacts, often far removed in place and time, resulting from a rapid proliferation of hazardous chemicals and wastes. Policy responses, be they at the local, national or global scale, are often limited to reactionary efforts to counter releases into the environment, are constrained by the prevalent use of the technologies in question, and further bring to the fore key challenges of environmental justice and risk management. How then are we to regulate DDT without adversely affecting our fight against mosquito-borne malaria? How might we preserve the ozone layer while still maintaining the benefits of food preservation through refrigeration? How can we reap the benefits of the electronic age without condoning the steady flow of electronic waste affecting workers’ health and environments in developing countries? Emphasis will be placed on understanding the politics that bring about, and allow us to address, these problems. We will be examining in particular novel policy responses, including the US’ revised legislation on chemicals passed in 2016 and citizen science initiatives such as those that brought attention to the crisis of lead-contaminated water in Flint, MI.  

Class Format: seminar  
Requirements/Evaluation: participation, several smaller assignments, and a final research project  
Prerequisites: ENVI 101 or permission of instructor  

**Enrollment Limit:** 19  
**Enrollment Preferences:** Environmental Studies majors and concentrators, and Political Science majors  
**Expected Class Size:** 15  
**Distributions:** (D2)  
**Attributes:** AMST Space and Place Electives; ENVI Environmental Policy; EVST Social Science/Policy; PHLH Nutrition, Food Security + Environmental Health; POEC Comparative POEC/Public Policy Courses; PSCI Research Courses  

Fall 2018  
SEM Section: 01    MR 1:10 pm - 2:25 pm    Pia M. Kohler  

**PSCI 285 (F) The Revolutionary Generation: Galaxy of Leaders**  
Crosslistings: HIST354 / LEAD285 / PSCI285  

Secondary Crosslisting  
The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and character: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments—a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.  

Class Format: seminar  
Requirements/Evaluation: three papers, several class presentations, and active participation in all discussions  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar
Enrollment Limit: 12
Enrollment Preferences: students with a background in Leadership Studies, American History or American Political Science

Expected Class Size: 12

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern; LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership

Fall 2018

SEM Section: 01 T 1:10 pm - 3:50 pm Susan Dunn

PSCI 286 (F) Russian Politics under Vladimir Putin

Crosslistings: RUSS286 / PSCI286

Primary Crosslisting

In 1939, Winston Churchill has famously characterized Russia as a riddle wrapped in a mystery inside an enigma. In the 75 years that followed, Russian politics has continued to defy expectations and conventional explanations. The collapse of the Soviet Communist dictatorship in 1991 has caught most observers by surprise, and has led Russia on a path of political and economic liberalization of an unprecedented scope. But despite the initial optimism, these processes produced an economic system characterized by crony capitalism and an electoral authoritarian regime--a political system that formally espouses institutions like multipartyism, parliaments and elections, but violates democratic norms in practice. Why did Russia follow this particular trajectory? Why did Russia's political and economic transition fail to produce the intended results? What are the factors that gave rise to and sustain Vladimir Putin’s system? And as Russia faces extraordinary challenges again--marked by the protest wave in 2011-12, the country's economic crisis, the wars in Ukraine and Syria, and the renewed confrontation with the West--what lessons can we draw for the future? This course will explore the key perspectives on these issues. The first part of the course will provide a concise overview of Russia's historical background, the roots of the communist collapse, and the country's subsequent trajectory. It will place particular emphasis on the events, processes and legacies that shaped Russia's transition, and its cataclysms and distortions. The second part of the course will look into the rise of the Putin regime, its key pillars, and its contradictions. The third part of the course will survey the impact of Putin's regime on Russia's economy, governance, identity politics and foreign relations. In this segment, we will also examine how protests and civil society activism shaped post-Communist Russian politics, and conclude with a discussion of the scenarios for the future trajectory of Russia. The course will approach many of these topics from a comparative perspective, contrasting how political, economic and social processes in Russia diverged from other countries in post-Communist East Europe and the Former Soviet Union. The course will also take an interdisciplinary approach, integrating perspectives from political science, economics, history, anthropology, social psychology and other disciplines, as it attempts to address the key puzzles of contemporary Russian politics. To provide a more intimate understanding of the social changes and political processes affecting Russia, we will also survey key films, documentaries and other relevant sources and materials in the media and popular culture.

Class Format: lecture

Requirements/Evaluation: mid-term exam, term paper, class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science and Russian majors

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under RUSS

Fall 2018

LEC Section: 01 MR 2:35 pm - 3:50 pm Aleksandar Matovski

PSCI 291 (S) American Political Events (WI)

Scandals. Wars and assassinations. Contested elections, Supreme Court decisions, and constitutional amendments. As large as they loom in our daily
experience and our historical memory, these sorts of events—concrete, discrete things that happen in and around the political world—are often underestimated as catalysts of political change. Indeed, in the study of American political development, we often look to complex processes and underlying causes as explanations for how and why ideas, institutions, and policies both emerge and evolve. Yet for all our focus on long-term and subtle causal mechanisms, events often serve as political turning points in ways that vary over time, last for extended periods of time, and are not always entirely predictable at the time. Beginning from the presumption that change often has proximate as well as latent causes, this tutorial focuses on events as critical junctures in American politics. Our concern with these events is not with why they happened as or when they did but, rather, with how they altered the American political order once they did—with how they caused shifts in political alignments, created demands for political action, or resulted in a reordering of political values. Over the course of the semester, we will look at ten different types of events, ranging from those that seem bigger than government and politics (economic collapse) to those that are the daily grist of government and politics (speeches), in each instance juxtaposing two different occurrences of a particular category of event. In so doing, we will seek to use controversial and consequential moments in American politics as a window into deeper questions about political change and the narratives we tell about it.

Class Format: tutorial
Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a final 4-page reflection
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-years and sophomores considering a major in Political Science
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: WI: Five required essays, five required critiques, and a final reflection. Lots of writing and attention to writing throughout.
Attributes: PSCI American Politics Courses;

Spring 2019
TUT Section: T1  TR 8:30 am - 9:45 am  Justin Crowe

PSCI 292 (S) Threats to the Republic: Politics in Post-Obama America
When Barack Obama’s successor assumes office in January 2017, they will be asked to govern an America that is out of sorts. Economic inequality on a level not seen in over a century. Terrorist attacks at home and abroad. Escalating racial violence in cities. Protests against cultural insensitivity on campuses. Social unrest over the definition of American morality and over who counts as an American. Ideological polarization that regularly brings the government to a standstill and periodically threatens financial ruin. Looming environmental catastrophes capable of provoking humanitarian crises. To what extent do these calamities pose new, existential threats to the republic? And is there anything that can be done to stop or slow them? This course interrogates the many perils that pundits and activists tell us we should worry about in 21st century America. In examining these issues, we will seek not only to understand the contours of the potentially dramatic political changes that some say await us but also to put these issues into historical context so that we may draw lessons from the crises of the past. Ultimately, our goal is to determine how worried we should be—and what, precisely, we should be worried about—as a new era of American leadership begins.

Class Format: lecture
Requirements/Evaluation: five 5-page essays, one presentation, and active class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: first year and sophomores
Expected Class Size: 25
Distributions: (D2)
Attributes: PSCI American Politics Courses
Not offered current academic year

PSCI 293 (F) Leadership and Political Change
Crosslistings: PSCI293 / LEAD293

Secondary Crosslisting

This course will examine the foundations of effective political leadership --- both transformational and evolutionary. It will balance theory and practice, case studies and student exploration to better understand how political change and policy reform is enacted in a representative democracy. The course begins with a framework to evaluate leadership, transitions to examining the importance of vision in effecting political change, moves to an in-depth look at effective communicative strategies and mobilization techniques required to realize that change, and concludes with an assessment of the prospects for leadership in the current political landscape. We will cover presidential, congressional, and military leadership and include prominent guest speakers from the world of American politics.

Class Format: lecture/discussion

Requirements/Evaluation: two 7- to 8-page analytic essays, one 12- to 15-page analytic essay, and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LEAD concentrators and PSCI majors

Expected Class Size: 20

Distributions: (D2)

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses

Fall 2018

LEC Section: 01   TR 11:20 am - 12:35 pm   Chris Gibson

PSCI 294 (S) Contemporary Russian Culture and Politics

Crosslistings: GBST214 / RUSS214 / PSCI294 / COMP220

Secondary Crosslisting

This course explores select aspects of contemporary Russian society and politics through literary works and films of post Soviet Russia. We will study the social and political settings of particular plots and opportunities not only in fiction and film but as they emerge in the lived reality of Russians since 1991. In addition to novels and short stories by some of the best contemporary Russian authors, we will read scholarly materials explaining the social and political trends characteristic of Russia's post-socialist transformation under Boris Yeltsin and Vladimir Putin's leadership. Analysis of the political and social processes will be framed in a comparative approach, drawing on parallels and differences with countries of Eastern Europe. All course readings will be in English. Knowledge of Russian is not required.

Class Format: lecture

Requirements/Evaluation: short response essays; final exam; class participation

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: students majoring in Russian, Global Studies, Political Science, History

Expected Class Size: 15

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under RUSS; meets Division 2 requirement if registration is under GBST or PSCI

Not offered current academic year

PSCI 302 (S) Leadership in a Global World

Crosslistings: LEAD302 / PSCI302

Secondary Crosslisting

The events and forces of the twenty-first century have fundamentally challenged our previous assumptions of how individuals relate to one another and how societal progress occurs---that is to say, of how leadership occurs in a global world. In this course we will explore different styles of leadership, followership, failure, and team-building. Over the course of the semester, we will consider topics ranging from teaching to politics, civil
society to social media, all with an eye toward how individuals engage with the teams they seek to lead as well as how they engage in both short- and long-term thinking to avoid obstacles, mobilize support, and accomplish their goals. Since leadership is a phenomenon relevant to all individuals and all paths, the course will also include introspection and self-analysis of one's own capacities and weaknesses around the core questions and dilemmas of leadership.

Class Format: seminar

Requirements/Evaluation: three 2-page memos, 5-page midterm essay, 25-page final paper, class presentation, and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Leadership Studies concentrators and potential concentrators

Expected Class Size: 19

Distributions: (D2)

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership

Spring 2019

SEM Section: 01  M 1:10 pm - 3:50 pm  Howard Dean

PSCI 303 (S) Authoritarian Politics

For most of history, human societies have been ruled by dictators of one sort or another. Despite repeated tides of democratization, over 40 percent of the countries in the world today and half its population are still ruled by non-democracies. The aim of this course is to provide a critical understanding of the dynamics of contemporary authoritarianism and the sources of its resilience. First, the course will examine the key differences between democracy and autocracy, and among different types of autocracies. The second part will investigate the means by which contemporary autocracies stay in power. In addition to traditional tactics like repression, clientelism and propaganda, we will explore how autocracies adopted economic, nationalist and populist appeals, and nominally democratic institutions like parties, legislatures and elections, to sustain their rule. The third part will focus on societies ruled by dictatorships, as well as the forces behind the waves of democratization and authoritarian resurgence. It will look at popular opinion and mobilization in autocracies, the sources of resistance, and the dynamics of protests and rebellions that sometimes topple these regimes. Throughout the course, we will explore key case studies to examine how authoritarian systems work in practice. We will also survey key novels, films, journalistic accounts and documentaries to inform class discussions and analysis.

Class Format: lecture

Requirements/Evaluation: mid-term exam, term paper, class participation

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 20

Distributions: (D2)

Spring 2019

LEC Section: 01  MR 1:10 pm - 2:25 pm  Aleksandar Matovski

PSCI 308 (F) In Search of the American State (WI)

Ronald Reagan's pronouncement in 1981 that "government is not a solution to our problem, government is the problem" has defined American politics for more than three decades. Skepticism of government has deep roots and strong resonance throughout American political history, yet in many ways the American state has grown steadily larger and stronger. This course explores this conundrum by examining the American state, and its growth, in various arenas. We will assess traditional theories about the weak American state in light of arguments about the state as: regulator of family and "private" life, adjudicator of relations between racial and ethnic groups, manager of economic inequalities, insurer of security, and arbiter of the acceptable uses of violence and surveillance.
PSCI 309 (F) Problems and Progress in American Democracy

Crosslistings: LEAD309 / PSCI309

Primary Crosslisting

"I confess," French aristocrat Alexis de Tocqueville wrote in the introduction to his *Democracy in America*, "that in America I saw more than America. I sought the image of democracy itself, with its inclinations, its character, its prejudices, and its passions, in order to learn what we have to fear or hope from its progress." What would Tocqueville see if he returned to America today, almost 200 years later? What types of institutions, dynamics, and processes animate American political life in the twenty-first century? With Tocqueville as a guide to thinking about political ethnography, this course investigates four central elements of political life--religion, education, difference, and crime and punishment--that simultaneously pose problems for and represent sites of progress in American democracy. For each subject, we will ask several key questions. How has that particular aspect of political life changed in the recent past? How might it change in the near future? Does it conform to how American politics is designed to work? To how we want American politics to work? Using a diverse set of readings drawn from empirical political science, contemporary democratic theory, American political thought, historical documents, political punditry (from the left and the right), and current events, our focus, like Tocqueville before us, is on teasing out both the lived experience--the character and challenges--of American democracy and examining any disconnect between that experience and the ideals that undergird it. Among the many specific questions we will consider are whether particular religious traditions might be incompatible with democratic values, the extent to which recent changes in higher education have affected the health of democratic politics, the effects of ideological polarization on democratic discourse, and the place of the jury system in securing democratic justice. Throughout the semester, we will not only approach these questions from the joint perspectives of theory and practice but also seek to enrich our understanding by exploring American democracy as it happens all around us with several exercises in the community at large.

Class Format: discussion

Requirements/Evaluation: two experiential projects with accompanying write-ups of at least 5 and 7 pages, six 2- to 3-page ethnographic reflections, and class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a previous course in American politics or Political Theory or permission of instructor

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D2)

Attributes: EXPE Experiential Education Courses; JLST Interdepartmental Electives; LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses

Not offered current academic year

PSCI 311 (F) Congress (WI)

Crosslistings: LEAD311 / PSCI311

Primary Crosslisting

In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others? How does Congress, often considered to be the most powerful assembly in the world, organize itself so that it can act as an institution and not just a platform for 535 individuals? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote-or hinder-the legitimacy, responsiveness, and responsibility expected of a democratic governing institution?
**PSCI 312 (S) American Political Thought** (WI)

**Crosslistings:** PSCI312 / LEAD312

**Primary Crosslisting**

From democracy to liberty, equality to community, foundational ideas -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

**Class Format:** tutorial

**Requirements/Evaluation:** five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AMST Critical and Cultural Theory Electives; LEAD Facets or Domains of Leadership; PHIL Related Courses; PSCI American Politics Courses; PSCI Political Theory Courses;

Not offered current academic year

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**PSCI 313 (F) Race, Culture, Incarceration** (WI)

**Crosslistings:** AMST322 / AFR322 / INTR322 / PSCI313

**Secondary Crosslisting**

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

**Class Format:** seminar

**Requirements/Evaluation:** brief analytical papers and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19
**Distributions:**  (D2) (WI)

**Attributes:**  AMST Comp Studies in Race, Ethnicity, Diaspora;  AMST Critical and Cultural Theory Electives;  AMST Space and Place Electives;  JLST Interdepartmental Electives;

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**Fall 2018**

**SEM Section:** 01   W 1:10 pm - 3:50 pm   Joy A. James

**PSCI 315 (S)  Parties in American Politics  (WI)**

Political parties have played a central role in extending democracy and organizing power in the United States, yet their worth is a continuing subject of debate. In one ideal formulation, parties not only link citizens to their government, they also provide the coherency and unity needed to govern in a political system in which power is widely dispersed. But there is also an American tradition of antipathy toward parties. They have been criticized by some for inflaming divisions among the people and for grid-locking the government. For others, political parties fail to offer citizens meaningful choices; the Republican and Democratic parties are likened to a choice between "tweedledee and tweedledum." This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. How have the parties changed over time? Throughout the course, we will explore such questions as: What constitutes a party? How have the parties changed over time? For whom do they function? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? We will seek answers to these questions both in seminar discussion and through substantial independent research projects.

**Class Format:** seminar

**Requirements/Evaluation:** weekly writing assignments, two 5-page papers, one 15- to 20-page paper, class presentation, and class participation

**Prerequisites:** PSCI course at the 200 or 300 level or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 14

**Distributions:**  (D2) (WI)

**Attributes:**  POEC U.S. Political Economy + Public Policy Course;  PSCI American Politics Courses;  PSCI Research Courses;

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Not offered current academic year

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**Spring 2019**

**SEM Section:** 01   TR 11:20 am - 12:35 pm   Cathy M. Johnson

**PSCI 316 (S)  Policy Making Process  (WI)**

Politics as usual. It's a phenomenon we all love to hate. But what does it mean? When government policy is decided by politics, does that mean the policy is necessarily bad? Can we get rid of politics in policy making or improve on it somehow? What would "politics as unusual" look like anyway? This class examines the policy making process with particular emphasis on the United States: How do issues get defined as problems worthy of government attention? What kinds of alternatives are considered as solutions to these problems? Why do we end up with some policies but not others? Do certain kinds of processes yield better policies than others? How should we decide what constitutes a good policy?

**Class Format:** seminar

**Requirements/Evaluation:** several short papers, research paper, class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** one course in PSCI or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science and Political Economy majors, and students with an interest in public policy

**Expected Class Size:** 14

**Distributions:**  (D2) (WI)

**Attributes:**  POEC U.S. Political Economy + Public Policy Course;  PSCI American Politics Courses;  PSCI Research Courses;

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PSCI 317 (F) Environmental Law
Crosslistings: ENVI307 / PSCI317
Secondary Crosslisting

We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today. Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship. By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats.

Class Format: seminar
Requirements/Evaluation: based on several short writing assignments, a term research project, and active participation in class.
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 25
Expected Class Size: 25
Department Notes: satisfies the "Environmental Policy" requirement for the Environmental Studies concentration
Distributions: (D2)
Attributes: AMST Space and Place Electives; ENVI Environmental Policy; EVST Social Science/Policy; MAST Interdepartmental Electives; POEC U.S. Political Economy + Public Policy Course; SCST Elective Courses

Fall 2018
LEC Section: 01 M 7:00 pm - 9:40 pm David N. Cassuto

PSCI 318 (S) Race, Public Opinion, and Campaigns

What is the role of race in American public opinion and voting? This question is at the center of American politics today, particularly during the presidency of Barack Obama and the 2016 presidential election. Some commentators argue that racial attitudes were at the center of opposition to Obama's candidacy and legislative agenda and are foremost on voters' minds in 2016. Others suggest that most Americans have moved "beyond race" and that racism explains little of modern-day partisan and electoral politics. We will explore what the empirical literature on race in political science says about this debate and others. Among other issues, we will consider the points of conflict and consensus among different racial groups, how Americans of different racial backgrounds think about other groups, and the implications of demographic change (including the growth of the Latino and Asian-American populations and the shrinking white share of the electorate) for future elections.

Class Format: seminar
Requirements/Evaluation: one 2-3 page paper, two 5-7 page papers, a 15-20 page (non-research) paper, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Political Science majors
Expected Class Size: 12
Distributions: (D2)
Attributes: POEC U.S. Political Economy + Public Policy Course; PSCI American Politics Courses
Not offered current academic year

PSCI 319 (F) Marine Policy
Crosslistings: ENVI351 / PSCI319 / MAST351
Secondary Crosslisting
This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

**Class Format:** lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

**Requirements/Evaluation:** an independent research paper, a presentation, and a final exam

**Extra Info:** offered only at Mystic Seaport

**Department Notes:** satisfies the Environmental Policy requirement for the Environmental studies concentration

**Distributions:** (D2)

**Attributes:** ENVI Environmental Policy; EXPE Experiential Education Courses; POEC International Political Economy Courses

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Fall 2018

LEC Section: 01    TBA     Catherine Robinson Hall

Spring 2019

LEC Section: 01    TBA     Catherine Robinson Hall

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**PSCI 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory**  (WI)

**Crosslistings:** LEAD320 / PSCI320

**Secondary Crosslisting**

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the $20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history—including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write a 10-12 page paper examining the politics of memory for a leader of their choice.

**Class Format:** seminar

**Requirements/Evaluation:** two short (5- to 6-page) essays and a 10- to 12-page research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** previous course in Leadership Studies, or Political Science, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Leadership Studies concentrators, Political Science majors

**Expected Class Size:** 19

**Distributions:** (D2) (WI)

**Distribution Notes:** WI: Extensive feedback and in-class discussion of writing and argumentation.

**Attributes:** LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI Research Courses;

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Fall 2018

SEM Section: 01    TR 9:55 am - 11:10 am    Mason B. Williams

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**PSCI 321 (F) Immigration Politics in the U.S.**

The U.S. Census Bureau estimates that non-Hispanic whites will no longer be the majority racial group in the U.S. by 2044. This demographic change is fueled by past and current immigration, and the politics surrounding American immigration policy have intensified as a result. Donald Trump's rise to
the presidency was fueled in part by his pledge to build a wall between the U.S. and Mexico. Meanwhile, efforts to reform the nation's immigration laws have been stuck in gridlock for years. How did we get to this point and what does the future hold? Why is immigration policy so contentious? What is at stake, and what do different groups believe to be at stake? To answer these questions, we will examine immigration from a multidisciplinary lens, but with special attention to immigration politics and policy. We will examine the history of immigration to the U.S. and the policies that have shaped it; recent developments in electoral and protest politics; the policy initiatives of the Trump administration, the Republican Congress, and state and local governments; and the incorporation of immigrants into U.S. society and politics, past and present.

**Class Format:** seminar

**Requirements/Evaluation:** one 2- to 3-page paper; one 5- to 7-page paper; one oral presentation; one 15- to 20-page research paper; and class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 14

**Distributions:** (D2)

**Attributes:** POEC International Political Economy Courses; PSCI American Politics Courses; PSCI Research Courses

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Before the 1990s, the world saw only occasional, discrete war crimes trials after major-power cataclysms. In the last two decades, trials expanded dramatically in number, scope, and philosophy. Separate Ad Hoc Tribunals for crimes in Yugoslavia and those in Rwanda, in Sierra Leone and in Cambodia are giving way to a permanent International Criminal Court, which has begun to hand down indictments and refine its jurisdiction. The UN Security Council, alongside national governments, decides on legitimacy and punishment. At the same time, worries about residual impunity or the effect that punishment might have on societies’ futures has led to the development of national and social courts, as well as national military tribunals, to complement those at the international level. Meanwhile, national activists look to international apologies and reparations for models of what to demand. Examples of internationalized transitional justice abound. This research seminar examines the intent, process, meaning and consequence of these new practices, particularly in terms of national constitutions, international law, and principles of justice.

**Class Format:** seminar

**Requirements/Evaluation:** four papers, longer final paper, class participation

**Prerequisites:** Political Science major or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science majors concentrating in International Relations

**Expected Class Size:** 14

**Distributions:** (D2) (WI)

**Attributes:** PSCI International Relations Courses; PSCI Research Courses;

Not offered current academic year

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Africa is the world's second largest and second most-populous continent. This course will explore this diverse region through the lens of human security which takes a broader understanding of security challenges and how they affect different individuals. We will begin by placing security challenges in Africa in the context of a colonial legacy and the changing nature of warfare. We will then examine specific security challenges including
governance issues, gender relationships, and resource challenges, through the use of case studies. We will conclude by examining responses by the U.S. and UN to perceived security challenges in Africa.

Class Format: seminar

Requirements/Evaluation: short blog posts; research paper sections throughout semester; final research paper (15-20 pages); class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: PSCI 202 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: political science majors

Expected Class Size: 14

Distributions: (D2) (WI)

Attributes: PSCI International Relations Courses; PSCI Research Courses;

Spring 2019

SEM Section: 01   TR 9:55 am - 11:10 am   Phoebe G. Donnelly

PSCI 327 (S) Leadership and Strategy (WI)

Crosslistings: PSCI327 / LEAD327

Primary Crosslisting

This class is about the role of leaders and statecraft in international relations. In particular, this course examines the relationship between political and military objectives. The aim is to identify and analyze the principal structural and situational constraints—both foreign and domestic—that limit leaders’ freedom of action, and which they must manage effectively to achieve their diplomatic and military goals. The course integrates theoretical perspectives related to a range of international security issues—including the causes of war, alliance politics, nuclear strategy, deterrence, coercion, reassurance, misperception, and credibility concerns—with illustrative case studies of decision-makers in action. The basic structure of the class is interdisciplinary; the goal of this approach is to utilize key conceptual arguments to gain greater leverage for the examination of major historical decisions in national security policy. Students will be asked to analyze and evaluate the strategic choices we examine, as well as the process by which they were reached. The primary objective of the course is for students to improve dramatically their understanding of the role of leaders and strategic choice in international relations.

Class Format: seminar

Requirements/Evaluation: active class participation, two 6-8 page papers, and a final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science Majors and Leadership Studies concentrators

Expected Class Size: 15

Distributions: (D2) (WI)

Attributes: LEAD Facets or Domains of Leadership; PSCI International Relations Courses;

Not offered current academic year

PSCI 328 (F) Global Environmental Politics (WI)

Crosslistings: ENVI328 / PSCI328

Secondary Crosslisting

This seminar draws on the last five decades of international efforts to regulate the environmental commons. The process of negotiating and implementing international environmental treaties will be a core focus of the course, yet emphasis will also be placed on emerging non-state means of addressing global environmental challenges. A variety of challenges faced in global environmental policymaking (compliance, participation by civil society and industry, incorporation of science, efficiency) will be examined through the study of several international regimes, including on climate change, endangered species, biodiversity, biosafety and mercury pollution.

Class Format: seminar
PSCI 334 (S) Theorizing Global Justice
While economic exchanges, cultural convergence, and technological innovations have brought people in different parts of the world closer together than ever before, globalization has also amplified differences in material wealth and social inequalities. Ill health, inadequate sanitation, and lack of access to safe drinking water are increasingly common. Yet, more than ever before, the means exist in affluent regions of the world to alleviate the worst forms of suffering and enhance the well-being of the poorest people. How are we to understand this contradiction as a matter of justice? What is the relationship between justice and equality, and what do we owe one another in a deeply divided world? Course readings will engage your thinking on the central debates in moral philosophy, normative approaches to international political economy, and grassroots efforts to secure justice for women and other severely disadvantaged groups. Key theorists include Amartya Sen, Martha Nussbaum, John Rawls, Thomas Pogge, Nancy Fraser, Paul Farmer, Vandana Shiva, Majid Rahnema, and Enrique Dussel.

Class Format: discussion
Requirements/Evaluation: oral presentation, weekly blog posts, and three papers (3 pages, 7 pages and 8-10 pages)
Prerequisites: at least one course in political theory or philosophy or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Political Science majors and concentrators in Political Theory
Expected Class Size: 14
Distributions: (D2)
Attributes: LGST Interdepartmental Electives; PSCI Political Theory Courses

Spring 2019
LEC Section: 01  TF 2:35 pm - 3:50 pm   Nimu Njoya

PSCI 335 (F) Racial Equity, Liberal Democracy, and Democratic Theory (DPE)
In Ta-Nehisi Coates' best-selling book Between the World and Me, he says that in the wake of the non-indictment of former police officer Darren Wilson in the death of Michael Brown "I did not tell [my son] that it would be okay, because I have never believed it would be okay." With admissions like this, Coates stoked a long-standing debate about the prospects for racial equity in liberal democracies like the United States. In this course, we look at this debate, examining what black thinkers in particular have said about whether racial equity can be achieved in a liberal democracy founded on racial domination and why they come to the conclusions they do. Then, we examine what contemporary democratic theorists have had to say about how racial equity might be achieved and how they have sought to advance this goal through their writing. Can the strategies theorists propose and employ really aid in the advancement of racial equity? Which are more and less promising? We end by asking: Do anti-democratic means have to be employed to fully realize democracy? What anti-democratic means? Authors we will engage include Coates, bell hooks, Charles Mills, Melvin Rogers, Chris Lebron, Lawrie Balfour, and Danielle Allen.

Class Format: seminar
Requirements/Evaluation: class facilitation, group reflections (three 4-page responses), book review (6-8 pages), final essay (12-14 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: none

Enrollment Preferences: Political Science majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: This class centers sociological and political theoretical questions about race inequity and equity in a liberal democratic society. It features black writers' perspectives on inequity and equity. The course nurtures the skill of speaking across difference by requiring students to write responses as groups and encouraging deep student participation by making students class facilitators.

Attributes: PSCI Political Theory Courses

Fall 2018

SEM Section: 01    TR 8:30 am - 9:45 am    Greta F. Snyder

PSCI 337 (S) Visual Politics (WI)

Crosslistings: ARTH337 / PSCI337

Primary Crosslisting

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are at best peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visuality were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual artifacts and practices (from 17th century paintings to techniques of surveillance), we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with other fields, particularly art history and visual studies but also film and media studies, psychoanalysis, affect theory, and cognitive science. Possible authors include Arendt, Bal, Barthes, Belting, Benjamin, Browne, Buck-Morss, Butler, Clark, Connolly, Deleuze, Didi-Huberman, Fanon, Foucault, Freedberg, Garland-Thompson, Harriman and Lucaites, Hobbes, Machiavelli, Kittler, Mercer, Mitchell, Mulvey, Noé, Plato, Rancière, Warburg, and Zeki.

Class Format: seminar

Requirements/Evaluation: regular, engaged class participation, several Glow posts, and three 7- to 8-page papers

Extra Info: qualified students from all disciplines welcome, space permitting

Prerequisites: at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Political Science and Art History majors

Expected Class Size: 15

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under ARTH

Attributes: PSCI Political Theory Courses;

Not offered current academic year

PSCI 339 (F) Politics in Dark Times: Hannah Arendt (WI)

Hannah Arendt's writings bear witness to some of the darkest moments in the history of politics. Arendt lived through--and reflected deeply upon--the rise of totalitarianism (she was interred for a time in a Vichy-France refugee camp) and the detonation of the first atomic bombs. She was an incisive critic of capitalist exploitation and a prescient observer of the destructive potential of early developments in genetic engineering. Yet, in the face of these horrors, Arendt never lost her faith in political action as a way to express and renew what she called "the love of the world." In this tutorial, we will investigate what Arendt's vision of politics stands to offer to contemporary struggles to understand and transform the gloomiest aspects of the political present. Through writing and discussion, we will unpack the meaning and debate the relevance of two of her major works--The Origins of Totalitarianism and The Human Condition--and other essays, articles, and excerpts. We will also consider secondary sources that use Arendt's ideas to illuminate contemporary problems of environmentalism, human rights, and race.
Class Format: tutorial
Requirements/Evaluation: five 5-page papers; five 2-page responses; a final revision of a prior paper; participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a prior course in political theory, philosophy, or critical theory, or permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: Political Theory concentrators, Political Science majors
Expected Class Size: 8
Distributions: (D2) (WI)
Attributes: PHIL Related Courses; PSCI Political Theory Courses;

Not offered current academic year

PSCI 340 (S) Why States Fail: Political Violence at the End of the 20th Century
This course considers the origins of political violence and state failure at the end of the 20th century. It seeks to address why there was a resurgence of political violence at the dawn of the 21st century. Toward that end, we begin by considering competing explanations of political violence (ethnicity, democratization, natural-resource endowments, and predatory elites). We then move on to the empirical section of the course in which we cover case studies of state failure in parts of Eastern Europe, Africa and the Middle East.
Class Format: seminar/discussion
Requirements/Evaluation: seminar participation, two oral presentations and a research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one of the following: PSCI 201, 202, 203, 204, 229, 243, 250, 254 or the permission of instructor
Enrollment Limit: 14
Enrollment Preferences: Political Science majors
Expected Class Size: 14
Distributions: (D2)
Attributes: POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses

Not offered current academic year

PSCI 345 (S) Cosmology and Rulership in Ancient Chinese Political Thought  (WI)
This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese political thought. The purpose is to gain an understanding of a number of different perspectives on politics and leadership, especially Confucianism, Legalism and Taoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered. The class will begin with background readings, since no prior work in Chinese philosophy or history is assumed. Then the class will read significant portions of the following canonical works: The Analects, Mencius, the Daodejing, Zhuangzi, and Han Feizi.
Class Format: discussion/lecture
Requirements/Evaluation: two 5-page papers and one 15-page paper
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 15
Distributions: (D2) (WI)
Attributes: GBST East Asian Studies Electives; LEAD Facets or Domains of Leadership; PSCI Comparative Politics Courses; PSCI Political Theory Courses;

Spring 2019
LEC Section: 01    MR 1:10 pm - 2:25 pm    George T. Crane
PSCI 346 (S) Radical Theories of Political Struggle: Anti-Black Racism and the Obama Administration
Crosslistings: INTR334 / AFR334 / PSCI346

Secondary Crosslisting
This seminar reviews contemporary theories of "anti-black racism"; their articulation or assimilation within current political movements and mobilizations; and the influence and impact such theories-expressed in and/or as activism-on social justice and civil rights. Critical race theory, Afro-pessimism, feminist/queer theory and the works of the incarcerated are studied. Theorists studied include: Frank Wilderson; Angela Davis; Derrick Bell; Cheryl Harris. Students write weekly mini-reflection papers on assigned readings and collectively make analytical presentations.

Class Format: seminar
Requirements/Evaluation: 1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%); Weekly student presentations consist of 15 minutes of analysis with written summaries and Q/A.
Extra Info: 1st quarter of semester: thesis and outline; 2nd and 3rd quarters: 2-page summaries integrating assigned texts into research analysis; 4th quarter: edit final paper.
Prerequisites: familiarity with one of the following: critical race theory; Africana/Black studies; feminist anti-racist political movements
Enrollment Limit: 15
Enrollment Preferences: if over enrolled students will be asked to submit a paragraph on their research interest relevant to the seminar.
Expected Class Size: 15
Distributions: (D2)

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

PSCI 347 (F) Law of the Sea
The United Nations Convention on the Law of the Sea gathered into one place what most countries considered in 1982 to be scattered customary international law about piracy, transit through other countries' territorial waters, jurisdiction over ships, and so forth. It also proposed a system for taxing firms that it licensed to exploit minerals on the high seas. This course explores the politics that arise from UNCLOS, first by engaging with the treaty's content (and exclusions), second by examining the incentives it provides states and criminals, and third by assessing the way that geopolitical and environmental change create new opportunities and constraints for states, firms, international organizations, and activists.

Class Format: seminar
Requirements/Evaluation: three 6-page papers, longer final paper, class participation including weekly posts
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSCI 202 or permission of instructor
Enrollment Limit: 18
Enrollment Preferences: Political Science majors, seniors
Expected Class Size: 12
Distributions: (D2)
Attributes: MAST Interdepartmental Electives; PSCI International Relations Courses

Fall 2018
SEM Section: 01 MWF 11:00 am - 12:15 pm Cheryl Shanks

PSCI 348 (S) The Black Radical Tradition (WI)
Crosslistings: LEAD348 / PSCI348 / AFR348

Secondary Crosslisting
The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics.
beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of "radical"; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

**Class Format:** tutorial

**Requirements/Evaluation:** attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none; open to all

**Enrollment Limit:** 10

**Enrollment Preferences:** Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AFR Core Electives; PSCI Political Theory Courses;

Spring 2019

TUT Section: T1  TBA  Neil Roberts

**PSCI 349 (S) Cuba and the United States** (WI)

With the passing of the Castro brothers' regime on the horizon, we examine the long and deeply felt history of dependence and conflict between Cuba and its colossal neighbor to the north. It begins with the political economy of the colony, then covers the Cuba-US relationship from José Martí and 1898 through the Cold War to the present, emphasizing the revolutionary period. Tutorial topics include: sovereignty and the Platt Amendment; culture and politics; race and national identity; policies on gender and sexual orientation; social programs; political institutions; the post-Soviet "Special Period"; the evolution of the Cuban exile community in the US; and the fraught agenda of reform and generational transition. Materials include journalism, official publications, biographies, travel accounts, polemics, policy statements of the US government, and a wide range of academic works.

**Class Format:** tutorial; a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

**Requirements/Evaluation:** five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** any course on Latin America or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; GBST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; PSCI Comparative Politics Courses;

Not offered current academic year

**PSCI 351 (S) The New Left and Neoliberalism in Latin America** (DPE) (WI)

Crosslistings: GBST351 / PSCI351

**Primary Crosslisting**

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America—or anywhere—both in policy and political terms.
Class Format: lecture/discussion, then seminar

Requirements/Evaluation: three short essays, a 1-page reflection paper, and a 12-page research proposal

Prerequisites: a course on Latin America and a course in Economics or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Attributes: GBST Latin American Studies Electives; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Spring 2019
LEC Section: 01    TF 2:35 pm - 3:50 pm     James E. Mahon

PSCI 352 (F) Politics in Mexico  (DPE) (WI)
Crosslistings: GBST352 / PSCI352

Primary Crosslisting

Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

Class Format: lecture, discussion, then seminar

Requirements/Evaluation: map quiz, two short papers, and a 12- to 15-page research proposal

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA. WI: There will be 20 pages of writing and the short papers will be discussed in individual appointments with the professor.

Attributes: INST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Fall 2018
LEC Section: 01    TF 2:35 pm - 3:50 pm     James E. Mahon

PSCI 354 (S) Nationalism in East Asia

Crosslistings: HIST318 / PSCI354 / ASST245

Primary Crosslisting

This tutorial examines the theoretical literature on nationalism, and then uses insights from those readings to study of the emergence and development of modern nationalist movements and national identities in China, Japan, Korea -- both South and North -- and Taiwan.
PSCI 355 (S)  American Realism: Kennan, Kissinger and the American Style of Foreign Policy  (WI)
Crosslistings: PSCI355 / LEAD355
Primary Crosslisting
George Kennan is widely considered to be the author of the containment strategy that ultimately won the Cold War. Henry Kissinger served as National Security Advisor and Secretary of State. In addition to their distinguished careers in government, both men have published well regarded and popular scholarship on various aspects of American foreign policy, international relations, and nuclear weapons. This tutorial will first examine the nature of their relationship to both Realist and Wilsonian perspectives on American foreign relations. We will then examine their experiences as strategists and policymakers during the most crucial moments of the Cold War. One of the key questions we will seek to answer is why Kennan and Kissinger disagreed on so many important issues, ranging from the Vietnam War to the role of nuclear weapons, despite their shared intellectual commitment to Realism. Finally, we will also examine some of the more recent biographies of both men, including John Lewis Gaddis’s Pulitzer prize-winning George F. Kennan: An American Life and Niall Ferguson’s Kissinger: 1923-1968: The Idealist.

PSCI 359 (S)  The Body as Property  (DPE) (WI)
From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan “my body, my choice”; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: prior coursework in political theory, cultural theory, philosophy or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors with a concentration in Political Theory, then other Political Science majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis. WI: The course is Writing-Intensive because it includes a substantial amount of writing (>30 pages) and opportunities for revision

Attributes: JLST Interdepartmental Electives; PSCI Political Theory Courses;

Spring 2019

TUT Section: T1 TBA Nimu Njoya

PSCI 360 (S) Right-Wing Populism (WI)

After the fall of the Berlin Wall in 1989, the political scientist Francis Fukuyama famously declared "the end of history". From now on only liberal democracy, free market capitalism, and global integration had a future. Everything else—including political ideology, nationalism, conservative religion, and sovereignty was consigned to the ash heap. Thirty years later the future looks seriously derailed. A right-wing populism marked by Brexit, Trump, Le Pen, and a host of "far-right" political movements in the very heartland of democratic globalizing capitalism has shaken liberal certainties. This course is an investigation into contemporary right-wing populism in Europe and North America in its social, economic, and political context. We will discuss Donald Trump and the American alt-right, Britain's UKIP, France's National Front, Hungary's Fidesz and Jobbik, Poland's Law and Justice, and other smaller right-wing populist parties in Europe. We will also research both general (globalization, multiculturalism, neoliberalism, mass immigration, unemployment, political elitism) and specific (the expansion of the European Union, the 2007-09 global financial crisis, the European debt crisis, the Great Recession, the Syrian refugee crisis) causes of right-wing populism's growing appeal over the last decade.

Class Format: seminar

Requirements/Evaluation: two 5- to 7-page essays; major final research paper; regular discussion questions; class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSCI 202, 204, or 229; or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Distributions: (D2) (WI)

Attributes: PSCI Comparative Politics Courses; PSCI International Relations Courses; PSCI Research Courses;

Not offered current academic year

PSCI 362 (F) The Wilsonian Tradition in American Foreign Policy (WI)

Crosslistings: LEAD362 / PSCI362

Primary Crosslisting

During and after the First World War, President Woodrow Wilson developed an approach to international relations that challenged the dominant assumptions of Realism. Instead of a world order marked by alliances, arms races, and wars, Wilson offered a vision of a peaceful world and the rule of international law. While America ultimately rejected the League of Nations, the Wilsonian tradition has continued to exert a powerful influence on scholars and policymakers. This tutorial will intensively examine Wilson's efforts to recast the nature of the international system, the American rejection of his vision after the First World War, and the reshaping of Wilsonianism after the Second World War. We will spend equal time in the tutorial on both the theoretical and historical dimensions of Wilsonianism.

Class Format: tutorial

Requirements/Evaluation: 4 papers of 7-8 pages and response papers
PSCI 367 (S)  The Politics of American National Security  
Crosslistings: LEAD367 / PSCI367  
Primary Crosslisting

Liberal democracies face the challenge of establishing effective civil-military relations in order to protect and promote their cherished way of life while preserving civilian control of the armed forces. A lot is at stake in getting it right -- everything from national survival to the preservation of liberty. In the process, countries must decide on policies for the armed forces: should they be forced to adopt the values of the society they protect, and should the military be used to drive social change in the country? This course provides an extensive examination of American civil-military relations from the Founding era to the current day. The constitutional, legal, and theoretical frameworks for civil-military relations are explored to set the conditions for students to assess contemporary US grand strategy and the merits and consequences (including moral-ethical) of using military force to achieve political ends. The course concludes with a section on the future of American civil-military relations.

Class Format: seminar  
Requirements/Evaluation: three analytical essays (3500 words each) and class participation  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Limit: 18  
Enrollment Preferences: PSCI majors and LEAD concentrators  
Expected Class Size: 18  
Distributions: (D2)  
Attributes: LEAD Facets or Domains of Leadership; LEAD American Foreign Policy Leadership; PSCI International Relations Courses

Spring 2019  
SEM Section: 01    MR 1:10 pm - 2:25 pm    Chris Gibson

PSCI 369 (S)  The Crisis of Leadership  
Crosslistings: PSCI369 / LEAD369  
Secondary Crosslisting

It is now a commonplace that the liberal democracies of Europe and North America (and beyond) are facing a "crisis of leadership." In country after country, champions of cosmopolitan values and moderate reform are struggling to build sufficient popular support for their programs. These failures have created space for a politics of populism, ethno-nationalism, and resentment--an "anti-leadership insurgency" which, paradoxically, has catapulted charismatic (their critics would say demagogic) leaders to the highest offices of some of the largest nations on earth. In this course, we will seek to understand the challenges liberal, cosmopolitan leadership has encountered in the 21st century and the reasons why populist, nationalist leadership has proven resurgent. We will begin by examining institutional constraints facing political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment. Then we will look at some important factors which shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. Our primary questions will be these: Why is transformative leadership so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world?

Class Format: seminar  
Requirements/Evaluation: class participation, regular response papers, research proposal, research paper
**PSCI 370 (F) The Political Thought of Frantz Fanon (WI)**
Crosslistings: PSCI370 / LEAD360 / PHIL360 / AFR360

**Secondary Crosslisting**

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science majors, Leadership Studies concentrators

**Expected Class Size:** 14

**Distributions:** (D2)

**Attributes:** LEAD American Domestic Leadership

Not offered current academic year

**PSCI 374 (F) Shadows of Plato's Cave: Image, Screen, and Spectacle**
Crosslistings: COMP374 / ARTH505 / PSCI374

**Primary Crosslisting**

In Book VII of the *Republic*, Socrates famously asks his interlocutors to picture people living in a cave, bound in chains and able to see only shadows on the wall. Thus begins the presentation of perhaps the most influential metaphor in the history of philosophy. One might even claim that when Plato deployed the metaphor in an extended allegory, he constituted the fields of both philosophy and political theory. In repeatedly examining the allegory over the centuries, later thinkers have elaborated their approaches not only to Plato but also to the nature of politics and the tasks of thinking. This class begins with the *Republic*'s cave and other key Platonic discussions of appearances, visual representation, and (literal and metaphorical) seeing, asking how Plato's approaches to image, politics, and theory/philosophy shape each other. Building on those inquiries, we next take up important twentieth and twenty-first century returns to the cave, engaging such figures as Heidegger, Strauss, Arendt, Derrida, Irigaray, Rancière, and Badiou. Finally, we examine recent theories of screen and spectacle—read both for their resonances with and departures from debates over the Platonic legacy—and case studies in the politics of both military and racial spectacles in the U.S. The question of what is an image and what images do will run from the beginning of course to the end. Beyond the authors mentioned, readings may include such authors as Allen, Bruno, Clark, Debord,
Friedberg, Goldsby, Joselit, Mitchell, Nightingale, Rodowick, Rogin, Silverman, and Virilio. Insofar as it fits student interest, we will also explore the cave's considerable presence in visual culture, ranging from Renaissance painting through such recent and contemporary artists as Kelley, Demand, Hirschhorn, Kapoor, Sugimoto, and Walker, to films such as *The Matrix*.

**Class Format:** seminar

**Requirements/Evaluation:** regular glow posts and three 7- to 8-page essays or one 20-page final paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** one prior course in political theory, art history, cultural/literary theory, or philosophy or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** majors in political science, comparative literature, and art history, as well as students (up to 4) in the graduate program in art history

**Expected Class Size:** 12

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under COMP or ARTH

**Attributes:** PSCI Political Theory Courses

Not offered current academic year

**PSCI 375 (S) Modern Jewish Political Theory** (WI)

Crosslistings: JWST492 / PSCI375 / REL330

**Secondary Crosslisting**

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of “Jews” and “Judaism” in these arguments. And we will ask persistently: what constitutes a “Jewish justification” for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

**Class Format:** seminar

**Requirements/Evaluation:** six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth;

**Extra Info:** a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

**Expected Class Size:** 18

**Distributions:** (D2) (WI)

**Attributes:** JWST Capstone Course; JWST Core Electives;

Spring 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Jeffrey I. Israel

**PSCI 397 (F) Independent Study: Political Science**
Current assessments of the state of American politics vary widely. Though recent polls show that as many as 60 percent of Americans think that the country is headed down the wrong-track, it is not clear what that means. Critics on the left worry that the United States is on an imperial quest, extorting resources from the global many for the advantage of an elite few. Critics on the right worry that the U.S. has abandoned the traditions that made it strong and has entered a period of moral decay. What are we to make of these different assessments? What do left and right see when they survey the nation, and why is what they see so different? Any diagnosis of contemporary maladies is premised on a vision of what a healthy functioning republic looks like. Our task in the seminar is to uncover and interrogate those visions. We will do this by exploring different interpretations of American politics, each with its own story of narrative tensions and possible resolutions. We will then use our investigation of how different authors, and different traditions, understand the nation to help us assess contemporary politics and come to our own conclusions about what animates it.

Class Format: seminar
Requirements/Evaluation: brief weekly writing assignments; two short essays; one longer paper; and oral presentation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: at least one course in American politics
Enrollment Limit: 10
Enrollment Preferences: senior Political Science majors
Expected Class Size: 10
Distributions: (D2)
Attributes: PSCI American Politics Courses

Although many people have described America as inclusive, political debates about belonging have often been contentious and hard-fought. This seminar will focus on the politics of belonging in America. What does it mean to be an American? If the U.S. is a nation of immigrants, why is immigration reform so difficult to achieve? Are legal citizenship and formal political rights sufficient for belonging? Or does full inclusion rest on the ability to exercise civil and social rights as well? Does income inequality threaten the political equality necessary for a strong democracy? As we examine the debates over inclusion, we will consider different views about the relationship among political, civil, and social rights as well as different interpretations of American identity, politics, and democracy.

Class Format: seminar
Requirements/Evaluation: brief weekly writing assignments; two short essays; one longer paper; and oral presentation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: at least one course in American politics
Enrollment Limit: 10
Enrollment Preferences: senior Political Science majors
Expected Class Size: 10
Distributions: (D2)
Attributes: PSCI American Politics Courses

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Class Format: seminar

Requirements/Evaluation: class participation, short weekly writing assignments, two short papers, a 20-page research paper and presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one course in American politics

Enrollment Limit: 14

Enrollment Preferences: senior Political Science majors with American Politics concentration

Expected Class Size: 11

Distributions: (D2)

Attributes: AMST Space and Place Electives; PSCI American Politics Courses; PSCI Research Courses

Fall 2018
SEM Section: 01 MR 2:35 pm - 3:50 pm Cathy M. Johnson

Spring 2019
SEM Section: 01 Cancelled

PSCI 411 (F) Advanced Study in American Politics

A year of independent study under the direction of the Political Science faculty, to be awarded to the most distinguished candidate based upon competitive admissions. The candidate, designated the Sentinels of the Republic Scholar, receives a research stipend to cover costs associated with the proposed project. The Sentinels Scholar may submit her/his essay for consideration for honors in Political Science. Admission is awarded on the basis of demonstrated capacity for distinguished work and on the proposal's promise for creative contributions to the understanding of topics on the federal system of government. Anyone with a prospective proposal should contact the department chair for guidance.

Class Format: independent study

Extra Info: this is part of a full-year independent study (481-482)

Distributions: (D2)

Fall 2018
IND Section: 01 TBA James McAllister

PSCI 420 (S) Senior Seminar in Human Rights in International Politics and Law (WI)

Crosslistings: PSCI420 / JLST403

Primary Crosslisting

The idea that all humans have rights simply because they are human-independent of anything they might do or achieve-has transformed local and international politics, probably permanently. This concept's place in international politics, its strengths and limitations, depend on how people use it. Beginning with the 18th-century's transatlantic movement to abolish slavery, we will examine international movements and institutions that have affected what human rights mean, to whom, and where. Readings draw on philosophy, history, sociology, and international relations, but as a political science class we emphasize politics. Who benefits from the idea of universal human rights? Who loses? How does this idea about individual value liberate and entrap? Does this idea ultimately reinforce American hegemony, or plant the seeds of a non-American order?

Class Format: seminar

Requirements/Evaluation: three lead essays, three critique essays, and one final essay

Prerequisites: PSCI 202, senior standing, permission of instructor

Enrollment Limit: 18

Enrollment Preferences: PSCI majors, senior JLST concentrators ; seniors

Expected Class Size: 18

Distributions: (D2) (WI)

Attributes: PSCI International Relations Courses;

Not offered current academic year
PSCI 420 (S) Senior Seminar in International Relations: The Liberal Project in International Relations

The most powerful actors in the international system are liberal ones, and a liberal project around democratic states, international law and organizations, and free trade dominates the global agenda. This course is an investigation into this liberal international relations project, engaging both theory and practice. We will discuss signature liberal theorists both classic and current as well as some of their most notable critics. We will also attend to empirical evaluations of signature liberal efforts around democratization and peace promotion, international law, and economic growth and development. The course ends with a discussion of the successes and failures of the European Union as the principal embodiment of the liberal project in international relations.

Class Format: seminar

Requirements/Evaluation: 2-4 papers of 5-7 pages, several short oral presentations, daily discussion questions, 12-15 page final paper, class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: senior Political Science major or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: senior Political Science majors concentrating in International Relations

Expected Class Size: 16

Distributions: (D2)

Attributes: PSCI International Relations Courses

Spring 2019

SEM Section: 01  MR 1:10 pm - 2:25 pm  Darel E. Paul

PSCI 420 (F) Senior Seminar: The Nuclear Revolution (WI)

This is a course about the "long shadow" nuclear weapons cast over the international system. In its simplest terms, the class focuses on whether international politics still works essentially the same way in the nuclear age as it did prior to 1945 or if the world has truly experienced a nuclear "revolution" in the word's most basic sense. The course begins with an examination of the key events and theories that led ultimately to the development of the world's first nuclear weapons, including some basic technical concepts and the Manhattan Project. From there, the course covers a number of topics, both conceptual and historical, that bear directly on the question of how nuclear weapons shape international politics. Specifically, the course will cover the U.S. decision to drop the atomic bombs on Hiroshima and Nagasaki, as well as the Japanese response; the body of theory and concepts that underpin fundamental debates over nuclear strategy; the U.S.-Soviet nuclear rivalry; the influence of nuclear weapons in crises; how nuclear weapons shape alliance politics; whether nuclear weapons have political utility; nuclear accidents; nuclear technologies; the problem of nuclear proliferation and the nonproliferation regime; the importance of regional nuclear powers; and contemporary issues like the North Korean and Iranian nuclear questions.

Class Format: seminar

Requirements/Evaluation: class participation, two 2- to 3-page response papers, a 20- to 25-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSCI 202

Enrollment Limit: 15

Enrollment Preferences: Political Science major seniors with an International Relations concentration

Expected Class Size: 15

Distributions: (D2) (WI)

Distribution Notes: WI: Students will be required to write a substantial research paper, roughly 25 pages in length, for this course. They will also be asked to evaluate their peers’ papers

Attributes: PSCI International Relations Courses;

Fall 2018

SEM Section: 01  W 1:10 pm - 3:50 pm  Galen E Jackson
PSCI 430 (S)  What Should Political Theory Be Now?
How can theorists best engage politics today? What political problems most demand or resist theorization---and is "theory" even the right genre for critical intellectual work on politics now? This course takes up such questions by considering how key recent or contemporary theorists have sketched the defining features of their political worlds. With each reading, our dual aim will be to confront pressing issues or controversies and to ask whether the works in question offer ways of thinking and writing that we should pursue ourselves. Topics may include neoliberalism and democracy; sovereignty and biopower; pluralism, individuality, and justice; technology and the specter of ecological catastrophe; the problem of evil in politics; white supremacy; and contemporary struggles over gender and sexuality. Readings will be drawn from such authors as Adorno, Allen, Arendt, Berlant, Brown, Butler, Connolly, Dean, Foucault, Galli, Honig, Latour, Moten, Rancière, Rawls, Sen, and Sexton.

Class Format: seminar
Requirements/Evaluation: based on class participation and the writing of 7 glow posts (about 1.5 pages) and one 15-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: juniors or senior standing and two or more theory courses or consent of instructor. Non-majors with theory interests and backgrounds are welcome
Enrollment Limit: 15
Enrollment Preferences: concentrators in Political Theory, followed by other Political Science majors
Expected Class Size: 11
Distributions: (D2)
Attributes: AMST Critical and Cultural Theory Electives; PSCI Political Theory Courses

Not offered current academic year

PSCI 430 (F)  Senior Seminar: Critical Theory
This course explores two major themes emerging from the work of theorists associated with the Frankfurt School: the critique of progress, Enlightenment and modernity, and the recuperation of certain Enlightenment ideals and hopes for progress in new, aesthetic forms. The first part of the course looks at Karl Marx's critique of alienation and reification, asking how Marx's ideas are picked up and modified in the writings of Georg Lukacs, Max Horkheimer and Theodor Adorno. We will also pay attention to the influence of Freud on Herbert Marcuse's critique of civilization. The second part of the course turns to the writings of Walter Benjamin and Ernst Bloch, whose efforts to reconstruct emancipatory ideals in Marxist thought have been described as "maverick" and "utopian". Among our questions: What is the price of progress? What are the prospects for freedom in modern societies, where individuality, down to the very structure of our instincts and drives, is shaped by mass culture and social institutions? Can agency and subjectivity be recovered within a "totally administered society"? What may we hope?

Class Format: seminar
Requirements/Evaluation: regular class participation, short (1 pg) response papers, and drafts leading up to a 15-page final essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: junior or senior standing and prior coursework in political theory, cultural theory, philosophy; or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Senior Political Science majors with concentration in Political Theory, then other Political Science majors
Expected Class Size: 15
Distributions: (D2)
Attributes: PSCI Political Theory Courses

Fall 2018
SEM Section: 01    MR 2:35 pm - 3:50 pm     Nimu Njoya

PSCI 430 (F)  Senior Seminar: Dignity
Over the last few decades, the concept of dignity has become one of the most contentious and emotive terms in democratic politics. Policy battles over embryonic stem cell research, abortion, physician-assisted suicide, life-sustaining treatments such as mechanical ventilation, and the constitutionality of the death penalty have all been fought out on the grounds of human dignity. But what exactly does dignity mean? Is it an existential demand for
respect? A moral, intangible quality of a person? A set of legally guaranteed rights of citizens? This course examines some of the strongest attacks on and defenses of human dignity, both in theory and in practice. The emphasis will be on the role of dignity in shaping modern ideas of democracy, citizenship, and human rights. Readings construct a genealogy of dignity that includes Aquinas, Pico della Mirandola and Kant. Contemporary theories of dignity will be explored through the work of Drucilla Cornell, Jürgen Habermas, Martha Nussbaum, Jeremy Waldron, and the dignity jurisprudence of Canada, Germany, Namibia, South Africa, and the United States.

Class Format: seminar
Requirements/Evaluation: class participation, short (1 page) response papers, a 15- to 18-page final essay
Extra Info: may not be taken on a pass/fail basis
Prerequisites: junior or senior standing and prior coursework in political theory, cultural theory, philosophy; or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: senior Political Science majors with concentration in Political Theory, then other Political Science majors
Expected Class Size: 15
Distributions: (D2)
Attributes: PSCI Political Theory Courses

Not offered current academic year

PSCI 440 (F) Senior Seminar in Comparative Politics: Political Development
The role of the United States in the wars in Iraq and Afghanistan, and its adventures and misadventures in reconstituting order in those countries, have directed attention back to the dynamics, approaches, and debates in political development. This senior seminar in comparative politics critically examines the theories and problems of political development by focusing on three major topics in the sub-discipline: state formation, nationalism, and democratization. Drawing on both historical and contemporary cases, we consider the conditions that lead to strong and weak states, inclusive and exclusive nationalist mobilization, and democratic and autocratic government.

Class Format: seminar
Requirements/Evaluation: class participation; three short papers; ten weekly responses; and an oral exam covering two of the three topics
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSCI 204 or permission of instructor
Enrollment Limit: 15
Enrollment Preferences: senior Political Science majors concentrating in Comparative Politics
Expected Class Size: 10
Distributions: (D2)
Not offered current academic year

PSCI 440 (F) Senior Seminar in Comparative Politics: The Syrian Maelstrom
This course deals with the civil war in Syria. It begins by investigating the nature of the Syrian society and the evolution of the Assad regime. It then discusses the challenges to the regime, both Islamist and democratic in the Arab Spring. With that as background, the course will examine the domestic, regional, religious, ethno-sectarian, and global dimensions of the civil war. It will consider the place of Syria in the Iranian-Saudi competition, the role played by neighboring states and actors, the position of the American and Russian governments, and the rise of ISIS.

Class Format: seminar
Requirements/Evaluation: 25-page paper, oral presentation, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Political Science majors
Expected Class Size: 12
Distributions: (D2)
Attributes: PSCI Comparative Politics Courses
PSCI 440 (F) Senior Seminar: Power, Identity, and Culture  (WI)
This is a course about remembering. This is a class about how we learn to forget. Above all, it is about power—power close to the bone, power made sublime, how power is made and unmade. This course takes as its central thesis the claim that power, external and objective, is also internal and subjective, invisibly working to shape understandings of who we are even as they are the most difficult to measure and understand. Alternating between case and theory, looking at power both naked and sublime, we will examine the struggle by state and elite actors to shape subjectivities through culture and identity formation in order to secure quiescence and rule. Close attention will be paid to how socializing agents, including schools and educational systems, media and film, families and local communities, shape and reshape efforts to have ordinary citizens internalize what Stuart Hall describes as "the horizon of the taken-for-granted," those ruling ideas and beliefs that consist "of things that go without saying because--- they come without saying." The course is set up as a deliberate conversation between the works of Antonio Gramsci, Michel Foucault, Friedrich Nietzsche, and Stuart Hall, as well as their interlocutors and critics, most notably James C. Scott. The trajectory of this literature carries us from domination "thinly" centered in class and mediated by culture, to power completely de-centered from material forms of rule. Though each author is distinct, if heterodox, in his approach to the question of power, Gramsci, Foucault, Nietzsche, and Hall are bound together by the shared belief that power is relationship, between class and culture, culture and identity, state and society.

Class Format: seminar
Requirements/Evaluation: essays and participation
Prerequisites: PSCI 204 Introduction to Comparative Politics
Enrollment Limit: 15
Enrollment Preferences: upper-class students, especially seniors
Expected Class Size: 15
Distributions: (D2) (WI)
Distribution Notes: WI: All students will be required to produce an original 20-page article, worthy of publication, by the end of the term. Session leaders are expected to distribute a single 4-page paper to the class by 8 pm on Wednesday. Their classmates will produce a 2-page written response to the week's presentations, readings, as well as class discussion, due on Friday

Fall 2018
SEM Section: 01 W 1:10 pm - 3:50 pm Shervin Malekzadeh

PSCI 493 (F) Senior Thesis: Political Science
The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-W31-494 designation and not a separate course) will provide a focused forum for the exchange of ideas among the honors students, who will regularly circulate sections of their theses-in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance.

Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Department Notes: this is part of a full-year thesis (493-494)
Distributions: (D2)

Fall 2018
HON Section: 01 TF 2:35 pm - 3:50 pm Cathy M. Johnson
PSCI 494 (S) Senior Thesis: Political Science
The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-W31-494 designation and not a separate course) will provide a focused forum for the exchange of ideas among the honors students, who will regularly circulate sections of their theses-in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance.

Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Extra Info 2: may not be taken on a pass/fail basis
Distributions: (D2)

Spring 2019
HON Section: 01 TBA Cathy M. Johnson

PSCI 495 (F) Individual Project: Political Science
With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research--rather than taking the Senior Seminar--in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

Class Format: independent study
Prerequisites: two elective courses in the major's subfield specialization
Distributions: (D2)

Fall 2018
IND Section: 01 TBA James McAllister

PSCI 496 (S) Individual Project: Political Science
With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research--rather than taking the Senior Seminar--in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

Class Format: independent study
Prerequisites: two elective courses in the major's subfield specialization
Distributions: (D2)

Spring 2019
IND Section: 01 TBA James McAllister

PSCI 497 (F) Independent Study: Political Science
Political Science independent study.

Class Format: independent study
Prerequisites: open to senior Political Science majors with permission of the department chair
Distributions: (D2)
PSCI 498 (S) Independent Study: Political Science

Political Science independent study.

Class Format: independent study

Prerequisites: open to senior Political Science majors with permission of the department chair

Distributions: (D2)
MAJOR
For the degree in Psychology, students must complete a minimum of nine courses as outlined below:

PSYC 101 Introductory Psychology
PSYC 201 Experimentation and Statistics

Three 200-level courses from the list below:
- COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
- NSCI 201/BIOL 212/PSYC 212 Neuroscience
- PSYC 221 Cognitive Psychology
- PSYC 232 Developmental Psychology
- PSYC 242 Social Psychology
- PSYC 252 Psychological Disorders
- PSYC 272 Psychology of Education

Either PSYC 221 or 222, but not both, can count towards the three required 200-level courses.

Three 300-level courses from at least two of the areas listed below:

Area 1: Behavioral Neuroscience (courses with middle digit 1)
Area 2: Cognitive Psychology (courses with middle digit 2)
Area 3: Developmental Psychology (courses with middle digit 3)
Area 4: Social Psychology (courses with middle digit 4)
Area 5: Clinical Psychology (courses with middle digit 5)
Area 6: Other/Interdisciplinary Psychology (courses with middle digit 6)
Area 7: Educational Psychology (courses with middle digit 7)

At least one of these courses must be from among those carrying the format designation Empirical Lab Course.

PSYC 401 Perspectives on Psychological Issues

Students who place out of Psychology 101 are still required to take nine courses to complete the major.
The department recommends that students take Psychology 201 in their sophomore year. The department requires that 201 be completed by the end of the junior year.

COURSE NUMBERING RATIONALE
As is the case in all departments, the first digit of a Psychology course number indicates the relative level of the course. Where appropriate, the second digit corresponds to the Areas listed above.
THE DEGREE WITH HONORS IN PSYCHOLOGY

Students who are candidates for honors need take only two 300-level courses from two different areas, but they must enroll in Psychology 493-W31-494 and write a thesis based on original empirical work. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Guidelines for pursuing the degree with honors are available from the department.

STUDY ABROAD

With some advance planning, studying abroad (especially for one semester) can easily be worked into the psychology major. To facilitate this, we recommend that students:

- Meet with the Study Abroad advisor as soon as they decide that they are interested in studying abroad.
- Take PSYC 201 (Experimentation and Statistics) in the sophomore year.
- Think ahead to the 300-level courses they are interested in taking so that they can fulfill the 200-level prerequisites before they go away or, if possible, while they are away. In our experience, study abroad programs in the following places are most likely to offer psychology courses: England, Ireland, Scotland, Spain, Australia, New Zealand, Hawaii, and Scandinavia. Students should procure the descriptions of the psychology courses they are considering taking and bring them to their meeting with the advisor.

There are some costs to studying away, particularly for the year. This limits students’ opportunity to choose the particular 300-level courses they would like to take and they may sometimes settle for those that are open, those which happen to be offered, or those for which they have the prerequisites, once they return in their senior year. Many students who are keen on psychology begin doing research with professors during their junior year, and for some this leads to an honors thesis in the senior year, summer research, etc. If you are going away for the entire year and do not make such connections with a professor ahead of time (i.e., before you go), you may lose out on some of these opportunities to deepen your involvement in the major on campus. On the other hand, studying abroad can be an invaluable learning experience, so you need to think carefully, in consultation with your advisor and/or the Study Abroad advisor, about the costs and benefits of it. Very occasionally, a student who just begins taking psychology courses late in the sophomore year and wishes to go abroad for the year finds that they are not able to do both, or is restricted in the choice of study-abroad programs.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus, including readings/assignments, and exams or other written work. In addition, the course content cannot overlap substantially with material already taken at Williams.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. Students are required to take at least one empirical project course (which includes a lab component and data collection). This must be completed at Williams.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. The empirical project course must be completed here (see answer to previous question above). Other major requirements that must be completed here are the Senior Seminar (PSYC 401) and our Statistics and Experimentation course (PSYC 201). On very rare occasions students have been given credit for PSYC 201 taken elsewhere, but this is extremely unlikely. Most institutions break the material up into two different courses, or don’t include all of the components that we feel are an important foundation for the major.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Students should be sure that have taken PSYC 201 PRIOR to their senior year at the latest. It is best to take it during sophomore year whenever possible.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
PSYC 11 (W)  Designing your Life and Career After Williams

This course takes a psychological approach to helping you figure out what to do with your life. We start by reviewing your life story up until now and determining how it has shaped you. We discuss, for example, whether you feel pressured to go down a certain road, whether you feel torn between your head and your heart, or whether you feel directionless. Then we take stock of who you really are now, including your core interests, tendencies, strengths, and weaknesses. We try to identify life designs that play to your signature strengths, as opposed to situations that are a setup for frustration and failure. The class encourages you to let go of comparing yourself to your peers, as different people need different things. You explore your underlying values and what you find most important in life. You consider the level of meaning you need in your work, as well as how much you care about money, status, fame, independence, connection, and creativity. The class introduces you to the concept of "flow," the feeling you get when engaging in activities that provide ideal levels of challenge and mastery. By designing lives and careers that promote flow states, you will be most likely to thrive and not merely succeed. Indeed, it is important not to design a life that appears successful but feels miserable. Your choice of a romantic partner can also have huge implications for the trajectory of your life. The class helps you to identify typical traps, such as staying with someone who is a bad match, and discusses how to make constructive relationship choices. Ultimately, as there are likely multiple valid life and career paths for you to take, you identify and develop three different plans that feel authentic and inspiring to you.

Adjunct Instructor Bio: Dr. Johnson received his B.A. from Williams College, his Ph.D. in clinical psychology from Yale University, and is a Clinical Associate Professor at Brown University. He has taught this Winter Study for the last two years and deeply enjoys mentoring students around career issues.

Class Format: mornings
Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: preference given to juniors and seniors
Materials/Lab Fee: cost of book(s)

Winter 2019
LEC Section: 01    MTW 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   Ben Johnson

PSYC 12 (W)  Alcohol 101: Examining and Navigating the College Drinking Scene

Seventy-two percent of college students report that they used alcohol at least once within the past 30 days. Where is the line between fun and danger? This course will examine the realities of the role of alcohol in the social lives of college students. Students will engage in active discussions of readings, videos, and myths vs. facts, as well as personal observations and opinions. Class structure will involve 3-hour classes that meet twice weekly. Participants will learn scientific facts about alcohol, including how it gets metabolized in the body differently in men and women, and how to recognize and respond to the signs of alcohol poisoning. Films will include evocative footage and interviews, such as "College Binge Drinking and Sober Reflections." We will hear from an expert in trauma and sexual assault and explore the significant role of alcohol in sexual assault on college campuses. We will discuss alcohol-related medical emergencies and problem-solve strategies to stay safe when choosing to use alcohol. Statistical data from colleges here in the Northeast will be reviewed, including survey results from the Core Institute and the Harvard School of Public Health Alcohol study. The course culminates in a final peer education presentation each student develops over the first 3 weeks through independent study outside of class on a related topic of their own choosing approved by the instructor.

Class Format: afternoons
Requirements/Evaluation: 5-page paper; final project
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: permission of instructor
Materials/Lab Fee: cost of books
PSYC 13 (W)  Practical Preparation for Work After Williams: Standing Out Instead of Fitting In!

Crosslistings: LEAD13 / PSYC13

Secondary Crosslisting

Students will dramatically enhance and expand their own practical professional competencies and personal attributes by gaining specific skills valuable and relevant for success in the real-world of work! Dynamic sessions are conducted by an exceptionally accomplished instructor focusing on character, interpersonal astuteness, communicating skills, leading effective change, financial statement literacy, decision-making under pressure, and thinking critically about and acting intentionally for personal development. Knowledge is transferred in the classroom through fast-paced, concise student-led discussion, live interaction with seven world-class guest speakers, individual communications exercises, role-playing, and personal one-on-one mentoring by the instructor. Preparing for productive class discussions and participation requires reading three short books (The Headmaster; Killer Angels; Breaking Through) and various articles, watching selected videos, understanding material provided in a subject matter guidebook, completing a private Birkman assessment online, as well understanding wide-ranging human performance though an encapsulated case study of the people at the Battle of Gettysburg. Benefits realized by students from all classes can be applied to any enterprise, including business, entrepreneurial initiatives, education, non-profits, and public sector governmental service. Students prepare a 5-page paper on a topic of their choosing that is work-shopped in a tutorial peer evaluation format prior to submission to the instructor. A one-page personal development action plan is also prepared that remains confidential between the student and the instructor in order to provide private individual mentoring and coaching. Class meetings are conducted with lots of fun starting in mid-morning for 1 hour and 45 minutes Monday through Thursday during Winter Study with an estimated three hours of daily preparation (about 20 hours per week) necessary by each student in order to take ownership for achieving and enjoying the full learning experience. Course Daily Agenda: http://www.intersolvegroup.com/wp-content/uploads/WilliamsWinterStudyAgenda2019.pdf  Adjunct Instructor Bio: http://www.intersolvegroup.com/leadership-profile/

Class Format: Monday through Thursday 10-11:50 AM

Requirements/Evaluation: class participation based on materials provided for daily preparation, a 5-page paper reviewed in a tutorial peer format and evaluated by the instructor, and a one-page personal development action plan

Prerequisites: the only prerequisite is a keen and purposeful desire to learn and develop oneself through a practical applied experience

Enrollment Limit: 12

Enrollment Preferences: diversity and inclusion of geographic, economic and social background will be considered in order to assemble a spirited mix of participants

Materials/Lab Fee: none

Winter 2019

LEC Section: 01  Cancelled

PSYC 14 (W)  JA SelCom: A Case Study in Selection Processes

This course will explore the nature of selection processes. What does an optimal selection process look like? How do our implicit biases materialize in selection? These are just a few of the questions that we will seek to understand through guest speakers from The Davis Center, Psychology Department, Admissions, and the Career Center. The majority of the time will be dedicated towards applying these ideas in selecting the next class of Junior Advisors, an undertaking that will allow students to examine selection processes in general. Readings will cover topics such as organizational behavior and human decision processes, social networks and organizational dynamics, and gendered wording and inequality.

Class Format: mornings and afternoons

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference given to sophomores and admission is based on quality of the application

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses
PSYC 15 (W)  Ephquilts! An Introduction to Traditional Quilting

This studio course will lead the student through various piecing, appliqué and quilting styles and techniques, with some non-traditional methods included. Samples will be made of techniques learned, culminating in the completion of a sizeable project of the student’s choosing (wall quilt or lap-size quilt). There will be an exhibit of all work (ephquilts), at the end of winter study. "Woven" into the classes will be discussions of the history of quilting, the controversy of "art" quilts vs. "traditional" quilts, machine vs. hand-quilting and the growing quilting market. Reading list: Pieces of the Past by Nancy J. Martin; Stitching Memories: African-American Story Quilts by Eva Ungar Grudin; Sunshine and Shadow: The Amish and Their Quilts by Phyllis Haders; A People and Their Quilts by John Rice Irwin; Treasury of American Quilts by Cyril Nelson and Carter Houck; The Quilt: New Directions for an American Tradition, Nancy Roe, Editor. Requirements: attendance of all classes (including field trip), a love of fabric, design and color, an enthusiasm for hardwork, participation in exhibit. Extensive time will be spent outside of class working on assigned projects. Adjunct Instructor Bio: Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for over 35 years, and teaching classes and coordinating shows and exhibits for 30 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published in quilt magazines.

Class Format: afternoons
Requirements/Evaluation: formal public exhibit
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: preference given to seniors, juniors, first years
Materials/Lab Fee: cost to student $250
Attributes: EXPE Experiential Education Courses

PSYC 16 (W)  Self Compassion: The Benefits and Challenges

Ever put yourself down when things aren't going well? Offering yourself compassion is often recommended by therapists and is a skill taught in some modes of therapy. What is the basis for this recommendation? How is self-compassion put into practice? What makes it so challenging? You will learn about the elements of self-compassion, explore and experience different ways of offering yourself compassion, and discuss your experiences. You will look at ways that self-compassion can positively impact your mental health, your work, your play, and your relationships. You will be taught self-compassion skills, including mindfulness practices and recognizing and challenging negative self-talk, among others. You will be asked to practice these skills between classes, do some reading, and reflect on your experiences. Adjunct Instructor Bio: Becky is a licensed clinical social worker. She has worked as a psychotherapist with Integrative Wellbeing Services here at Williams since 2014. She has explored the topics of compassion and self-compassion both professionally and personally.

Class Format: mornings and afternoons
Requirements/Evaluation: one 2- to 3-page reflection paper will be due each week; a weekly log of mindfulness activities will also be kept and submitted
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: random selection if over-enrolled
Materials/Lab Fee: $10

PSYC 17 (W)  "Cultural Cliteracy": Introduction to Transformative Sexuality Education
This course will introduce students to transformative sexuality education. Transformative sexuality education assumes students will experience major shifts in their sexual knowledge, attitudes, and behaviors. Undergraduates commonly report inadequate sex education in high school, concern that students are sexually harassed, assaulted, or raped during their four years in residence and that little opportunity exists on campus for students to talk with each other candidly about sexual issues. The course is designed to improve the sexual culture on the Williams College campus by expanding knowledge, fostering skills, and providing opportunities for intergroup dialogue. Students will explore topics such as communication and sexual communication, gender diversity, enthusiastic consent, pleasure in and out of committed relationships, hookup culture, models of sexual functioning, BDSM/kink culture, and sexual identity. Topics will be examined through an intersectional lens. A variety of methods will help engage students with course material. Lectures by the instructors, large and small group discussions, role-plays, practice of empathy, intimacy, interviewing skills, reading literary fiction, DVD screenings, anonymous class surveys, and taking sexual histories promote students' learning. Sexually explicit material is used in this course, following trauma-informed practices and guidelines specifying best pedagogical practices. Each class session is designed to create activities that will lead students to achieve at least three learning objectives. Evaluation will be based on submission of a journal entry related to a reading/movie due each class session. Students will submit a final paper and creative project. Attendance and participation are crucial to successful completion of this course.

**Class Format:** afternoons

**Requirements/Evaluation:** class attendance and participation; 5-page paper; 2- to 3-page paper; final project

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomores and juniors will be given priority

**Materials/Lab Fee:** cost of books

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**PSYC 18 (W) Call In Walk In training for Peer Health**

**Crosslistings:** PSYC18 / SPEC18

**Secondary Crosslisting**

This course is the full training for students who would like to cover Call In Walk In shifts in the Peer Health Office (Paresky 212). Students should either already be a member of Peer Health, or have an interest in joining Peer Health, as those students will get priority acceptance. Topics that we will cover include alcohol and other drug use; sex, STIs and contraception; rape, sexual assault and Title IX compliance; mental health; stress and sleep; healthy and unhealthy relationships, etc. Students will meet various on- and off-campus resources for referral. Outside of class work will include readings, video viewings, information gathering, and a possible field trip to local agencies.

**Class Format:** mornings

**Requirements/Evaluation:** final project

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** current active members of Peer Health will be chosen first; other students will be enrolled based on stated commitment to Peer Health

**Materials/Lab Fee:** none

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**Winter 2019**

LEC Section: 01 MTR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Ruby T. Solomon, Paul D. Gitterman

**PSYC 21 (W) Psychology Internships**

Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full-time during Winter Study in a mental health, business, education, law or other setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Please prepare a brief description of the proposed
Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

**Class Format:** by appointment

**Requirements/Evaluation:** evaluation will be based on a 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation

**Prerequisites:** approval by Noah Sandstrom is required

**Enrollment Limit:** 20

**Enrollment Preferences:** random selection

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

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**Winter 2019**

LEC Section: 01  TBA  Noah J. Sandstrom

**PSYC 22 (W) Introduction to Research in Psychology**

This course provides a research opportunity for students who want to understand how psychologists ask compelling questions and find answers about behavior. Several faculty members, whose subfields include behavioral neuroscience, cognitive psychology, social psychology, clinical psychology, developmental psychology, and the psychology of education, will have student projects available. Since projects involve faculty research, interested students must consult with members of the Psychology Department before electing this course. In addition, students should discuss with faculty what the weekly time requirements will be.

**Class Format:** determined by faculty/research

**Requirements/Evaluation:** evaluation will be based on the quality of research participation, student's lab journal, and either an oral presentation or a written 10-page report of the research project

**Prerequisites:** permission of faculty mentor

**Enrollment Limit:** POI

**Enrollment Preferences:** selection will be based on evaluation of departmental application and number of faculty available as mentors

**Materials/Lab Fee:** none

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**Winter 2019**

LEC Section: 01  TBA  Steven Fein

**PSYC 31 (W) Senior Thesis: Psychology**

To be taken by students registered for Psychology 493-494.

**Class Format:** thesis

**Requirements/Evaluation:** determined by faculty

**Prerequisites:** PSYC 493 or NSCI 493

**Materials/Lab Fee:** $0

**Distributions:** (D2)

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**Winter 2019**

HON Section: 01  TBA  Steven Fein

**PSYC 99 (W) Independent Study: Psychology**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a
faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D2)

Winter 2019

IND Section: 01    TBA    Steven Fein

PSYC 101 (F) Introductory Psychology
An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, and psychological disorders and treatment. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Class Format: lecture

Requirements/Evaluation: two lab reports, unit quizzes, and a final exam

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 160

Distributions: (D2)

Attributes: NSCI Required Courses; TEAC Teaching Sequence Courses

Fall 2018

LEC Section: 01    MWF 10:00 am - 10:50 am    Amie A. Hane, Clarence J. Gillig

Spring 2019

LEC Section: 01    MWF 10:00 am - 10:50 am    Noah J. Sandstrom, Clarence J. Gillig

PSYC 127 (F) The Psychology of Success (WI)
This course will examine the psychology of success from a scientific perspective. After considering what success means, we will examine two broad influences on success: personality (e.g., intelligence, grit, and mental illness) and environment (e.g., schooling, parenting, and practice). Other topics will include how discrimination affects success, cross-cultural differences in how children are cared for, and the self-help industry.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on written work and discussion of that work. A five page paper will be due every other week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: highest priority will be given to incoming first-years followed by rising sophomores

Expected Class Size: 10

Distributions: (D2) (WI)

Not offered current academic year

PSYC 161 (F) Nonviolence and Positive Psychology
In this course we will explore the theory and practice of nonviolence in the context of research in Positive Psychology. Nonviolence means choosing not to threaten or injure others, and its practice requires cultivating personal qualities that enable such a choice. Positive Psychology refers to the scientific study of those qualities that enable people to live happy and fulfilling lives. We will begin by studying the history and moral theories of nonviolence. We will then evaluate the claims of those theories regarding the positive effects of nonviolence by discussing research on psychological benefits to the practitioner, attitude change in the adversary, and effects on the larger community. Topics will include self-control, empathy,
forgiveness, tolerance, aggression, resisting violent assault, civil disobedience, and courage. Along the way we will introduce basic concepts in research design and interpretation of data to help us evaluate the research with a critical eye. This course is a part of a joint program between Williams’ Center for Learning in Action and the Berkshire County Jail, in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Classes will be held at the jail, with transportation provided by the college. * Please note the atypical class hours, Tuesday, 4:45-8:30 pm.

Class Format: seminar

Requirements/Evaluation: class attendance and participation, short essays, and a final paper

Extra Info: not available for the fifth course option

Prerequisites: not open to first-year students

Enrollment Limit: 9

Enrollment Preferences: selection will be based on student interviews

Expected Class Size: 9

Department Notes: this class will include 9 Williams students and 9 inmates

Distributions: (D2)

Attributes: PSYC Area 6 - Other/Interdisciplinary Psychology

Fall 2018

SEM Section: 01 T 4:45 pm - 8:30 pm Kris N. Kirby

PSYC 201 (F) Experimentation and Statistics (QFR)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis.

Class Format: lecture/lab

Requirements/Evaluation: papers, exams, and problem sets

Extra Info: two sections; must register for the lab and lecture with the same instructor

Extra Info 2: may not be taken on a pass/fail basis

Prerequisites: PSYC 101; not open to first-year students except with permission of instructor

Enrollment Limit: 22

Enrollment Preferences: Psychology majors

Distributions: (D2) (QFR)

Attributes: COGS Related Courses; PHLH Statistics Courses;

Fall 2018

LEC Section: A1 TR 8:30 am - 9:45 am Kenneth K. Savitsky
LAB Section: A2 W 1:00 pm - 4:00 pm Kenneth K. Savitsky
LEC Section: B1 MR 2:35 pm - 3:50 pm Catherine B. Stroud
LAB Section: B2 T 1:00 pm - 4:00 pm Catherine B. Stroud

Spring 2019

LEC Section: A1 TF 1:10 pm - 2:25 pm Safa R. Zaki
LAB Section: A2 W 1:00 pm - 4:00 pm Safa R. Zaki
LEC Section: B1 MR 1:10 pm - 2:25 pm Kris N. Kirby
LAB Section: B2 W 1:00 pm - 4:00 pm Kris N. Kirby
PSYC 212 (F) Neuroscience
Crosslistings: PSYC212 / BIOL212 / NSCI201

Secondary Crosslisting
A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, consciousness and clinical disorders such as schizophrenia, autism, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.

Class Format: lecture, three hours a week; laboratory, every other week

Requirements/Evaluation: evaluation will be based on a lab practical, lab reports, two hour exams and a final exam

Extra Info: not available for the fifth course option

Prerequisites: PSYC 101 or BIOL 101; open to first-year students only with permission of instructor

Enrollment Limit: 72

Enrollment Preferences: sophomores and Biology and Psychology majors

Expected Class Size: 72

Department Notes: does not satisfy the distribution requirement in the Biology major

Distributions: (D3)

Distribution Notes: meets Division 3 requirement if registration is under PSYC

Attributes: COGS Interdepartmental Electives; NSCI Required Courses; PSYC 200-level Courses

Fall 2018
LEC Section: 01 TR 9:55 am - 11:10 am Heather Williams, Matthew M. Clasen
LAB Section: 02 M 1:00 pm - 4:00 pm Martha J. Marvin
LAB Section: 03 T 1:00 pm - 4:00 pm Martha J. Marvin
LAB Section: 04 W 1:00 pm - 4:00 pm Martha J. Marvin

PSYC 221 (F) Cognitive Psychology

This course will survey the experimental study of the structures and processes that make up normal human cognition. Topics include perception, attention, learning, memory, categorization, language, judgment, decision making, reasoning, and problem solving.

Class Format: lecture

Requirements/Evaluation: two midterms and a final exam (Fall); two midterms, a final exam, short essays and weekly quizzes (Spring)

Prerequisites: PSYC 101 or permission of instructor

Enrollment Limit: 50

Enrollment Preferences: Psychology majors

Expected Class Size: 50

Distributions: (D2)

Attributes: COGS Interdepartmental Electives; PSYC 200-level Courses

Fall 2018
LEC Section: 01 TR 8:30 am - 9:45 am Kris N. Kirby

Spring 2019
LEC Section: 01 MWF 10:00 am - 10:50 am Nate Kornell

PSYC 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Crosslistings: PHIL222 / COGS222 / PSYC222

Secondary Crosslisting
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes
research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** midterm and final exams, and self-paced weekly exercises

**Extra Info:** not available for the fifth course option

**Prerequisites:** PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Department Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

**Distributions:** (D2)

**Attributes:** Linguistics; PHIL Contemp Metaphysics & Epistemology Courses; PSYC 200-level Courses

Not offered current academic year

**PSYC 232 (F) Developmental Psychology**

An introduction to the study of human growth and development from conception through emerging adulthood. Topics for discussion include prenatal and infant development, perceptual and motor development, language acquisition, cognitive development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including those about early experience, neural plasticity, dynamic systems, information processing, social learning, attachment, and family systems.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** attendance and active class participation, 3 exams (2 midterms and final), and regular writing assignments

**Prerequisites:** PSYC 101

**Enrollment Limit:** 50

**Enrollment Preferences:** sophomores and junior Psychology majors

**Expected Class Size:** 50

**Distributions:** (D2)

**Attributes:** PSYC 200-level Courses; TEAC Teaching Sequence Courses

Fall 2018

LEC Section: 01    TR 11:20 am - 12:35 pm     Amie A. Hane

**PSYC 242 (F) Social Psychology**

A survey of theory and research in social psychology. Topics include the self, social perception, conformity, attitudes and attitude change, prejudice, aggression, altruism, attraction and love, intergroup conflict, and cultural psychology. Applications in the areas of advertising, law, business, and health will also be discussed.

**Class Format:** lecture

**Requirements/Evaluation:** two in-class exams, one paper and a final exam

**Enrollment Limit:** none

**Expected Class Size:** 50

**Distributions:** (D2)

**Attributes:** PSYC 200-level Courses; TEAC Teaching Sequence Courses

Fall 2018
PSYC 252 (F) Psychological Disorders
A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: the schizophrenias, dissociative disorders, affective disorders, anxiety disorders, personality disorders, eating disorders, addictions, alcoholism, and others. The course emphasizes an integrative approach which incorporates and analyzes theories and research from psychological, biological, interpersonal, and sociocultural perspectives.

Class Format: lecture
Requirements/Evaluation: two in class exams and a final exam
Prerequisites: PSYC 101; open to first-year students
Enrollment Limit: 50
Enrollment Preferences: Psychology majors, then sophomores, then by seniority
Expected Class Size: 50
Distributions: (D2)
Attributes: PSYC 200-level Courses

PSYC 258 (S) Language and Literacy Development
Crosslistings: PSYC258 / JAPN258

Secondary Crosslisting
Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How “natural” is it to learn to read?

Class Format: seminar
Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Japanese, Chinese, Asian Studies, and Psychology majors
Expected Class Size: 25
Department Notes: Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under JAPN; meets Division 2 requirement if registration is under PSYC
Attributes: Linguistics
PSYC 272 (S) Psychology of Education
This course introduces students to a broad range of theories and research on education. What can developmental research tell us about how children learn? What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychological processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.

Class Format: lecture/discussion
Requirements/Evaluation: two exams and a final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: PSYC 101
Enrollment Limit: 50
Enrollment Preferences: Psychology majors and those who plan to become teachers
Expected Class Size: 50
Distributions: (D2)
Attributes: PSYC 200-level Courses; TEAC Teaching Sequence Courses

Spring 2019
LEC Section: 01    TF 1:10 pm - 2:25 pm    Susan L. Engel

PSYC 314 (S) Drug Addiction and Obesity: Tales of a Disordered Brain
Crosslistings: NSCI314 / PSYC314

Primary Crosslisting
Drug addiction and obesity are two of the biggest health problems facing our world today. Although obesity and drug addiction are two qualitatively different disorders, recent literature suggests that they share similar neural substrates. The first third of this class will discuss the behavioral and neural underpinnings of drug addiction, the second third of this class will discuss the behavioral and neural underpinnings of obesity, and the last third of the class will discuss their interaction in many different facets. In so doing, students will learn about the animal models used to study drug addiction and obesity (i.e., intravenous self-administration, intracranial self-stimulation, conditioned place preference, conditioned taste avoidance, and locomotor sensitization) and the neurobiological techniques used to understand their underlying mechanisms (i.e., DREADDs, optogenetics, and immunohistochemistry). Utilizing these tools, students will design and conduct an empirical laboratory experiment to study these dysregulated behaviors.

Class Format: seminar
Requirements/Evaluation: presentations and participation in discussions; written assignments; weekly lab meetings will be held and empirical projects presented in a final poster session
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)
Enrollment Limit: 16
Enrollment Preferences: Psychology majors and Neuroscience concentrators
Expected Class Size: 16
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under PSYC; meets Division 3 requirement if registration is under NSCI
Attributes: NSCI Group B Electives; PSYC Area 1 - Behavioral Neuroscience; PSYC Empirical Lab Course
PSYC 315 (F)  Hormones and Behavior
Crosslistings: NSCI315 / PSYC315

Primary Crosslisting
In all animals, hormones are essential for the coordination of basic functions such as development and reproduction. This course studies the dynamic relationship between hormones and behavior. We will review the mechanisms by which hormones act in the nervous system. We will also investigate the complex interactions between hormones and behavior. Specific topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.

Class Format: empirical lab course

Requirements/Evaluation: presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Distributions: (D3)

Distribution Notes: meets Division 3 requirement if registration is under PSYC

Attributes: NSCI Group B Electives; PSYC Area 1 - Behavioral Neuroscience; PSYC Empirical Lab Course

Fall 2018
LEC Section: 01    MWF 8:30 am - 9:45 am     Noah J. Sandstrom
LAB Section: 02    T 1:00 pm - 4:00 pm     Noah J. Sandstrom

PSYC 317 (S)  Nature via Nurture: Topics in Developmental Psychobiology
Crosslistings: PSYC317 / NSCI317

Primary Crosslisting
Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) that lead to individual differences in behavior. Modern neuroscience techniques have discovered new relationships between genes and behavior. Conversely, recent studies on the effects of social factors suggest critical environmental influences on the expression of these genetic determinants. This tutorial will explore the theoretical and empirical issues in animal models of behavioral epigenetics. Topics include child neglect, antisocial behavior, addiction, anxiety, risk-taking, empathy, and depression. Each tutorial pair will design and conduct an empirical laboratory project that will explore their own experimental question about the interaction of genes and environment in determining behavioral phenotypes.

Class Format: tutorial

Requirements/Evaluation: each week, students will either present an oral argument based on a 5-page position paper or respond to their partners' paper; Weekly lab meetings will be held and empirical projects presented in a final poster session

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 10

Enrollment Preferences: Neuroscience concentrators and Psychology majors

Expected Class Size: 10

Distributions: (D3)

Distribution Notes: meets Division 3 requirement if registration is under PSYC
PSYC 318 (S) Image, Imaging, and Imagining: The Brain and Visual Arts

Crosslistings: NSCI318 / INTR223 / PSYC318

Primary Crosslisting
This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating mental images and then directing the artist's motor output. We will first examine the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work. Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the influence of neurological and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non-artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how "outsider" artists have portrayed brain syndromes and mental states. Students will conduct an empirical laboratory project that will explore their own experimental question in response to the course material. The class will include field trips to local museums.

Class Format: seminar and empirical lab course
Requirements/Evaluation: evaluation will be based on a midterm, participation in class discussions, and a poster presentation of the empirical project
Extra Info: satisfies one semester of Division III requirement
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 101, an ARTH or ARTS course, or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: Studio Art majors; Psychology majors and Neuroscience concentrators
Expected Class Size: 12
Distributions: (D3)
Distribution Notes: meets Division 3 requirement if registration is under PSYC or INTR
Attributes: FMST Related Courses; NSCI Group B Electives; PSYC Area 1 - Behavioral Neuroscience; PSYC Empirical Lab Course

PSYC 319 (S) Neuroethics (WI)

Crosslistings: PSYC319 / NSCI319

Primary Crosslisting
Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on five 5-page position papers and five short response papers as well as participation in discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Psychology majors and Neuroscience concentrators
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under PSYC; meets Division 3 requirement if registration is under NSCI
Attributes: NSCI Group B Electives; PSYC Area 1 - Behavioral Neuroscience;
Not offered current academic year

PSYC 322 (F) Concepts: Mind, Brain, and Culture
Every time we see something as a kind of thing, every time that we decide that an object is a cup rather than a glass, when we recognize a picture of a familiar face as a picture of ourselves, or even when we understand speech, we are employing categories. Most categorization decisions are automatic and unconscious, and therefore have the illusion of simplicity. The complexity of these decisions, however, becomes apparent when we attempt to build machines to do what humans perform so effortlessly. What are the systems in place that allow us this extraordinary ability to segment the world? Are they universal? How does conceptual knowledge differ across cultural groups? How do concepts affect our perception? How do the categories of experts differ from the categories of novices? Do children have the same kind of conceptual knowledge as adults? How are categories represented in the brain? In this course, we explore various empirical findings from cognitive psychology, cognitive neuroscience, and anthropology that address these questions.
Class Format: empirical lab course
Requirements/Evaluation: short papers, class presentation, and research paper
Prerequisites: PSYC 221 or 222 or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Psychology majors and Cognitive Science concentrators
Expected Class Size: 16
Distributions: (D2)
Attributes: COGS Interdepartmental Electives; PSYC Area 2 - Cognitive Psychology; PSYC Empirical Lab Course
Not offered current academic year

PSYC 324 (S) Great Debates in Cognition
The field of cognition is filled with controversies about how the mind really works. For example, is there sufficient evidence for a system in vision that can become aware of things without actually "seeing" them? Is it necessary to assume that babies come into the world armed with innate linguistic knowledge? Are humans inherently rational? Can we make inference about the mind using neuroimaging? These debates, and others that we will consider, help fuel scientific discovery in cognition in interesting ways. In this course, we will consider some of these contemporary debates, weigh evidence on both sides, and discuss the implications for what we know about the mind.
Class Format: tutorial; students will meet in pairs with the instructor for an hour each week
Requirements/Evaluation: evaluation will be based on weekly papers and oral arguments
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 221 or 222 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Psychology majors and Cognitive Science concentrators
Expected Class Size: 10
Distributions: (D2)
Attributes: COGS Interdepartmental Electives; PSYC Area 2 - Cognitive Psychology
Not offered current academic year

PSYC 326 (F) Choice and Decision Making
One aspect of "being human" is that we often make choices that we know are bad for us. In this course we survey theoretical and experimental approaches to understanding our strengths and weaknesses as decision makers. Topics include normative decision theories, biases in probability
judgments, “fast and frugal” heuristics, impulsiveness and self-control, addictions and bad habits, gambling, and moral decision making.

Class Format: empirical lab course

Requirements/Evaluation: problem sets, essay papers, class and lab participation, and a research report

Prerequisites: PSYC 221 or 222 or permission of instructor; permission is typically given to students who have successfully completed ECON 110

Enrollment Limit: 16

Enrollment Preferences: senior Psychology majors who need the course to fulfill the major

Expected Class Size: 16

Distributions: (D2)

Attributes: COGS Interdepartmental Electives; PHLH Decision-Making by Institutions + Individuals; PSYC Area 2 - Cognitive Psychology; PSYC Empirical Lab Course

Not offered current academic year

PSYC 327 (F) Cognition and Education

This class will focus on basic research into the cognitive processes underlying learning. How does the mind encode, store, and retrieve knowledge? How do learners (and teachers) manage their own learning? How do educational practices depart from what research recommends? The readings will be scientific articles. Students will do original research.

Class Format: empirical lab

Requirements/Evaluation: class participation, daily quizzes, research papers

Prerequisites: PSYC 201 and PSYC 221 or 222, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 12

Distributions: (D2)

Attributes: COGS Interdepartmental Electives; PSYC Area 2 - Cognitive Psychology; PSYC Empirical Lab Course; TEAC Teaching Sequence

Courses

Fall 2018

SEM Section: 01 TF 2:35 pm - 3:50 pm Nate Kornell

LAB Section: 02 W 1:00 pm - 4:00 pm Nate Kornell

PSYC 335 (S) Early Experience and the Developing Infant (WI)

The period from conception to age three is marked by impressive rapidity in development and the plasticity of the developing brain affords both fetus and infant an exquisite sensitivity to context. This course delves into the literature that highlights the dynamic interactions between the developing fetus/infant and the environment. The course readings span a range of disciplines and cover a diversity of hot topics in the study of prenatal and infant development, including empirical research drawn from the developmental, neuroscience, psychopathology, and pediatric literatures.

Class Format: seminar

Requirements/Evaluation: active class participation, regular thought papers and class presentations, and a written report and accompanying presentation of an independent project

Prerequisites: PSYC 201, PSYC 212, and PSYC 232 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Distributions: (D2) (WI)

Attributes: PHLH Biomedical Determinants of Health; PHLH Reproductive, Maternal and Child Health; PSYC Area 3 - Developmental Psychology;
PSYC 338 (S) Inquiry, Invention and Ideas

Children tinker, explore and create, but some more than others, and under some conditions more than others. What leads children to investigate, invent and build their own ideas? We will examine the development of curiosity, invention, and the ability to have or construct an idea. We will also look at what accounts for individual differences between children, including the role of intelligence, creativity, social cues, and opportunity. We will look at how these processes unfold at home and in school, and discuss the educational implications of the research we read, and the research we conduct.

Class Format: seminar

Requirements/Evaluation: three 3-5 page essays, two child observations and a 7-10 page final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 101, and PSYC 232 or PSYC 272, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: preference given to Psychology majors

Expected Class Size: 16

Distributions: (D2)

Attributes: PSYC Area 3 - Developmental Psychology; TEAC Teaching Sequence Courses

Not offered current academic year

PSYC 341 (S) Stereotypes, Prejudice, and Discrimination (WI)

Crosslistings: PSYC341 / WGSS339

Primary Crosslisting

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers

Prerequisites: PSYC 201 and 242

Enrollment Limit: 16

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 16

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; PSYC Area 4 - Social Psychology; PSYC Empirical Lab Course; TEAC Related Courses;
This course focuses on how people make judgments and decisions in their social lives and why they are sometimes biased and irrational in their choices. We will place a strong emphasis on exploring how ideas from the judgment and decision-making literature can aid in our understanding of social psychological phenomena, including planning for the future, understanding other people, and resolving interpersonal conflicts. We will also place an emphasis on people’s judgments and decisions as they pertain to their happiness and well-being, exploring how concepts in the judgment and decision-making literature can help us to understand why certain types of outcomes are more satisfying than others and why people sometimes choose in ways that fail to maximize their well-being. As we explore these questions, we will survey a variety of methods and perspectives, ranging from classic social psychological experiments to techniques imported from behavioral economics and cognitive psychology.

**Class Format:** empirical lab course

**Requirements/Evaluation:** a series of short papers; two essay exams; written and oral reports of research

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** PSYC 242 and PSYC 201, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 12

**Distributions:** (D2)

**Attributes:** PSYC Area 4 - Social Psychology; PSYC Empirical Lab Course

Not offered current academic year

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**PSYC 346 (F) Environmental Psychology**

**Crosslistings:** ENVI346 / PSYC346

**Primary Crosslisting**

This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans’ disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding proenvironmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.

**Class Format:** seminar

**Requirements/Evaluation:** a series of papers, two essay exams, written and oral reports of research

**Prerequisites:** PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors and Environmental Studies concentrators

**Expected Class Size:** 16

**Distributions:** (D2)

**Attributes:** AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; PSYC Area 4 - Social Psychology

Not offered current academic year

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**PSYC 349 (F) Psychology and Law**

This course examines the legal system in light of psychological research findings, Supreme Court rulings, wrongful conviction cases and illustrative crimes. The law's informal theories of human behavior will be compared to what psychologists know on the basis of theories and research regarding such topics as Miranda, lie detection, police interrogation, false confessions, eyewitness identification, repressed and recovered memories, forensic evidence, and juries. The course will also explore the psychological mechanisms underlying legal decisions, and demonstrate how psychological findings can contribute to legal system reform.

**Class Format:** seminar

**Requirements/Evaluation:** exams, a series of papers

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** PSYC 201 and PSYC 242 or permission of instructor
PSYC 352 (F) Clinical and Community Psychology

This course provides an overview of theory, methods, and professional issues in the fields of clinical and community psychology (and related fields). In addition to academic work (primary source readings and class discussions), students are encouraged to apply their experiences in academic psychology to field settings, and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised field-work placement arranged by the instructor in a local mental health or social service agency. Students must complete a brief survey about their interests and schedule in order to place them in an agency. Students should email the instructor to obtain the survey as well as receive permission to register for this course.

Class Format: seminar
Requirements/Evaluation: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 252
Enrollment Limit: 15
Enrollment Preferences: senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course
Expected Class Size: 15
Distributions: (D2)
Attributes: EXPE Experiential Education Courses; PHLH Reproductive, Maternal and Child Health; PSYC Area 5 - Clinical Psychology

Fall 2018
SEM Section: 01  MR 2:35 pm - 3:50 pm  Laurie Heatherington

PSYC 354 (F) Beyond Symptoms: Cognitive and Perceptual Changes in Mental Disorder

When we think of mental disorders, the first things that come to mind are often the symptoms that define them, like hallucinations, delusions, mood disturbances, or anxiety. Interestingly, in addition to these cardinal symptoms, many disorders are accompanied by other mental changes that are simpler and therefore more scientifically approachable, like problems in perception or in working memory. This course will delve into how our minds and brains perceive and understand the world in a very basic sense, and then explore how perceptual and cognitive processes are altered in mental disorders like schizophrenia, depression, and anxiety disorders, and whether and why such alterations are important. Readings will explore seminal and current findings in the field, as well as theoretical papers.

Class Format: seminar
Requirements/Evaluation: two short position papers, occasional one-page response, and a written/oral report of research
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 201 and PSYC 252
Enrollment Limit: 18
Enrollment Preferences: Psychology majors
Expected Class Size: 18
PSYC 355 (S) Psychotherapy: Theory and Research

Psychotherapy is a young, barely 100-year old psychological endeavor which attempts to promote change and healing through social interaction. How can it be that talking with a psychotherapist can help people change -- emotionally, cognitively, and/or behaviorally -- and how exactly does it help people achieve relief from psychological disorders and problems? In this course, we will study some of the key approaches to psychotherapy by examining the theories and scientific research that surround them, and considering theory and research in juxtaposition. This will be accomplished by a close reading and critical analysis of primary source theoretical papers, the "raw data" (videotapes and transcripts) of therapy sessions, case studies, and contemporary empirical research on the outcomes and change processes of psychotherapy. Students will learn how to evaluate the efficacy claims of both standard and new therapies and how to evaluate claims about the mechanisms by which those therapies work. Current controversies in psychotherapy and psychotherapy research will be addressed and debated as well. All students will design and conduct an empirical research project based on the course material.

Class Format: empirical lab course

Requirements/Evaluation: attendance and active class participation, weekly 2-3 page reading response papers, APA style research report and poster/oral presentation of the research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 201 and PSYC 252

Enrollment Limit: 16

Expected Class Size: 16

Distributions: (D2)

Attributes: PSYC Area 5 - Clinical Psychology; PSYC Empirical Lab Course

Spring 2019

SEM Section: 01 TR 9:55 am - 11:10 am Laurie Heatherington

LAB Section: 02 T 1:00 pm - 4:00 pm Laurie Heatherington

PSYC 357 (S) Depression

This course will provide students with a comprehensive understanding of depression. Topics will include assessment, models of etiology and course, effective approaches to prevention and intervention, and depression in specific populations. Readings will expose students to seminal works in the field as well as current methods and research findings. All students will design and conduct an empirical research project based on the readings and concepts discussed. Throughout the course, students will evaluate current research based on theory, methodological rigor, and potential impact on prevention and intervention efforts.

Class Format: empirical lab course

Requirements/Evaluation: class participation, in-class short written responses, weekly response papers, midterm exam, an original empirical research project, a written report of the research project, and an oral presentation of the research project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: PSYC 201 and PSYC 252

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Distributions: (D2)
PSYC 359 (S)  Anxiety: Responses to Danger, Both Real and Imagined
This is an advanced course on anxiety that takes an in depth look at the theory and research on the normative psychological processes that influence responses to danger, both real and imagined. Specifically, it examines the empirical research on psychological responses to traumatic experiences, such as combat, rape, and natural disasters. Responses to perceived or imagined threats are also discussed as the underpinnings of such anxiety disorders as Panic Disorder, Generalized Anxiety Disorder, Social Phobia, Specific Phobia and OCD. Discussions focus on commonalities and differences in empirically supported treatments for anxiety disorders as well as controversies in the field.

Class Format: seminar

Requirements/Evaluation: active class participation, frequent response papers, midterm examination and final term paper

Prerequisites: PSYC 252

Enrollment Limit: 18

Enrollment Preferences: Psychology Majors; preference given to those with outstanding major requirements

Expected Class Size: 18

Distributions: (D2)

Attributes: PSYC Area 5 - Clinical Psychology

Spring 2019
SEM Section: 01    MR 2:35 pm - 3:50 pm     Nicole T. Harrington

PSYC 361 (S)  Psychology of Nonviolence
Nonviolence refers to choice behavior in interpersonal interactions in which physical injury to others is rejected as an option. In this course we will study moral and psychological theories of nonviolence, and evaluate the empirical support for their central claims of psychological benefits to the practitioner, attitude change in the adversary, and positive exemplary effects on social interaction. Topics include empathy, tolerance, forgiveness, aggression, courage, resisting violent assault, and civil resistance.

Class Format: discussion/seminar

Requirements/Evaluation: class attendance and participation, discussion leadership, one 5-page essay, and a final paper of approximately 10 page

Prerequisites: any 200-level course in PSYC or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Distributions: (D2)

Attributes: PSYC Area 6 - Other/Interdisciplinary Psychology

Not offered current academic year

PSYC 372 (F)  Advanced Seminar in Teaching and Learning
This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students' learning? What does it take to be an educated person?

Class Format: seminar

Requirements/Evaluation: this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 232 or PSYC 272 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and those who plan to become teachers

Expected Class Size: 16

Distributions: (D2)

Attributes: EXPE Experiential Education Courses; PSYC Area 7 - Educational Psychology; TEAC Teaching Sequence Courses

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Susan L. Engel

PSYC 397 (F)  Independent Study: Psychology
Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval prior to the beginning of the drop/add period.

Class Format: independent study

Distributions: (D2)

Fall 2018

IND Section: 01    TBA     Steven  Fein

PSYC 398 (S)  Independent Study: Psychology
Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval prior to the beginning of the drop/add period.

Class Format: independent study

Distributions: (D2)

Spring 2019

IND Section: 01    TBA     Steven  Fein

PSYC 401 (F) Perspectives on Psychological Issues
This course—the psychology department's senior seminar—considers several important contemporary topics from diverse psychological perspectives. These topics will be introduced via popular books or films, and we will analyze them more deeply with original research articles from across multiple perspectives and subdisciplines of psychology. The course will primarily be discussion based, and the students will lead these discussions.

Class Format: seminar

Requirements/Evaluation: participation in class discussions, choosing relevant research articles, and three position papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Limit: none

Enrollment Preferences: open to seniors Psychology majors only

Expected Class Size: 15

Department Notes: required of all senior Psychology majors

Distributions: (D2)

Fall 2018
PSYC 493 (F) Senior Thesis: Psychology
Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our website.

Class Format: independent study

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Extra Info 2: this is part of a full-year thesis (493-494); Senior Psychology Majors meeting requirements for Honors

Prerequisites: permission of the thesis advisor

Distributions: (D2)

Fall 2018
HON Section: 01 TBA Steven Fein

PSYC 494 (S) Senior Thesis: Psychology
Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our website.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: permission of the thesis advisor

Distributions: (D2)

Spring 2019
HON Section: 01 TBA Steven Fein
Public health seeks to understand, and also to protect and improve, health at the level of a community or population. Communities make decisions and allocate resources that, intentionally or not, fundamentally shape human life. For example, great reductions in sickness and early death have come from social interventions with relatively low financial cost, such as physically separating drinking water from sewage, or distributing aspirin, condoms, mosquito nets, vaccines or soap, or sharing new ideas about life’s possibilities. The way a society is organized affects the way that social and scientific knowledge is distributed within it; access to that knowledge shapes health at the individual level. At its heart, the study of public health focuses on questions about relationships between science and society, and between reality and possibility: what effective public health policy is and how we can measure its effectiveness; what the relationship is, and ought to be, between research and policy; how we reconcile important moral and economic claims, or balance other values that compete with maximizing health; what counts as disease, over time and among cultures; how we think about cause and responsibility; what constitutes a healthy environment; how our fundamental beliefs determine our approaches to health decisions; and how such decisions ought to be made.

Requirements

Application to the concentration must be completed in the Spring of sophomore year. Applications are due during pre-registration. Application materials can be obtained on the public health website public-health.williams.edu by early April or by e-mailing the chair of the program. Due to excess demand for the concentration, applicants are not guaranteed admittance to the program. Depending on availability, a few students may be admitted in the Spring of Junior year with a mid-April deadline.

All students wishing to pursue the Area of Concentration should take this course early in their careers, preferably sophomore year. Students may petition the advisory committee to substitute a course taken in a study-abroad program focused on global health, providing that the course is equivalent in scope. However, students who plan to take advantage of this option should have taken at least two other courses from among the electives by the end of their sophomore year, and should recognize that those who lack a foundation in the core issues of the field may find it more challenging to prepare their proposal for admission to the concentration.

Statistics

Statistical analysis is at the heart of the quantitative tools necessary to study the health of populations. One course in statistics from the list below is required of all concentrators.

Elective Courses

Concentrators must take at least three electives, with at least two different prefixes, from the list below. Elective courses are grouped by category, but these clusters are not meant to constrain students to a single “track” within the program. Instead, each student is free to determine, with the guidance of an advisory committee member(s), a set of electives that provides an intellectually coherent exploration of their particular areas of interest within the field of public health. In choosing electives, students should consider the balance of breadth versus depth that will allow them to gain theoretical and methodological sophistication in one or more areas. Students may not substitute an independent study for any of these electives. Winter Study courses may not be counted towards the electives.

Experiential Component

Because many public health challenges cannot be fully appreciated until one has hands-on experience with real communities and actual populations, each concentrator must have at least one relevant field-based educational experience with a research component. This requirement may be met through participation in an approved study abroad program (see below), one of the Winter study courses marked with an asterisk, a WS99 project, or a not-for-credit summer or academic-year internship. In every case, the advisory committee must approve the project in advance. Please note that experiential component should address both the “public” and “health” in public health. Projects that center on clinical or lab or that do not have a meaningful health component will generally not satisfy the PH experiential requirement.

PHLH 402 (S) Senior Seminar in Public Health
The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into three or four research teams to investigate a contemporary real-life issue in public health by designing a study; collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Written Proposal

To be considered for admission to the Area of Concentration in Public Health, students must submit a written statement describing the portfolio of courses, study abroad, and experiential learning component(s) they intend to pursue. In this proposal, candidates for the concentration should describe their intellectual goals, and if relevant, how these relate to their professional goals. A fundamental purpose of the proposal requirement is to encourage the student to consider concretely how s/he will engage with socio-cultural, behavioral, policy, and/or biomedical aspects of population health. To this end, students should address whether a methodological or disciplinary emphasis ties their chosen courses together, and how the intended experiential component will relate to this set of questions. This proposal is due by the end of course registration period in the spring of the sophomore year, and should be prepared in consultation with a member of the advisory committee. Concentrators are required to revisit and update their proposal prior to registration in the spring of the junior year, and to provide documentation of their internship experience both prospectively and retrospectively. Please note electives will not be offered every year. Students should check the course catalog as they considering possible electives.

**PHLH Bioethics + Interpretations of Health**

- CHIN 253/COMP 254/WGSS 255 “Disease” in Modern Chinese Literature and Culture
- COMP 232 Reading and Writing the Body
- HIST 374 American Medical History
- PHIL 212/WGSS 212 Ethics and Reproductive Technologies
- PHIL 213 Biomedical Ethics
- PHIL 227 Death and Dying
- PHIL 228/WGSS 228 Feminist Bioethics
- PHIL 274 Messing with People: The Ethics of Human Experimentation
- PHIL 337 Justice in Health Care
- REL 246/ANTH 246/WGSS 246/ASST 246 India's Identities: Religion, Caste, and Gender
- REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation
- SOC 332 Life and Death in Modernity
- SOC 371/HSCI 371/SCST 371 Science, Technology, and (Bio)medicalization

**PHLH Biomedical Determinants of Health**

- BIOL 133 Biology of Exercise and Nutrition
- BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
- BIOL 136 Studying Human Genetic Diversity: Individuals, Populations, and ’Races’—Dangerous Biology
- BIOL 219 Dangerous Exposures: Environment, Immunity, and Infectious Disease
- BIOL 313 Immunology
- BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions
- BIOL 417 Translational Immunology: From Bench to Bedside
- CHEM 115 AIDS: The Disease and Search for a Cure
- CHEM 341/ENVI 341 Toxicology and Cancer
CHEM 343 Medicinal Chemistry

PSYC 317/NSCI 317 Nature via Nurture: Topics in Developmental Psychobiology

PSYC 335 Early Experience and the Developing Infant

**PHLH Core Courses**

PHLH 201 Dimensions of Public Health

PHLH 402 Senior Seminar in Public Health

**PHLH Decision-Making by Institutions + Individuals**

ECON 205 Public Economics

ECON 230 The Economics of Health and Health Care

ECON 381 Global Health Policy Challenges

ECON 465 Pollution and the Labor Market

ECON 468 Your Money or Your Life: Health Disparities in the United States

ECON 504 Public Economics

PSCI 209/WGSS 209 Poverty in America

PSCI 228 International Organization

PSCI 249/GBST 249 From Beetroot to Zero Grazing: Comparative Response to AIDS in Africa

PSYC 326 Choice and Decision Making

**PHLH Methods in Public Health**

ANTH 371 Medicine, Pathology, and Power: An Ethnographic View

ECON 379/523 Program Evaluation in International Development

MATH 310 Mathematical Biology

MATH 410/BIOL 214 Modeling in Ecology

PHLH 250 Qualitative Research Methods in Public Health

PHLH 255 Research Methods in Public Health

**PHLH Nutrition, Food Security, and Environmental Health**

AFR 211/AMST 211/ENVI 211/SOC 211 Race and the Environment

BIOL 220/ENVI 220 Field Botany and Plant Natural History

BIOL 308 Integrative Plant Biology: Fundamentals and New Frontiers

BIOL 422/ENVI 422 Ecology of Sustainable Agriculture

ENVI 233 The Industrial Animal

ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes

ENVI 308 Science and Politics in Environmental Decision Making

PHLH 220 Nutrition in the Developing World

**PHLH Reproductive, Maternal and Child Health**

ANTH 272/WGSS 272 Sex and the Reproduction of Society

HIST 378/WGSS 378 The History of Sexuality in America

PSYC 317/NSCI 317 Nature via Nurture: Topics in Developmental Psychobiology
PSYC 335 Early Experience and the Developing Infant
PSYC 337 Temperament and Biobehavioral Development
PSYC 350 Child Psychopathology
PSYC 352 Clinical and Community Psychology

REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation

**PHLH Social Determinants of Health**

AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment
ANTH 269/REL 269/ASST 269 Mindsight: Mindfulness & Medicine
ANTH 371 Medicine, Pathology, and Power: An Ethnographic View
ECON 380/ECON 519 Population Economics
ECON 468 Your Money or Your Life: Health Disparities in the United States
PSCI 209/WGSS 209 Poverty in America
WGSS 230/AFR 230 Gender, Sexuality, and Global HIV/AIDS

**PHLH Statistics Courses**

ECON 255 Econometrics
POEC 253 Empirical Methods in Political Economy
PSYC 201 Experimentation and Statistics
STAT 101 Elementary Statistics and Data Analysis
STAT 201 Statistics and Data Analysis
STAT 202 Introduction to Statistical Modeling
STAT 231 Statistical Design of Experiments
STAT 372 Longitudinal Data Analysis: Modeling
STAT 440 Categorical Data Analysis

**STUDY ABROAD AND INTERNSHIPS**

Although not a requirement for the PH concentration, study abroad and/or overseas internships provide a crucial opportunity to engage with global health issues through field-based coursework and independent research projects. The Public Health program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on opportunities in these areas. In particular, students may want to consider one of the several Global Health options offered through SIT. One or more courses completed on an approved study abroad program can be counted toward the three elective courses, with permission of the Chair. You can find general study away guidelines for Public Health at public-health.williams.edu.

**PHLH 13 (W) Behavioral Health Prevention and Middle School Leadership Development**

In this course, students will learn about behavioral health prevention and promotion, with an emphasis on the prevention of substance use disorders and the Substance Abuse & Mental Health Services Administration’s (SAMHSA) Strategic Prevention Framework. Following this grounding in prevention science, students will learn about middle school leadership development and community action with a behavioral health and wellness focus, and be trained to deliver core components of the New Hampshire Teen Institute’s (TI) Leaders in Prevention program for students in grades 6-8. The classroom portion of this course will prepare students to put this knowledge into practice as staff members at the January session of Leaders in Prevention, serving with other youth & adult staff members of TI to facilitate a weekend of education and networking for 50-60 middle school students from around NH and New England. Students in this course will work with teams of middle school students to help them create a student-led action plan for a school or community wellness event to be implemented in their home communities. During the first 2 weeks of the Winter Study period,
students will meet on campus for approx. 15 hrs per week. The experiential portion of the course--serving as facilitators at the Leaders in Prevention weekend--will be an overnight trip from Thurs. 1/17--Sun 1/20 to a conference center in Greenfield, NH. (Lodging & food will be provided to students free of charge while at the camp.) This trip is mandatory for the course, and involves working with middle school youth for 3 very full days. Students will meet once again during the final week of Winter Study to debrief and process their facilitation experiences. Academic work will be primarily contained to the classroom time of the first two weeks. A culminating 10-page reflection paper to demonstrate a synthesis of students’ classroom and practical learning will be the only sizeable out-of-class work. Adjunct Instructor Bio: Marissa is the Executive Director of the NH Teen Institute and a trainer for multiple workshops developed by SAMHSA’s CAPT and ATTC systems. She is the Secretary of the Prevention Certification Board of NH and the NH Prevention delegate to the IC&RC, and serves on the NH Governor’s Commission Prevention Task Force. Outside of prevention work, she is Assoc. Artistic Dir. of Mill City Productions in North Adams, MA.

Class Format: afternoons

Requirements/Evaluation: 10-page reflection paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: lottery

Materials/Lab Fee: $45

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 Cancelled

PHLH 14 (W) Epidemiology, Public Health, and Leadership in the Health Professions

Crosslistings: PHLH14 / ANSO14 / CHEM14

Secondary Crosslisting

More and more, decisions in the health professions are being made on evidence from the medical literature rather than solely from the "experience" of the physician or other health practitioner. What kinds of questions (hypotheses) are being asked, and how are they answered, and answered reliably? How does a conscientious health professional keep up with this evidence and evaluate it both critically and efficiently? After a brief introduction to the history of epidemiology, the class will study a selection of "unknown" historic epidemics, and contemporary data sets in small groups, and present their conclusions in class. The remainder of roughly the middle third or so of the class will explore systematically the approaches and research designs epidemiologists use to answer, among others, questions of treatment effectiveness, preventive strategies, and to study cause and effect, e.g., is this exposure reliably related to an outcome of interest. And finally, how does one decide whether that relationship might be a causal one, and therefore actionable. The various research design applications will be illustrated by appropriate historic--some from the "canon" of the public health and clinical literature--or by more current papers. Although the first two weeks of this ambitious course is more about design issues than one of current topics in public health, about week 3--through lecture and perhaps student presentations--will apply the methodological "tool kit" to major current athletic health issues, e.g., athletic concussions and their short and long-term effects. The last week of the course the class will operate as a Journal Club, with individual and/or groups of students responsible for presenting and critiquing the design, conduct and analysis of a paper(s) concerning a current issue. These presentations may also look at athletic health issues. This WS course is designed to be a serious academic experience, with the rigor of a regular course. Adjunct Instructor Bio: Dr. Wright is a medical epidemiologist who first worked with maternal and child health and family planning programs in Alabama and Georgia. Later, after training as an EIS officer at the CDC, he was a resident consultant to both the Sri Lankan and Thai Ministries of Public Health. Still later, he was a faculty member in the Robert Wood Johnson Medical School, in New Jersey.

Class Format: at least three times a week for a total of 6 hours

Requirements/Evaluation: 10-page paper, final project

Prerequisites: course in Biostat helpful, but not required

Enrollment Limit: 18

Department Notes: all interested students will be interviewed by the instructor

Materials/Lab Fee: Cost of books

Winter 2019
LEC Section: 01 Cancelled
PHLH 15 (W)  The Human Side of Medicine

In today's health care atmosphere of physician accountability, advanced medical technology, and evidence-based diagnosis, the "human side" of medical practice is often minimized or even disregarded. Medical schools debate how or whether to emphasize this more interpersonal aspect of medicine within their curriculums. This concern with the patient/physician relationship becomes particularly relevant with today's reliance upon personal devices and with a culture promoting medicine as a big business model. Increasingly research shows that the combination of both perspectives--patient centered understanding and technical proficiency--lead to better diagnosis and treatment; to improved patient compliance and satisfaction; and to increased physician professional satisfaction. Original thinking, examining personal/family experiences, in-class skill practice, and skype interviews with patients/student/health care professionals will provide much of the learning experience. This seminar works well for those who have shadowed physicians or are planning to shadow, but all majors are welcome. Adjunct Instructor Bio: Sandra Goodbody is a clinical social worker. She has maintained a psychotherapy practice in D.C., has a clinical appointment at The George Washington School of Medicine, and has served as a senior project director at the National Academy of Medicine.

Class Format:  TWR, 10 a.m.-noon
Requirements/Evaluation: final project plus three 2-page papers
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: class balance and student interest
Materials/Lab Fee: $10 plus cost of books

Winter 2019
LEC Section: 01  TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am  Sandra  Goodbody

PHLH 16 (W)  Addiction Studies and Diagnostics

This course is designed to assist students while at Williams and after graduation develop an effective understanding of the impact and treatment of addiction. It is designed for students planning to continue on to Med School and graduate work in the Humanities; work in public health; are a part of a family; a friend of an addict or those impacted by addiction; or to be an educated citizen. Students will be familiarized with the DSM-5, the text used to diagnose mental illness in the US. Speakers will tell their stories in their journey from addiction to recovery as well as their experience working as therapists. Students will be expected to accurately diagnose the speakers according to the criteria in the DSM-5. Finally, an annotated bibliography and oral presentation will be presented in groups at the end of the course.  Adjunct Instructor Bio: Mr. Berger has been teaching this course at Williams since 2010. He has advanced degrees from Springfield College and the Hazelden Graduate School of Addiction Studies, 30 years of recovery from addiction, and a decade of experience in community mental health and clinics.

Class Format: 7:9-30 PM, two evenings each week
Requirements/Evaluation: class participation, field experience of 12-step and other mutual aid recovery groups, experience with initial assessments for substance use disorders, initial experience with formal criteria for SUD diagnosis
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: by graduating class and then by instructor permission
Materials/Lab Fee: none

Winter 2019
LEC Section: 01  MW 7:00 pm - 9:30 pm PORG 7:00 pm - 9:30 pm  K. Richard Berger

PHLH 18 (W)  "The Transformation of Silence": Exploring Campus Sexual Violence Prevention and Response

Crosslistings: PHLH18 / WGSS18
Secondary Crosslisting

Since 2011, student activism and federal guidance of dramatically changed how campuses address sexual violence. This class will explore response to and prevention of sexual violence on college campuses and more broadly, across topics related to gender and sexuality, race, constructs of
accountability, and public health and social justice approaches to prevention. Class will be heavily comprised of interactive activities, along with reading, films, and reflective writing. Course will meet 3 days per week for 2 hours. Some outside of class work in the form of film viewing and attendance at talks. Adjunct Instructor Bio: Meg Bossong ’05 is the Director of Sexual Assault Prevention and Response. Prior to returning to Williams, she was the Manager of Community Engagement for the Boston Area Rape Crisis Center, where she worked with community stakeholders in education, faith communities, medical and mental health care, law enforcement, and beyond on response and prevention initiatives.

**Requirements/Evaluation:** a 10-page final paper, along with Glo reflections

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** submission of a few sentence description indicating interest level in the course, preference to first years and sophomores

**Materials/Lab Fee:** none

Winter 2019

LEC Section: 01  MW 10:00 am - 12:50 pm  PORG 10:00 am - 12:50 pm  Meg Bossong

**PHLH 25 (W) Public Health, Education, and Community Action in Rural India**

This course will explore access to and reliance on public health services, NGOs, and education in a rural Indian social context. As one of the fastest growing and most populated countries in the world, India has the potential to have an enormous global impact. However, the country’s future is entirely dependent upon the health of its population, specifically its most vulnerable–and most vital–members: women and children. To understand how public health and education policy can be formed and changed to address inequity and sociocultural biases, students will learn about the context of India and how local, national, and global actors currently interact with social systems. The course will begin with an orientation and introductory lectures in New Delhi. Then students will travel to rural Uttar Pradesh (UP) for 10 days for seminars with local experts and field trips to community health centers, schools, and villages. Following their trip to UP, students will travel to Rajasthan to meet NGO workers in Jaipur. The course will include an introduction to fieldwork methods and an interview project on a topic chosen by the student addressing development in India. This course will be run in partnership with the Foundation for Public Health, Education, and Development (http://fphed.org/). A UP-based organization with its own campus, FPHED’s board collectively has decades of experience hosting study abroad programs, including biannual semester-long programs with the School for International Training. FPHED will assist in making all accommodations and travel arrangements, as well as making local connections with experts and translators for students. Adjunct Instructor Bio: Ms. Curtis graduated from Williams College in Spring of 2017 with a degree in Women’s, Gender, and Sexuality Studies and a Concentration in Public Health. With the support of a Fulbright-Nehru student researcher fellowship, she is currently conducting community-based participatory research with FPHED on reproductive health programs in rural UP. She has spent a cumulative 11 months to-date studying and researching reproductive health in rural India.

**Class Format:** travel

**Requirements/Evaluation:** 5-page paper 2- to 3-page paper Other: Students will be required to keep a private daily journal

**Prerequisites:** none; not open to first-year students

**Enrollment Limit:** 8

**Enrollment Preferences:** none; not open to first-year students

**Materials/Lab Fee:** $2800, which includes all transportation, lodging, meals, lectures, and research materials

**Attributes:** EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01  TBA  Elizabeth F. Curtis

**PHLH 99 (W) Independent Study: Public Health**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study
PHLH 201 (S) Dimensions of Public Health (DPE)
Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.

Class Format: lecture

Requirements/Evaluation: two papers on a selected population or country and health issue, two short reaction papers, peer reviews and active contribution to class discussion, including on Glow

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: sophomores, potential Public Health concentrators

Expected Class Size: 30

Distributions: (DPE)

Distribution Notes: does not meet Division 1, 2, or 3 requirements  DPE: This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc, in health outcomes.

Attributes: PHLH Core Courses

Spring 2019

LEC Section: 01  TF 1:10 pm - 2:25 pm  Kiaran Honderich

PHLH 220 (F) Nutrition in the Developing World (DPE) (WI)
Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and over-nutrition beginning as early as in utero can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America.

Class Format: seminar

Requirements/Evaluation: six 1-page essays, one situation analysis paper (5-7 pages), one final term paper (10-15 pages), one oral presentation, and active class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PHLH 201 or equivalent

Enrollment Limit: 19

Enrollment Preferences: Public Health concentrators

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of nutrition program design and implementation.  WI: As a WI course, students will write six 1-page
essays (each with an optional rewrite) and a 5- to 7-page, country assessment paper which will help build the specific writing skills necessary for the final 10- to 15-page paper.

Attributes: PHLH Nutrition, Food Security + Environmental Health;

Fall 2018

PHLH 250 (F)  Qualitative Research Methods in Public Health

Qualitative methods provide the opportunity to add in-depth meaning and context regarding research on individuals and the environments of study. This course introduces students to qualitative research theory in Public Health and gives them the opportunity to ‘practice’ three qualitative research methods; (1) in-depth interviewing, (2) focus groups and (3) participant observation. Students will have the opportunity to pilot each of these three qualitative research methods, analyze a subset of the data via qualitative analysis software, and design a qualitative research study (including the research instrument). We will cover best practices in reporting qualitative results (for the purposes of peer-reviewed publication) and learn about the advantages and disadvantages of qualitative research in various domestic and international settings related to public health (such as nutrition, HIV and physical activity).

Class Format: seminar

Requirements/Evaluation: three 1-page reflection papers, transcription/field notes of one qualitative method (5-7 pages), one research proposal (10-15 pages), and an oral presentation

Prerequisites: PHLH 201 or equivalent

Enrollment Limit: 19

Enrollment Preferences: Public Health concentrators

Expected Class Size: 15

Distributions: (D2)

Attributes: PHLH Methods in Public Health

Not offered current academic year

PHLH 255 (S)  Research Methods in Public Health

This course will introduce students to three common research methods utilized within Public Health: qualitative methods, survey methods and epidemiology. We will cover the basic research design process, integrating and comparing the qualitative methods of interviewing and focus groups, survey instrument design and pretesting as well as basic epidemiologic methods and concepts. Readings and discussions will engage with best practices in reporting these types of methods (for the purposes of peer-reviewed publication). Lastly, students will have the opportunity to design research instruments, pilot some of these methods, and analyze a subset of the data via analysis software. Students who have taken PHLH 250 should not enroll in PHLH 255.

Class Format: seminar

Requirements/Evaluation: three 1-page reflection papers, development of two research instruments (3-5 pages), one critique of a journal article (5 pages), an oral presentation and active class participation

Prerequisites: PHLH 201 or equivalent AND at least one Statistics course

Enrollment Limit: 19

Enrollment Preferences: Public Health concentrators

Expected Class Size: 15

Distributions: (D2)

Attributes: PHLH Methods in Public Health

Spring 2019

PHLH 255 (S)  Research Methods in Public Health

This course will introduce students to three common research methods utilized within Public Health: qualitative methods, survey methods and epidemiology. We will cover the basic research design process, integrating and comparing the qualitative methods of interviewing and focus groups, survey instrument design and pretesting as well as basic epidemiologic methods and concepts. Readings and discussions will engage with best practices in reporting these types of methods (for the purposes of peer-reviewed publication). Lastly, students will have the opportunity to design research instruments, pilot some of these methods, and analyze a subset of the data via analysis software. Students who have taken PHLH 250 should not enroll in PHLH 255.

Class Format: seminar

Requirements/Evaluation: three 1-page reflection papers, development of two research instruments (3-5 pages), one critique of a journal article (5 pages), an oral presentation and active class participation

Prerequisites: PHLH 201 or equivalent AND at least one Statistics course

Enrollment Limit: 19

Enrollment Preferences: Public Health concentrators

Expected Class Size: 15

Distributions: (D2)

Attributes: PHLH Methods in Public Health

Spring 2019

SEM Section: 01  M 7:00 pm - 9:40 pm  Marion Min-Barron
PHLH 397 (F)  Independent Study: Public Health

Public Health Independent Study

Class Format: Independent Study

Distributions:  (D2)

Fall 2018
IND Section: 01    TBA     Tara E. Watson

PHLH 398  Independent Study: Public Health

Public Health Independent Study

Class Format: Independent Study

Distributions:  (D2)

Not offered current academic year

PHLH 402 (S)  Senior Seminar in Public Health

The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into three or four research teams to investigate a contemporary real-life issue in public health by designing a study; collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Class Format: seminar/lab

Requirements/Evaluation:  active seminar participation, written reflections, contribution to the team research project, and a 12- to 15-page final paper

Extra Info:  may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites:  completion of at least four courses counting towards the PHLH concentration

Enrollment Limit:  14

Enrollment Preferences:  senior Public Health concentrators; students who are not senior Public Health concentrators should contact the instructor

Expected Class Size:  14

Distribution Notes:  does not meet Division 1, 2, or 3 requirements

Attributes:  EXPE Experiential Education Courses;  PHLH Core Courses

Spring 2019

SEM Section: 01    MR 1:10 pm - 2:25 pm     Amie A. Hane, Marion Min-Barron

LAB Section: 02    W 1:00 pm - 4:00 pm     Amie A. Hane, Marion Min-Barron
The Quantitative/Formal Reasoning (QFR) requirement is intended to help students become adept at reasoning mathematically and abstractly. The ability to apply a formal method to reach conclusions, use numbers comfortably, and employ the research tools necessary to analyze data lessens barriers to carrying out professional and economic roles. The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers).

Prior to senior year, all students must satisfactorily complete ONE QFR course. Students requiring extra assistance (as assessed during First Days) are normally placed into Mathematics 100/101/102, which is to be taken before fulfilling the QFR requirement.

ASTR 111 (F) Introduction to Astrophysics (QFR)

*How do stars work?* This course answers that question from start to finish! In this course we undertake a survey of some of the main ideas in modern astrophysics, with an emphasis on the observed properties and evolution of stars; ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics, and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include radiation laws and stellar spectra, astronomical instrumentation, physical characteristics of the Sun and other stars, star formation and evolution, nucleosynthesis, white dwarfs and planetary nebulae, pulsars and neutron stars, supernovae, relativity, and black holes. We will also discuss the detections of long-sought gravitational waves - the first detection generated during the merging of two massive stellar black holes more than a billion light-years away, and, another from the merger of two neutron stars in a galaxy over 100 million light-years distant. Observing sessions include use of the 24-inch and other telescopes for observations of stars, nebulae, planets and galaxies, as well as daytime observations of the Sun.

**Class Format:** lecture/discussion, observing sessions, and five labs per semester

**Requirements/Evaluation:** evaluation will be based on weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio

**Prerequisites:** a year of high school Physics, or concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

**Enrollment Limit:** 28

**Expected Class Size:** 15

**Distributions:** (D3) (QFR)

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BIMO 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)

*Crosslistings: BIOL321 / CHEM321 / BIMO321*

**Primary Crosslisting**

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

**Class Format:** lecture, three hours per week; laboratory, four hours per week

**Requirements/Evaluation:** evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports
**Extra Info:** may not be taken on a pass/fail basis  
**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256  
**Enrollment Limit:** 16/lab  
**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators  
**Expected Class Size:** 16/lab  
**Department Notes:** does not satisfy the distribution requirement in the Biology major  
**Distributions:** (D3) (QFR)  
**Attributes:** BGNP Related Courses; BIMO Required Courses;  

Fall 2018  
LEC Section: 01 MWF 10:00 am - 10:50 am Katie M. Hart  
LAB Section: 02 M 1:00 pm - 5:00 pm Katie M. Hart  
LAB Section: 03 T 1:00 pm - 5:00 pm Katie M. Hart  
LAB Section: 04 W 1:00 pm - 5:00 pm Amy Gehring  

Spring 2019  
LEC Section: 01 MWF 9:00 am - 9:50 am Bob Rawle  
LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle  
LAB Section: 03 Cancelled  

**BIMO 322 (S) Biochemistry II: Metabolism** (QFR)  
**Crosslistings:** CHEM322 / BIMO322 / BIOL322  
**Primary Crosslisting**  
This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.  
**Class Format:** lecture, three hours per week; laboratory, three hours per week  
**Requirements/Evaluation:** evaluation is based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor  
**Enrollment Limit:** 64  
**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators  
**Expected Class Size:** 64  
**Department Notes:** does not satisfy the distribution requirement in the Biology major  
**Distributions:** (D3) (QFR)  
**Attributes:** BGNP Related Courses; BIMO Required Courses;  

Spring 2019  
LEC Section: 01 MWF 11:00 am - 11:50 am Pei-Wen Chen  
LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo  
LAB Section: 03 W 1:00 pm - 4:00 pm Janis E. Bravo  
LAB Section: 04 R 1:00 pm - 4:00 pm Janis E. Bravo
BIOL 202 (F) Genetics (QFR)

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids and DNA restriction mapping.

Class Format: lecture/laboratory, six hours per week

Requirements/Evaluation: evaluation will be based on bi-weekly problem sets, weekly laboratory exercises and laboratory reports, and examinations

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 101 and 102

Enrollment Limit: none

Expected Class Size: 84

Department Notes: does not satisfy the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses; BIMO Required Courses;

Fall 2018
LEC Section: 01 MWF 11:00 am - 11:50 am  David W. Loehlin
LAB Section: 02  M 1:00 pm - 4:00 pm  Derek Dean
LAB Section: 03  T 1:00 pm - 4:00 pm  Derek Dean
LAB Section: 04  W 1:00 pm - 4:00 pm  Derek Dean
LAB Section: 05  R 1:00 pm - 4:00 pm  Derek Dean

BIOL 203 (F) Ecology (QFR)

Crosslistings: BIOL203 / ENVI203

Primary Crosslisting

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Class Format: lecture/laboratory, six hours per week

Requirements/Evaluation: evaluation will be based on problem sets, lab reports, hour exams, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: none

Expected Class Size: 35

Department Notes: satisfies the living system course requirement for the major in Environmental Studies; satisfies the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: ENVI Natural World Electives; EVST Environmental Science; EVST Living Systems Courses;

Fall 2018
LEC Section: 01 MWF 10:00 am - 10:50 am  Ron D. Bassar
BIOL 210 (S) Mathematical Biology (QFR)

Crosslistings: MATH310 / BIOL210

Secondary Crosslisting

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

Class Format: tutorial

Requirements/Evaluation: problem sets, weekly meetings, final project and paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 250, MATH 209 or 309, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: if over-enrolled, will have students submit reasons for taking class; preference to those with interest in both subjects

Expected Class Size: 10

Distributions: (D3) (QFR)

Distribution Notes: QFR: The course will introduce methods for developing and analyzing mathematical models.

Attributes: PHLH Methods in Public Health;

Spring 2019

TUT Section: T1 TBA Julie C. Blackwood

BIOL 222 (S) Essentials of Biochemistry (QFR)

This course will explore the biochemistry of cellular processes and contextualize these processes in healthy and diseased states. Lecture topics in this one semester course will include the structure and function of proteins (enzymes and non-enzymatic proteins), lipids, and carbohydrates. Lectures will also survey the major metabolic pathways (carbohydrates, lipids, and amino acids) with particular attention to enzyme regulation and the integration of metabolism in different tissues and under different metabolic conditions. In the discussion/laboratory component of the course a combination of primary literature, hypothesis-driven exercises, problem solving, and bench work will be used to illustrate how particular techniques and experimental approaches are used in biochemical fields.

Class Format: lecture/discussion/laboratory, six hours per week

Requirements/Evaluation: regular quizzes, final exam, writing assignments (including problem sets), and lab assignments

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 101 and CHEM 156; not open to students who have taken BIOL 321 or BIOL 322

Enrollment Limit: 24

Enrollment Preferences: seniors who need to fulfill the biochemistry requirement for premedical school

Expected Class Size: 24

Department Notes: does not satisfy the distribution requirement for the major; cannot be counted towards the biology major in addition to either BIOL 321 or BIOL 322; cannot be counted towards the BIMO concentration

Distributions: (D3) (QFR)

Distribution Notes: QFR: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Spring 2019
BIOL 305 (S) Evolution  (QFR)
This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and the emergence of diversity). Topics include micro-evolutionary models, natural selection and adaptation, sexual selection, speciation, the inference of evolutionary history among others.

Class Format: lecture/discussion/laboratory, six hours per week
Requirements/Evaluation: evaluation will be based on independent research project, problem sets, participation in discussions and exams
Prerequisites: BIOL 202
Enrollment Limit: 24
Enrollment Preferences: Seniors and biology majors
Expected Class Size: 24
Department Notes: satisfies the distribution requirement in the Biology major
Distributions: (D3) (QFR)
Attributes: BGNP Recommended Courses; BIMO Interdepartmental Electives; COGS Related Courses;

BIOL 321 (F) Biochemistry I: Structure and Function of Biological Molecules  (QFR)
Crosslistings: BIOL321 / CHEM321 / BIMO321
Secondary Crosslisting
This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports
Extra Info: may not be taken on a pass/fail basis
Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256
Enrollment Limit: 16/lab
Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators
Expected Class Size: 16/lab
Department Notes: does not satisfy the distribution requirement in the Biology major
Distributions: (D3) (QFR)
Attributes: BGNP Related Courses; BIMO Required Courses;
BIOL 322 (S) Biochemistry II: Metabolism (QFR)

Crosslistings: CHEM322 / BIMO322 / BIOL322

Secondary Crosslisting

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: evaluation is based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

Department Notes: does not satisfy the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses; BIMO Required Courses;

Spring 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Pei-Wen Chen
LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo
LAB Section: 03 W 1:00 pm - 4:00 pm Janis E. Bravo
LAB Section: 04 R 1:00 pm - 4:00 pm Janis E. Bravo

BIOL 329 (F) Conservation Biology (QFR)

Crosslistings: BIOL329 / ENVI339

Primary Crosslisting

Conservation biology is an interdisciplinary field that develops scientific and technical means for the protection, maintenance, and restoration of diversity at all levels of biological organization. This course provides an overview of the discipline including the causes and consequences of biodiversity loss as well as approaches and strategies used to combat biodiversity threats such climate change, habitat fragmentation, and invasive species. Particular emphasis is placed on the ecological dimension of conservation and the application of biological principles (derived from physiological and behavioral ecology, population genetics, population ecology, community ecology, and systematics) to the conservation of biodiversity. The course combines lectures, readings, in-class discussion, and a laboratory that includes both field and lab projects.
**Class Format:** lecture and discussion three hours per week; lab three hours per week

**Requirements/Evaluation:** lab assignments, two exams, and discussion participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** BIOL 203, or BIOL 202, or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** biology majors, seniors, and juniors

**Expected Class Size:** 24

**Department Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**Distribution Notes:** QFR: This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.

**Attributes:** ENVI Natural World Electives;

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**CHEM 151 (F) Introductory Chemistry (QFR)**

This course provides an introduction to chemistry for those students with little or no high school chemistry. Students will be introduced to concepts fundamental to studying matter at the molecular level. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilibrium, acid-base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation-reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education.

**Class Format:** lecture, three times per week; laboratory, four hours per week

**Requirements/Evaluation:** evaluation is based on frequent electronic and quantitative written weekly problem set assignments, laboratory work and reports, quizzes, two tests, and a final exam

**Extra Info:** information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** all students planning to enroll are required to take the online Chemistry Placement Test prior to registering for the course (and incoming first year students are required to meet with a faculty member during First Days);

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** incoming first year students are required to meet with a faculty member during First Days;

**Expected Class Size:** 48

**Department Notes:** CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

**Distributions:** (D3) (QFR)

**Distribution Notes:** students who have studied chemistry for one or more years are directed to CHEM 153 or 155

**Attributes:** BIMO Required Courses;

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**Fall 2018**

**LEC Section:** 01 TR 11:20 am - 12:35 pm Sonya K. Auer

**LAB Section:** 02 M 1:00 pm - 4:00 pm Sonya K. Auer

**LAB Section:** 03 W 1:00 pm - 4:00 pm Sonya K. Auer

**CHEM 151 (F) Introductory Chemistry (QFR)**

This course provides an introduction to chemistry for those students with little or no high school chemistry. Students will be introduced to concepts fundamental to studying matter at the molecular level. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilibrium, acid-base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation-reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education.

**Class Format:** lecture, three times per week; laboratory, four hours per week

**Requirements/Evaluation:** evaluation is based on frequent electronic and quantitative written weekly problem set assignments, laboratory work and reports, quizzes, two tests, and a final exam

**Extra Info:** information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** all students planning to enroll are required to take the online Chemistry Placement Test prior to registering for the course (and incoming first year students are required to meet with a faculty member during First Days);

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** incoming first year students are required to meet with a faculty member during First Days;

**Expected Class Size:** 48

**Department Notes:** CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

**Distributions:** (D3) (QFR)

**Distribution Notes:** students who have studied chemistry for one or more years are directed to CHEM 153 or 155

**Attributes:** BIMO Required Courses;

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**Fall 2018**

**LEC Section:** 01 MWF 8:30 am - 9:45 am Christopher Goh

**LAB Section:** 02 M 1:00 pm - 5:00 pm Laura R. Strauch
CHEM 153 (F)  Concepts of Chemistry  (QFR)

This course broadens and deepens the foundation in chemistry of students who have had typically one year of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, and the model of an atom is expected. Principal topics for this course include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies. Laboratory work includes synthesis, qualitative and quantitative chemical analysis, and molecular modeling. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three hours per week; laboratory, four hours per week

Requirements/Evaluation: evaluation is based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam

Extra Info: information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: all students are required to take the online Chemistry Placement Test prior to registering for the course (and incoming first year students are required to meet with a faculty member during First Days)

Enrollment Limit: 16/lab

Enrollment Preferences: incoming first year students also must meet with a faculty member during First Days

Expected Class Size: 70

Department Notes: one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses;

CHEM 155 (F)  Principles of Modern Chemistry  (QFR)

This course is designed for students with strong preparation in secondary school chemistry, including a laboratory experience, such as provided by an Advanced Placement chemistry course (or equivalent) with a corresponding score of 5 of the AP Chemistry Exam (or a 7 on the IB Exam, or equivalent). Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, industrial, environmental, biological, and medicinal chemistry. Laboratory work includes synthesis, characterization, and reactivity of coordination complexes, electrochemical analysis, materials chemistry, qualitative analysis, and molecular modeling. This course is of interest for students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for students who want to explore the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three hours per week; laboratory, four hours per week

Requirements/Evaluation: evaluation is based on weekly problem sets, laboratory work and reports, an hour test, and a final exam

Extra Info: information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: students planning to enroll are required to take the Chemistry Placement Survey prior to registering; incoming first year students are required to meet with faculty during First Days; for more information go to http://chemistry.williams.edu/placement/

Enrollment Limit: 16/lab

Enrollment Preferences: CHEM 151 is an introductory course for students with no or little chemistry background. Students who have studied chemistry for one or more years are directed to CHEM 153 or 155

Expected Class Size: 36

Department Notes: CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses;

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CHEM 156 (S) Organic Chemistry: Introductory Level (QFR)

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkynes. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

Class Format: lecture, three hours per week; laboratory, four hours per week

Requirements/Evaluation: evaluation will be based on quantitative problem sets, laboratory performance, including written lab reports, three midterm exams, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CHEM 151 or 153 or 155 or placement exam or permission of instructor

Enrollment Limit: 16/lab

Expected Class Size: 120

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses;

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CHEM 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Prerequisites: students planning to enroll are required to take the Chemistry Placement Survey prior to registering; incoming first year students are required to meet with faculty during First Days; for more information go to http://chemistry.williams.edu/placement/

Enrollment Limit: 16/lab

Enrollment Preferences: CHEM 151 is an introductory course for students with no or little chemistry background. Students who have studied chemistry for one or more years are directed to CHEM 153 or 155

Expected Class Size: 36

Department Notes: CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses;
Crosslistings: BIOL321 / CHEM321 / BIMO321

Secondary Crosslisting

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week; laboratory, four hours per week

Requirements/Evaluation: evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Extra Info: may not be taken on a pass/fail basis

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

Department Notes: does not satisfy the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses; BIMO Required Courses;

Fall 2018

LEC Section: 01    MWF 10:00 am - 10:50 am     Katie M. Hart
LAB Section: 02    M 1:00 pm - 5:00 pm     Katie M. Hart
LAB Section: 03    T 1:00 pm - 5:00 pm     Katie M. Hart
LAB Section: 04    W 1:00 pm - 5:00 pm     Amy Gehring

Spring 2019

LEC Section: 01    MWF 9:00 am - 9:50 am     Bob Rawle
LAB Section: 02    M 1:00 pm - 5:00 pm     Bob Rawle
LAB Section: 03      Cancelled

CHEM 322 (S)  Biochemistry II: Metabolism  (QFR)

Crosslistings: CHEM322 / BIMO322 / BIOL322

Secondary Crosslisting

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: evaluation is based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64
Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

Department Notes: does not satisfy the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses; BIMO Required Courses;

Spring 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Pei-Wen Chen

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 04 R 1:00 pm - 4:00 pm Janis E. Bravo

CHEM 368 (S) Computational Chemistry and Molecular Spectroscopy (QFR)

This course provides an introduction to the principles of computational quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon modern electronic structure calculations, their fundamentals, practical considerations, interpretation, and applications to current research questions. Under guidance in the laboratory session and through independent work, students will use computational methods to explore assigned weekly research problems. The research results will be presented to and discussed with the tutorial partner at the end of each week.

Class Format: tutorial, meeting time to be determined

Requirements/Evaluation: evaluation is based on tutorial participation, presentations, and submitted papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CHEM 361 or equivalent background in Physics

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D3) (QFR)

Spring 2019

TUT Section: T1 Cancelled

CSCI 134 (F) Introduction to Computer Science: Diving into the Deluge of Data (QFR)

We are surrounded by information: weather forecasts, twitter feeds, restaurant reviews, stock market tickers, music recommendations, among others. This course introduces fundamental computational concepts for representing and manipulating data. Using the programming language Python, this course explores effective ways to organize and transform information in order to solve problems. Students will learn to design algorithms to search, sort, and manipulate data in application areas like text and image processing, social networks, scientific computing, databases, and the World Wide Web. Programming topics covered include object-oriented and functional programming, control structures, types, recursion, arrays, lists, streams, and dictionaries. This course is appropriate for all students who want to create software and learn computational techniques for manipulating and analyzing data. More details are available on the department website, http://www.cs.williams.edu

Class Format: lecture/laboratory

Requirements/Evaluation: evaluation will be based on weekly assignments, programming projects, and examinations

Prerequisites: none, except for the standard prerequisites for a (Q) course; previous programming experience is not required

Enrollment Limit: 75

Enrollment Preferences: If the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 75

Department Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

Distributions: (D3) (QFR)
CSCI 136 (F) Data Structures and Advanced Programming (QFR)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

Class Format: lecture/laboratory

Requirements/Evaluation: evaluation will be based on programming assignments, homework and/or examinations

Prerequisites: CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

Enrollment Limit: 60

Enrollment Preferences: If the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 60

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses;
CSCI 237 (F) Computer Organization (QFR)

This course studies the basic instruction set architecture and organization of a modern computer. It provides a programmer's view of how computer systems execute programs, store information, and communicate. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward.

Class Format: lecture/laboratory

Requirements/Evaluation: evaluation will be based primarily on projects, and one or more exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 134, or both experience in programming and permission of instructor

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01 MWF 10:00 am - 10:50 am Bill K. Jannen
LAB Section: 02 T 1:00 pm - 2:30 pm Bill K. Jannen
LAB Section: 03 T 2:35 pm - 4:00 pm Bill K. Jannen

Spring 2019
LEC Section: 01 MWF 10:00 am - 10:50 am Duane A. Bailey
LAB Section: 02 R 1:00 pm - 2:25 pm Duane A. Bailey
LAB Section: 03 R 2:35 pm - 4:00 pm Duane A. Bailey

CSCI 256 (F) Algorithm Design and Analysis (QFR)

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include induction, divide-and-conquer, dynamic programming, and greedy algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on problem sets and programming assignments, and midterm and final examinations

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses;

Fall 2018
LEC Section: 01 MWF 11:00 am - 11:50 am William J. Lenhart
CSCI 326 (F) Software Methods (QFR)
Sophisticated software systems play a prominent role in many aspects of our lives, and while programming can be a very creative and exciting process, building a reliable software system of any size is no easy feat. Moreover, the ultimate outcome of any programming endeavor is likely to be incomplete, unreliable, and unmaintainable unless principled methods for software construction are followed. This course explores those methods. Specific topics include: software processes; specifying requirements and verifying correctness; abstractions; design principles; software architectures; concurrent and scalable systems design; testing and debugging; and performance evaluation.

Class Format: lecture/lab
Requirements/Evaluation: homework, programming assignments, group work, presentations, exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136, and at least one of CSCI 237, 256, or 334
Enrollment Limit: 24
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 24
Distributions: (D3) (QFR)

CSCI 333 (S) Storage Systems (QFR)
This course will examine topics in the design, implementation, and evaluation of storage systems. Topics include the memory hierarchy; ways that data is organized (both logically and physically); storage hardware and its influence on storage software designs; data structures; performance models; and system measurement/evaluation. Readings will be taken from recent technical literature, and an emphasis will be placed on identifying and evaluating design trade-offs.

Class Format: lecture/lab
Requirements/Evaluation: problem sets, programming assignments, and midterm and final examinations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136; CSCI 237 or permission of instructor
Enrollment Limit: 24
Enrollment Preferences: current Computer Science majors, students with research experience or interest
Expected Class Size: 24
Distributions: (D3) (QFR)
Distribution Notes: QFR: This course will have students develop quantitative/formal reasoning skills through problem sets and programming assignments.

CSCI 334 (F) Principles of Programming Languages (QFR)
This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.
CSCI 336 (F)  Computer Networks  (QFR)

This course explores the design and implementation of computer networks. Topics include wired and wireless networks; techniques for efficient and reliable encoding and transmission of data; addressing schemes and routing mechanisms; resource allocation for bandwidth sharing; and security issues. An important unifying theme is the distributed nature of all network problems. We will examine the ways in which these issues are addressed by current protocols such as TCP/IP and 802.11 WIFI.

Class Format: This class will follow the meeting structure of a tutorial, with groups of three or four

Requirements/Evaluation: evaluation will be based on problem sets, programming assignments, and midterm and final examinations

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136 and 237

Enrollment Limit: 18

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 18

Distributions: (D3) (QFR)

Fall 2018

LEC Section: 01  TR 11:20 am - 12:35 pm  Daniel W. Barowy

Spring 2019

LEC Section: 01  TR 9:55 am - 11:10 am  Stephen N. Freund

CSCI 361 (F)  Theory of Computation  (QFR)

Crosslistings: CSCI361 / MATH361

Primary Crosslisting

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on problem sets, a midterm examination, and a final examination

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 34

Enrollment Preferences: current or expected Computer Science majors
CSCI 432 (F) Operating Systems (QFR)

This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, os/architecture interaction, and distributed operating systems.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on several implementation projects that will include significant programming, as well as written homework and exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 237 and either CSCI 256 or 334

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Distributions: (D3) (QFR)

CSCI 434 (S) Compiler Design (QFR)

This tutorial covers the principles and practices for the design and implementation of compilers and interpreters. Topics include all stages of the compilation and execution process: lexical analysis; parsing; symbol tables; type systems; scope; semantic analysis; intermediate representations; run-time environments and interpreters; code generation; program analysis and optimization; and garbage collection. The course covers both the theoretical and practical implications of these topics. Students will construct a full compiler for a simple object-oriented language.

Class Format: This class will follow the meeting structure of a tutorial, with groups of three or four

Requirements/Evaluation: evaluation will be based on presentations, problem sets, a substantial implementation project, and two exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 237 and 256 CSCI 334 is recommended, but not required

Enrollment Limit: 10

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 10

Distributions: (D3) (QFR)
ECON 110 (F)  Principles of Microeconomics  (QFR)
This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

Class Format: lecture/discussion

Requirements/Evaluation: problem sets, quizzes, short essays, two midterms (one for Bradburd's sections), final exam

Extra Info: this course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's, Gender and Sexuality Studies

Extra Info 2: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 40

Department Notes: the department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course

Distributions: (D2) (QFR)

Distribution Notes: Prof. Bradburd's section ONLY; intends to use the issue of environmental protection in general, and climate change in particular, as the vehicle for presenting and applying many, though not all, of the economic concepts and tools developed in the course

Attributes: POEC Required Courses;

Fall 2018
LEC Section: 01 MR 1:10 pm - 2:25 pm Sara LaLumia
LEC Section: 02 MR 2:35 pm - 3:50 pm Sara LaLumia
LEC Section: 03 TR 8:30 am - 9:45 am Don Carlson
LEC Section: 04 TR 11:20 am - 12:35 pm Owen Thompson
LEC Section: 05 TF 1:10 pm - 2:25 pm Owen Thompson
LEC Section: 06 TF 2:35 pm - 3:50 pm Melinda Petre

Spring 2019
LEC Section: 01 TR 8:30 am - 9:45 am Susan Godlonton
LEC Section: 02 MWF 8:30 am - 9:45 am Don Carlson
LEC Section: 03 MR 1:10 pm - 2:25 pm Melinda Petre

ECON 120 (F)  Principles of Macroeconomics  (QFR)
This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.

Class Format: lecture/discussion

Requirements/Evaluation: problem sets, short essays, midterm, final exam

Prerequisites: ECON 110

Enrollment Limit: 40

Expected Class Size: 40

Distributions: (D2) (QFR)

Attributes: POEC Required Courses;
ECON 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Crosslistings: ECON213 / ENVI213

Primary Crosslisting

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.

Class Format: lecture

Requirements/Evaluation: problem sets, short essays, paper(s); exam(s) are possible

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Department Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

Attributes: ENVI Environmental Policy; POEC Comparative POEC/Public Policy Courses;

Spring 2019

LEC Section: 01    MW 11:00 am - 12:15 pm     Sarah A. Jacobson

ECON 229 (S) Law and Economics (QFR)

This course applies the tools of microeconomic analysis to private (i.e., civil) law. This analysis has both positive and normative aspects. The positive aspects deal with how individuals respond to the incentives created by the legal system. Examples include: how intellectual property law encourages the creation of knowledge while simultaneously restricting the dissemination of intellectual property; how tort law motivates doctors to avoid malpractice suits; and how contract law facilitates agreements. The normative aspects of the analysis ask whether legal rules enhance economic efficiency (or, more broadly, social welfare). Examples include: what legal rules are most appropriate for mitigating pollution, ensuring safe driving, and guaranteeing workplace safety? The course will also cover the economics of legal systems; for example, what are the incentives for plaintiffs to initiate lawsuits and what role do lawyers play in determining outcomes. The course will also consider potential reforms of the legal system.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, problem sets, short papers based on actual court cases and possible legal reforms, a midterm exam, and a final exam

Prerequisites: ECON 110

Enrollment Limit: 35

Enrollment Preferences: Open; prefer a mix of student backgrounds

Expected Class Size: 25

Distributions: (D2) (QFR)
British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

**Class Format:** tutorial

**Requirements/Evaluation:** essays (one every other week) and responses to partner's essays will be evaluated

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** one course in ECON

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics major, prior course on South Asia

**Expected Class Size:** 10

**Distributions:** (D2) (DPE) (WI) (QFR)

**Distribution Notes:** DPE: Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation. QFR and WI: Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies both the WI and QFR requirement.

**Attributes:** GBST South + Southeast Asia Studies Electives; POEC Comparative POEC/Public Policy Courses;
ECON 252 (F) Macroeconomics (QFR)
A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets and/or written assignments, midterm(s), and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 110 and 120 and MATH 130 or its equivalent
Enrollment Limit: 30
Expected Class Size: 25
Distributions: (D2) (QFR)

ECON 255 (F) Econometrics (QFR)
An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

Class Format: lecture
Requirements/Evaluation: problem sets, two midterms, group presentations, and possible additional assignments Swamy: problem sets, one midterm, final exam and a group project Gentry: problem sets, one midterm, final exam, a group project, and possible additional assignments
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 130, plus STAT 161, 201 or 202 (or equivalent), plus one course in ECON. STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018.
Enrollment Limit: 30
Expected Class Size: 30
Department Notes: students may substitute the combination of STAT 201 and 346 for ECON 255
Distributions: (D2) (QFR)
Attributes: EVST Methods Courses; PHLH Statistics Courses; POEC Required Courses;

Fall 2018
LEC Section: 01 MW 11:00 am - 12:15 pm Peter J. Montiel
LEC Section: 02 TF 2:35 pm - 3:50 pm Peter L. Pedroni

Spring 2019
LEC Section: 01 MW 11:00 am - 12:15 pm Peter J. Montiel
LEC Section: 02 TF 2:35 pm - 3:50 pm Peter L. Pedroni
LEC Section: 03 TR 8:30 am - 9:45 am Greg Phelan
LEC Section: 04 TR 9:55 am - 11:10 am Greg Phelan

Fall 2018
LEC Section: 01 TF 1:10 pm - 2:25 pm Tara E. Watson
LEC Section: 02 MWF 8:30 am - 9:45 am David J. Zimmerman

Spring 2019
ECON 360 (S) Monetary Economics  (QFR)

This course covers a range of theoretical and applied issues bearing on monetary policy as conducted in the U.S. and abroad. Topics to be discussed include: What causes inflation? What are the channels through which monetary policy affects the economy? Why should central banks commit to policy rules? How do exchange rates respond to monetary policy? How did the gold standard work? And will cryptocurrencies replace the dollar? In addition, we will develop and learn how to simulate the "New Keynesian" macroeconomic model, which has become the standard framework for monetary policy analysis for central banks around the world.

Class Format: lecture
Requirements/Evaluation: at least one exam, a research paper and a class presentation
Extra Info: not available for the fifth course option
Prerequisites: ECON 252 and 255. Multivariate calculus (MATH 150 or 151) is recommended but not required
Enrollment Limit: 25
Enrollment Preferences: junior and senior Economics majors
Expected Class Size: 25
Distributions: (D2) (QFR)
Attributes: GBST Economic Development Studies Electives; POEC International Political Economy Courses;

Spring 2019
LEC Section: 01    MWF 8:30 am - 9:45 am     Kenneth N. Kuttner

ECON 364 (F) Theory of Asset Pricing  (QFR)

What is the price of time? What is the price of risk? How do markets allocate resources across time and uncertain states of the world? This course theoretically studies how markets allocate scarce resource across time and when outcomes are risky. The "goods" in such markets are called "assets" and the prices of "assets" determine the cost of trading resources across time and across uncertain states of the world. We theoretically investigate how equilibrium determines the price of time, then asset price implications; then asset allocations and prices in the presence of risk; finally, implications for new assets.

Class Format: lecture
Requirements/Evaluation: problem sets and exams
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 251 or ECON 252; and ECON 255 or STAT 201
Enrollment Limit: 25
Expected Class Size: 25
Distributions: (D2) (QFR)

Fall 2018
LEC Section: 01    TR 8:30 am - 9:45 am     Greg Phelan

ECON 371 (F) Time Series Econometrics and Empirical Methods for Macro  (QFR)

Econometric methods in many fields including macro and monetary economics, finance and international growth and development, as well as numerous fields beyond economics, have evolved a distinct set of techniques which are designed to meet the practical challenges posed by the typical empirical questions and available time series data of these fields. The course will begin with an introductory review of concepts of estimation and inference for large data samples in the context of the challenges of multivariate endogeneous systems, and will then focus on associated methods for
Students will be introduced to concepts and techniques analytically, but also by intuition, learning by doing, and by computer simulation and illustration. The course is particularly well suited for economics majors wishing to explore advanced empirical methods, or for statistics, mathematics or computer science majors wishing to learn more about the ways in which the subject of their majors interacts with the fields of economics. The method of evaluation will include a term paper. ECON 252 and either STATS 346 or ECON 255 are formal prerequisites, although for students with exceptionally strong math/stats backgrounds these can be waived subject to instructor permission. Credit may not be earned for both ECON 371 and ECON 356.

Class Format: seminar

Requirements/Evaluation: term paper and regular homework assignments

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ECON 252 and either ECON 255 or STATS 346

Enrollment Limit: 19

Enrollment Preferences: students wishing to write an honors thesis, and students with strong MATH/STAT/CSCI backgrounds

Expected Class Size: 19

Distributions: (D2) (QFR)

Distribution Notes: QFR: Uses quantitative/formal reasoning intensively in the form of mathematical and statistical arguments, as well as computer programming.

ECON 378 (F) Long-Run Perspectives on Economic Growth (QFR)

The world today is marred by vast differences in the standard of living, with about a 30-fold difference in per-capita incomes between the poorest country and the most affluent. What explanations do long-run growth economists have to offer for these differences in levels of prosperity across nations? Are the explanations to be found in underlying differences between countries over the past few decades, the past few centuries, or the past few millennia? If contemporary differences in living standards have "deep" historically-rooted origins, what scope exists for policies to reduce global inequality today? Can we expect global inequality to be reduced gradually over time, through natural processes of economic development, or are they likely to persist unless action is taken to reduce them? This course will present a unified theory of economic growth for thinking about these and related questions. Examples of issues to be covered include: the Neoclassical growth model and its inefficacy for answering questions about development over long time horizons; Malthusian stagnation across societies during the pre-industrial stage of economic development; the importance of the so-called demographic transition and of human capital formation in the course of industrialization; the persistent influence of colonialism, slavery, and ethnic fragmentation in shaping the quality of contemporary politico-economic institutions; and the long-lasting effects of geography on comparative development, through its impact on the emergence of agriculture in early human societies and its influence in shaping the genetic composition of human populations across the globe.

Class Format: lecture/discussion

Requirements/Evaluation: at least one exam, a research paper and a class presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 25

Enrollment Preferences: junior and senior Economics majors

Expected Class Size: 25

Distributions: (D2) (QFR)

Attributes: POEC Comparative POEC/Public Policy Courses;
Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Class Format: seminar
Requirements/Evaluation: problem sets, midterm exam and one 7- to 10-page essay
Extra Info: may not be taken on a pass/fail basis
Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)
Enrollment Limit: 20
Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome
Expected Class Size: 20
Distributions: (D2) (QFR)
Attributes: PHLH Methods in Public Health; POEC Comparative POEC/Public Policy Courses;

Spring 2019
SEM Section: 01 TR 11:20 am - 12:35 pm Susan Godlonton

Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country's income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. This class provides an in-depth exploration of tax policy, from a global and comparative perspective. Because most students in this class will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are most pertinent to developing countries, but we will also learn something about tax systems in the U.S. and other industrialized nations. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus "flat" taxes; how various elements of tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Class Format: seminar
Requirements/Evaluation: midterm exam, 4 problem sets, two 8-page essays
Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled
Enrollment Limit: 19
Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome
Expected Class Size: 15-19
Distributions: (D2) (QFR)
Attributes: POEC Comparative POEC/Public Policy Courses; POEC International Political Economy Courses;

Spring 2019
SEM Section: 01    TR 8:30 am - 9:45 am     Jon M. Bakija

ECON 453 (S) Research in Labor Economics and Policy  (QFR)
The labor market plays a crucial role in people's lives worldwide. In industrialized countries, most households contain at least one wage earner, and income from working represents the largest component of total income. Thus analyses of the labor market are fundamentally relevant to both public policy and private decision-making. This seminar will explore the structure and functioning of the labor market using theoretical and empirical tools. Topics to be covered include labor supply and demand, minimum wages, labor market effects of social insurance and welfare programs, the collective bargaining relationship, discrimination, human capital, immigration, wage distribution, and unemployment. As labor economics is an intensely empirical subfield, students will be expected to analyze data as well as study the empirical work of others.

Class Format: seminar
Requirements/Evaluation: a series of short papers and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original empirical research paper (written in stages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 251 and ECON 255 or POEC 253
Enrollment Limit: 19
Enrollment Preferences: senior Economics majors
Expected Class Size: 19
Distributions: (D2) (QFR)
Attributes: POEC Comparative POEC/Public Policy Courses;

Spring 2019
SEM Section: 01    TR 9:55 am - 11:10 am     Owen Thompson

ECON 471 (S) Topics in Advanced Econometrics  (QFR)
The course uses both a practical and conceptual/theory based approach, with emphasis on methods of structural identification of dynamics in VARs and cointegration analysis, both in conventional time series and panel time series which contain spatial dimensions. The course will also investigate methods of computer simulation related to these techniques. The course is well suited for students considering empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, trade and development, as well as fields outside of economics that use time series data. It is also well suited for students majoring in economics, statistics, computer sciences or mathematics who wish to expand their econometrics training and understanding to a more advanced level.

Class Format: seminar
Requirements/Evaluation: periodic homework assignments, term paper
Extra Info: not available for the fifth course option
Prerequisites: ECON 371
Enrollment Limit: 10
Enrollment Preferences: students with strong quantitative backgrounds, and to students intending to write an honors thesis
Expected Class Size: 10
Distributions: (D2) (QFR)

Spring 2019
SEM Section: 01    TF 1:10 pm - 2:25 pm     Peter L. Pedroni
This advanced course in macroeconomics and financial theory attempts to explain the role and the importance of the financial system in the global economy. The course will provide an understanding of why there is financial intermediation, how financial markets differ from other markets, and the equilibrium consequences of financial activities. Rather than separating off the financial world from the rest of the economy, we will study financial equilibrium as a critical element of economic equilibrium. An important topic in the course will be studying how financial market imperfections amplify and propagate shocks to the aggregate economy. The course may cover the following topics: the determination of asset prices in general equilibrium; consequences of limited asset markets for economic efficiency; theoretical foundations of financial contracts and justifications for the existence of financial intermediaries; the roles of financial frictions in magnifying aggregate fluctuations and creating persistence and instability; the role of leverage and financial innovation in fueling financial crises.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on problem sets, exams, and potentially student presentations

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ECON 251 and ECON 252

**Enrollment Limit:** 19

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 15

**Distributions:** (D2) (QFR)

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**ECON 477 (S) Economics of Environmental Behavior** (QFR)

Crosslistings: ENVI376 / ECON477

**Primary Crosslisting**

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

**Class Format:** seminar

**Requirements/Evaluation:** short essays and empirical exercises, class participation, oral presentation(s), and a final original research paper using an experiment, existing data, or theory

**Prerequisites:** ECON 251 and (ECON 255 or STAT 346)

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 15

**Distributions:** (D2) (QFR)

**Attributes:** MAST Interdepartmental Electives; POEC Comparative POEC/Public Policy Courses;

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**ECON 514 (S) Tax Policy in Global Perspective** (QFR)

Crosslistings: ECON514 / ECON389

**Primary Crosslisting**

Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic
development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country’s income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. This class provides an in-depth exploration of tax policy, from a global and comparative perspective. Because most students in this class will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are most pertinent to developing countries, but we will also learn something about tax systems in the U.S. and other industrialized nations. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus “flat” taxes; how various elements of tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Class Format: seminar
Requirements/Evaluation: midterm exam, 4 problem sets, two 8-page essays
Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled
Enrollment Limit: 19
Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome
Expected Class Size: 15-19
Distributions: (D2) (QFR)
Attributes: POEC Comparative POEC/Public Policy Courses; POEC International Political Economy Courses;

Spring 2019
SEM Section: 01 TR 8:30 am - 9:45 am Jon M. Bakija

ECON 523 (S) Program Evaluation for International Development (QFR)
Crosslistings: ECON379 / ECON523
Primary Crosslisting
Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Class Format: seminar
Requirements/Evaluation: problem sets, midterm exam and one 7- to 10-page essay
Extra Info: may not be taken on a pass/fail basis
Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)
Enrollment Limit: 20
Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome
Expected Class Size: 20
Distributions: (D2) (QFR)
Attributes: PHLH Methods in Public Health; POEC Comparative POEC/Public Policy Courses;
ENVI 108 (F)  Energy Science and Technology (QFR)

Crosslistings: ENVI108 / PHYS108

Secondary Crosslisting

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: lecture twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

Requirements/Evaluation: evaluation will be based on weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 20

Expected Class Size: 20

Distributions: (D3) (QFR)

Attributes: ENVI Natural World Electives; SCST Related Courses

Fall 2018

LEC Section: 01    MR 1:10 pm - 2:25 pm    Kevin M. Jones

ENVI 203 (F)  Ecology (QFR)

Crosslistings: BIOL203 / ENVI203

Secondary Crosslisting

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Class Format: lecture/laboratory, six hours per week

Requirements/Evaluation: evaluation will be based on problem sets, lab reports, hour exams, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: none

Expected Class Size: 35

Department Notes: satisfies the living system course requirement for the major in Environmental Studies; satisfies the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: ENVI Natural World Electives; EVST Environmental Science; EVST Living Systems Courses;

Fall 2018

LEC Section: 01    MWF 10:00 am - 10:50 am    Ron D. Bassar

LAB Section: 02    T 1:00 pm - 4:00 pm    Ron D. Bassar

LAB Section: 03    W 1:00 pm - 4:00 pm    Ron D. Bassar
ENVI 213 (S)  Introduction to Environmental and Natural Resource Economics  (QFR)
Crosslistings: ECON213 / ENVI213

Secondary Crosslisting
We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.

Class Format: lecture
Requirements/Evaluation: problem sets, short essays, paper(s); exam(s) are possible
Prerequisites: ECON 110
Enrollment Limit: 30
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 30
Department Notes: this course will count toward both the Environmental Studies major and concentration
Distributions: (D2) (QFR)
Attributes: ENVI Environmental Policy; POEC Comparative POEC/Public Policy Courses;

Spring 2019
LEC Section: 01    MW 11:00 am - 12:15 pm     Sarah A. Jacobson

ENVI 339 (F)  Conservation Biology  (QFR)
Crosslistings: BIOL329 / ENVI339

Secondary Crosslisting
Conservation biology is an interdisciplinary field that develops scientific and technical means for the protection, maintenance, and restoration of diversity at all levels of biological organization. This course provides an overview of the discipline including the causes and consequences of biodiversity loss as well as approaches and strategies used to combat biodiversity threats such climate change, habitat fragmentation, and invasive species. Particular emphasis is placed on the ecological dimension of conservation and the application of biological principles (derived from physiological and behavioral ecology, population genetics, population ecology, community ecology, and systematics) to the conservation of biodiversity. The course combines lectures, readings, in-class discussion, and a laboratory that includes both field and lab projects.

Class Format: lecture and discussion three hours per week; lab three hours per week
Requirements/Evaluation: lab assignments, two exams, and discussion participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 203, or BIOL 202, or permission of instructor
Enrollment Limit: 24
Enrollment Preferences: biology majors, seniors, and juniors
Expected Class Size: 24
Department Notes: satisfies the distribution requirement for the Biology major
Distributions: (D3) (QFR)
Distribution Notes: QFR: This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.
Attributes: ENVI Natural World Electives;
ENVI 376 (S) Economics of Environmental Behavior (QFR)
Crosslistings: ENVI376 / ECON477

Secondary Crosslisting
A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or harm the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

Class Format: seminar
Requirements/Evaluation: short essays and empirical exercises, class participation, oral presentation(s), and a final original research paper using an experiment, existing data, or theory
Prerequisites: ECON 251 and (ECON 255 or STAT 346)
Enrollment Limit: 19
Enrollment Preferences: senior Economics majors
Expected Class Size: 15
Distributions: (D2) (QFR)
Attributes: MAST Interdepartmental Electives; POEC Comparative POEC/Public Policy Courses;

Spring 2019
SEM Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ENVI 404 (S) Coastal Processes and Geomorphology (QFR)
Crosslistings: ENVI404 / MAST404 / GEOS404

Secondary Crosslisting
Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change.
Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week
Requirements/Evaluation: lab reports, tests, and an independent research project
Prerequisites: GEOS 104 or permission of instructor
Enrollment Limit: none
Expected Class Size: 10
GEOS 301 (F) Structural Geology (QFR)
The structure of the Earth's crust is constantly changing and the rocks making up the crust must deform to accommodate these changes. Rock deformation occurs over many scales ranging from individual mineral grains to mountain belts. This course deals with the geometric description of structures, stress and strain analysis, deformation mechanisms in rocks, and the large scale forces responsible for crustal deformation. The laboratories cover geologic maps and cross sections, folds and faults, stereonet analysis, field techniques, strain, and stress.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week
Requirements/Evaluation: evaluation will be based on weekly laboratory exercises, problem sets, a midterm exam, and a final exam; many of the labs and problem sets use geometry, algebra, and several projection techniques to solve common problems in structural geology
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GEOS 101 or 102, or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Geosciences majors
Expected Class Size: 12
Distributions: (D3) (QFR)

GEOS 404 (S) Coastal Processes and Geomorphology (QFR)
Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change.
Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.
Class Format: lecture two times a week with a lab one time per week
Requirements/Evaluation: lab reports, tests, and an independent research project
Prerequisites: GEOS 104 or permission of instructor
Enrollment Limit: none
MATH 110 (F) Logic and Likelihood (QFR)
How best can we reason in the face of uncertainty? We will begin with an examination of rationality and the reasoning process including a survey of
formal logic. Starting with uncertainty from a psychological and philosophical viewpoint, we will move to a careful theory of likelihood and how to
reason with probabilistic models. The course will conclude with a consideration of observation and information, how to test hypotheses, and how we
update our beliefs to incorporate new evidence.

Class Format: lecture
Requirements/Evaluation: homework, essays, presentations, exams, and participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: first-year students
Expected Class Size: 25
Distributions: (D3) (QFR)
Distribution Notes: QFR: This course will be covering formal logic and probability theory at sufficient depth to place this course on level with other
QFR designated courses.

Fall 2018
LEC Section: 01  MWF 11:00 am - 11:50 am  Stewart D. Johnson

MATH 130 (F) Calculus I (QFR)
Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process
also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of
areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two
processes. Subtopics include trigonometry, exponential growth, and logarithms.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on exams, homework and quizzes
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus
before
Enrollment Limit: 50
Enrollment Preferences: Professor's discretion
Expected Class Size: 30
Department Notes: students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01  TR 8:30 am - 9:45 am  Pamela E. Harris
LEC Section: 02  TR 9:55 am - 11:10 am  Pamela E. Harris
MATH 140 (F) Calculus II (QFR)
Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, quizzes, and/or exams
Prerequisites: MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor
Enrollment Limit: 50
Expected Class Size: 30
Department Notes: students who have higher advanced placement must enroll in MATH 150 or above
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01 MWF 10:00 am - 10:50 am Cesar E. Silva
LEC Section: 02 MWF 11:00 am - 11:50 am Cesar E. Silva

Spring 2019
LEC Section: 01 MWF 9:00 am - 9:50 am Susan R. Loepp

MATH 150 (F) Multivariable Calculus (QFR)
Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, quizzes, and/or exams
Prerequisites: MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination
Enrollment Limit: 50
Expected Class Size: 50
Department Notes: this course is the right starting point for students who have seen differentiation and integration before; students with the equivalent of advanced placement of AB 4, BC 3 or above should enroll in MATH 150
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01 MWF 9:00 am - 9:50 am Julie C. Blackwood
LEC Section: 02 MWF 10:00 am - 10:50 am Julie C. Blackwood
LEC Section: 03 MWF 11:00 am - 11:50 am Julie C. Blackwood

Spring 2019
LEC Section: 01 MWF 9:00 am - 9:50 am Stewart D. Johnson
LEC Section: 02 MWF 10:00 am - 10:50 am Stewart D. Johnson

MATH 151 (F) Multivariable Calculus (QFR)
Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on homework, quizzes, and/or exams

Prerequisites: AP BC 3 or higher or integral calculus with infinite series

Enrollment Limit: 50

Expected Class Size: 50

Department Notes: MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151

Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01  MWF 9:00 am - 9:50 am  Colin C. Adams
LEC Section: 02  MWF 10:00 am - 10:50 am  Colin C. Adams
LEC Section: 03  MWF 11:00 am - 11:50 am  Colin C. Adams

MATH 200 (F) Discrete Mathematics  (QFR)

Course Description: In contrast to calculus, which is the study of continuous processes, this course examines the structure and properties of finite sets. Topics to be covered include mathematical logic, elementary number theory, mathematical induction, set theory, functions, relations, elementary combinatorics and probability, graphs and trees, and algorithms. Emphasis will be given on the methods and styles of mathematical proofs, in order to prepare the students for more advanced math courses.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based primarily on homework and exams

Prerequisites: MATH 140 or MATH 130 with CSCI 134 or 135; or one year of high school calculus with permission of instructor; students who have taken a 300-level math course should obtain permission of the instructor before enrolling

Enrollment Limit: 40

Expected Class Size: 25

Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01  MWF 9:00 am - 9:50 am  Ralph E. Morrison
LEC Section: 02  MWF 10:00 am - 10:50 am  Ralph E. Morrison

Spring 2019
LEC Section: 01  MWF 10:00 am - 10:50 am  Leo Goldmakher
LEC Section: 02  MWF 11:00 am - 11:50 am  Leo Goldmakher

MATH 210 (S) Mathematical Methods for Scientists  (QFR)

Crosslistings: PHYS210 / MATH210

Secondary Crosslisting

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students
who are not already familiar with this computational tool.

Class Format: lecture, three hours per week

Requirements/Evaluation: evaluation will be based on several exams and on weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Expected Class Size: 30

Distributions: (D3) (QFR)

Spring 2019

LEC Section: 01    TR 9:55 am - 11:10 am     Daniel P. Aalberts

MATH 250 (F) Linear Algebra (QFR)

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on homework and exams

Prerequisites: MATH 150/151 or MATH 200

Enrollment Limit: 45

Expected Class Size: 35

Distributions: (D3) (QFR)

Attributes: COGS Related Courses;

Fall 2018

LEC Section: 01    TF 1:10 pm - 2:25 pm     Haydee M. A. Lindo
LEC Section: 02    TF 2:35 pm - 3:50 pm     Haydee M. A. Lindo

Spring 2019

LEC Section: 01    MWF 10:00 am - 10:50 am     Thomas A. Garrity
LEC Section: 02    MWF 11:00 am - 11:50 am     Thomas A. Garrity

MATH 307 (F) Computational Linear Algebra (QFR)

Linear algebra is of central importance in the quantitative sciences, including application areas such as image and signal processing, data mining, computational finance, structural biology, and much more. When the problems must be solved computationally, approximation, round-off errors, convergence, and efficiency matter, and traditional linear algebra techniques may fail to succeed. We will adopt linear algebra techniques on a large scale, implement them computationally, and apply them to core problems in scientific computing. Topics may include: systems of linear and nonlinear equations; approximation and statistical function estimation; optimization; interpolation; and Monte Carlo techniques. This course could also be considered a course in numerical analysis or computational science.

Class Format: lecture

Requirements/Evaluation: quizzes/exams, problem sets, projects and activities

Extra Info: may not be taken on a pass/fail basis

Prerequisites: Math 250, some elementary computer programming experience is strongly recommended

Enrollment Limit: 30

Enrollment Preferences: Professor's discretion
Fall 2018
LEC Section: 01    TR 9:55 am - 11:10 am     Chad M. Topaz

**Expected Class Size:** 25  
**Distributions:** (D3) (QFR)

**MATH 309 (S) Differential Equations** (QFR)
Ordinary differential equations (ODE) frequently arise as models of phenomena in the natural and social sciences. This course presents core ideas of ODE from an applied standpoint. Topics covered early in the course include numerical solutions, separation of variables, integrating factors, constant coefficient linear equations, and power series solutions. Later, we focus on nonlinear ODE, for which it is usually impossible to find analytical solutions. Tools from dynamical systems allows us to obtain some information about the behavior of the ODE without explicitly knowing the solution.

**Class Format:** lecture, discussion, interactive activities  
**Requirements/Evaluation:** quizzes/exams, problem sets, activities  
**Extra Info:** may not be taken on a pass/fail basis  
**Prerequisites:** MATH 150/151 and MATH 250  
**Enrollment Limit:** 30  
**Enrollment Preferences:** Professor's discretion  
**Expected Class Size:** 30  
**Distributions:** (D3) (QFR)

Spring 2019
LEC Section: 01    TR 11:20 am - 12:35 pm     Chad M. Topaz

**MATH 310 (S) Mathematical Biology** (QFR)  
**Crosslistings:** MATH310 / BIOL210

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

**Class Format:** tutorial  
**Requirements/Evaluation:** problem sets, weekly meetings, final project and paper  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** MATH 250, MATH 209 or 309, permission of instructor  
**Enrollment Limit:** 10  
**Enrollment Preferences:** if over-enrolled, will have students submit reasons for taking class; preference to those with interest in both subjects  
**Expected Class Size:** 10  
**Distributions:** (D3) (QFR)  
**Distribution Notes:** QFR: The course will introduce methods for developing and analyzing mathematical models.  
**Attributes:** PHLH Methods in Public Health;

Spring 2019
TUT Section: T1    TBA     Julie C. Blackwood
MATH 313 (F)  Introduction to Number Theory  (QFR)
The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of number and prime in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on homework, projects, and examinations
Prerequisites: MATH 250 or permission of instructor
Enrollment Limit: 40
Expected Class Size: 25
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01    MR 2:35 pm - 3:50 pm     Leo Goldmakher

MATH 321 (S)  Knot Theory  (QFR)
Take a piece of string, tie a knot in it, and glue the ends together. The result is a knotted circle, known as a knot. For the last 100 years, mathematicians have studied knots, asking such questions as, “Given a nasty tangled knot, how do you tell if it can be untangled without cutting it open?” Some of the most interesting advances in knot theory have occurred in the last ten years. This course is an introduction to the theory of knots. Among other topics, we will cover methods of knot tabulation, surfaces applied to knots, polynomials associated to knots, and relationships between knot theory and chemistry and physics. In addition to learning the theory, we will look at open problems in the field.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on problem sets, midterms, a paper and a final exam
Prerequisites: MATH 250 or permission of instructor
Enrollment Limit: 30
Expected Class Size: 25
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01    MWF 8:30 am - 9:45 am     Colin C. Adams

MATH 331 (F)  The little Questions  (QFR)
Using math competitions such as the Putnam Exam as a springboard, in this class we follow the dictum of the Ross Program and “think deeply of simple things”. The two main goals of this course are to prepare students for competitive math competitions, and to get a sense of the mathematical landscape encompassing elementary number theory, combinatorics, graph theory, and group theory (among others). While elementary frequently is not synonymous with easy, we will see many beautiful proofs and “a-ha” moments in the course of our investigations. Students will be encouraged to explore these topics at levels compatible with their backgrounds.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams
Prerequisites: MATH 250 or permission of instructor
Enrollment Limit: 30
Enrollment Preferences: members or alternates of the Putnam team, Mathematics, Physics or Computer Science majors
Expected Class Size: 25
Department Notes:  http://web.williams.edu/Mathematics/sjmiller/public_html/331/
Distributions: (D3) (QFR)
MATH 334 (S)  Graph Theory  (QFR)
A graph is a collection of vertices, joined together by edges. In this course, we will study the sorts of structures that can be encoded in graphs, along
with the properties of those graphs. We'll learn about such classes of graphs as multi-partite, planar, and perfect graphs, and will see applications to
such optimization problems as minimum colorings of graphs, maximum matchings in graphs, and network flows.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on problem sets and exams
Prerequisites: MATH 200 or MATH 250
Enrollment Limit: 35
Enrollment Preferences: Math majors
Expected Class Size: 20
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01    TR 9:55 am - 11:10 am     Ralph E. Morrison

MATH 341 (F)  Probability  (QFR)
Crosslistings: STAT341 / MATH341
Primary Crosslisting
While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the
sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be
discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important
applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams
Prerequisites: MATH 250 or permission of the instructor
Enrollment Limit: 40
Expected Class Size: 20
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01    MWF 11:00 am - 11:50 am    Steven J. Miller

Spring 2019
LEC Section: 01    MWF 9:00 am - 9:50 am    Thomas A. Garrity

MATH 350 (F)  Real Analysis  (QFR)
Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically,
nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and
to understand sequences of functions.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on homework, classwork, and exams
Prerequisites: MATH 150 or MATH 151 and MATH 250, or permission of instructor
Enrollment Limit: 40
**Expected Class Size:** 30
**Distributions:** (D3) (QFR)

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**Fall 2018**
LEC Section: 01  TF 2:35 pm - 3:50 pm  Leo Goldmakher

**Spring 2019**
LEC Section: 01  MWF 10:00 am - 10:50 am  Cesar E. Silva

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**MATH 351 (F) Applied Real Analysis** (QFR)
Real analysis or the theory of calculus—derivatives, integrals, continuity, convergence—starts with a deeper understanding of real numbers, limits, and some topology. Applications of Real Analysis involve questions of existence and uniqueness of solutions, implicit definition of functions, infinite dimensional function spaces, and tools from calculus of variations to construct optimal controls and minimizing curves and surfaces.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based primarily on exams, homework and quizzes

**Prerequisites:** MATH 150 and MATH 250, or permission of instructor

**Enrollment Limit:** 50

**Expected Class Size:** 20
**Distributions:** (D3) (QFR)

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**Fall 2018**
LEC Section: 01  MWF 9:00 am - 9:50 am  Stewart D. Johnson

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**MATH 355 (F) Abstract Algebra** (QFR)
Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based primarily on problem sets and exams

**Prerequisites:** MATH 250 or permission of instructor

**Enrollment Limit:** 30

**Expected Class Size:** 25
**Distributions:** (D3) (QFR)

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**Fall 2018**
LEC Section: 01  MWF 10:00 am - 10:50 am  Susan R. Loepp

**Spring 2019**
LEC Section: 01  TR 9:55 am - 11:10 am  Allison Pacelli
LEC Section: 02  TR 11:20 am - 12:35 pm  Allison Pacelli

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**MATH 361 (F) Theory of Computation** (QFR)
Crosslistings: CSC361 / MATH361

**Secondary Crosslisting**
This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of
computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory—the examination of what problems can be solved and what problems cannot be solved—and the study of complexity theory—the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based on problem sets, a midterm examination, and a final examination

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** CSCI 256 or both a 300-level MATH course and permission of instructor

**Enrollment Limit:** 34

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 34

**Distributions:** (D3) (QFR)

**Attributes:** COGS Interdepartmental Electives;

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**Fall 2018**

**LEC Section: 01** MWF 12:00 pm - 12:50 pm Thomas P. Murtagh

**LEC Section: 02** MWF 11:00 am - 11:50 am Thomas P. Murtagh

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**MATH 374 (F) Topology** (QFR)

Topology is the study of when one geometric object can be continuously deformed and twisted into another object. Determining when two objects are topologically the same is incredibly difficult and is still the subject of a tremendous amount of research, including recent work on the Poincaré Conjecture, one of the million-dollar millennium-prize problems. The main part of the course on point-set topology establishes a framework based on “open sets” for studying continuity and compactness in very general spaces. The second part on homotopy theory develops refined methods for determining when objects are the same. We will prove for example that you cannot twist a basketball into a doughnut.

**Class Format:** lecture

**Requirements/Evaluation:** homework, tutorials, and exams

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** MATH 350 or 351; not open to students who have taken MATH 323

**Enrollment Limit:** 30

**Expected Class Size:** 10

**Distributions:** (D3) (QFR)

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**Fall 2018**

**LEC Section: 01** MWF 10:00 am - 10:50 am Andrew Bydlon

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**MATH 402 (S) Measure Theory and Probability** (QFR)

The study of measure theory arose from the study of stochastic (probabilistic) systems. Applications of measure theory lie in biology, chemistry, physics as well as in economics. In this course, we develop the abstract concepts of measure theory and ground them in probability spaces. Included will be Lebesgue and Borel measures, measurable functions (random variables). Lebesgue integration, distributions, independence, convergence and limit theorems. This material provides good preparation for graduate studies in mathematics, statistics and economics.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based primarily on performance on homework assignments and exams

**Prerequisites:** MATH 350 or MATH 351 or permission of instructor

**Enrollment Limit:** 40

**Expected Class Size:** 30

**Distributions:** (D3) (QFR)
MATH 403 (S) Measure and Ergodic Theory (QFR)
An introduction to measure theory and ergodic theory. Measure theory is a generalization of the notion of length and area, has been used in the study of stochastic (probabilistic) systems. The course covers the construction of Lebesque and Borel measures, measurable functions, and Lebesgue integration. Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time, and is based on measure theory. The course will cover basic notions, such as ergodic transformations, weak mixing, mixing, and Bernoulli transformations, and transformations admitting and not admitting an invariant measure. There will be an emphasis on specific examples such as group rotations, the binary odometer transformations, and rank-one constructions. The Ergodic Theorem will also be covered, and will be used to illustrate notions and theorems from measure theory.

Class Format: lecture
Requirements/Evaluation: homework and exams
Prerequisites: MATH 350 or MATH 351 or permission of instructor
Enrollment Limit: 25
Enrollment Preferences: Mathematics majors
Expected Class Size: 15-20
Department Notes: senior major course
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01    MWF 12:00 pm - 12:50 pm    Cesar E. Silva

MATH 407 (F) Dance of the Primes (QFR)
Prime numbers are the building blocks for all numbers and hence for most of mathematics. Though there are an infinite number of them, how they are spread out among the integers is still quite a mystery. Even more mysterious and surprising is that the current tools for investigating prime numbers involve the study of infinite series. Function theory tells us about the primes. We will be studying one of the most amazing functions known: the Riemann Zeta Function. Finding where this function is equal to zero is the Riemann Hypothesis and is one of the great, if not greatest, open problems in mathematics. Somehow where these zeros occur is linked to the distribution of primes. We will be concerned with why anyone would care about this conjecture. More crassly, why should solving the Riemann Hypothesis be worth one million dollars? (Which is what you will get if you solve it, beyond the eternal fame and glory.)

Class Format: lecture
Requirements/Evaluation: exams and weekly homework assignments
Prerequisites: MATH 350 or MATH 351, and MATH 355
Enrollment Limit: 30
Enrollment Preferences: seniors
Expected Class Size: 10
Distributions: (D3) (QFR)
Distribution Notes: QFR: It is a math course

Fall 2018
LEC Section: 01    TR 8:30 am - 9:45 am    Thomas A. Garrity

MATH 411 (S) Commutative Algebra (QFR)
Commutative Algebra is an essential area of mathematics that provides indispensable tools to many areas, including Number Theory and Algebraic Geometry. This course will introduce you to the fundamental concepts for the study of commutative rings, with a special focus on the notion of "prime ideals," and how they generalize the well-known notion of primality in the set of integers. Possible topics include Noetherian rings, primary
decomposition, localizations and quotients, height, dimension, basic module theory, and the Krull Altitude Theorem.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework and exams
Prerequisites: MATH 355 or permission of instructor
Enrollment Limit: 30
Expected Class Size: 15
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01    MWF 10:00 am - 10:50 am    Andrew Bydlon

MATH 433 (F) Mathematical Modeling (QFR)
Mathematical modeling means (1) translating a real-life problem into a mathematical object, and (2) studying that object using mathematical techniques, and (3) interpreting the results in order to learn something about the real-life problem. Mathematical modeling is used in biology, economics, chemistry, geology, sociology, political science, art, and countless other fields. This is an advanced, seminar-style, course appropriate for students who have a strong enthusiasm for applied mathematics.

Class Format: discussion, research
Requirements/Evaluation: writing assignments, modeling activities, presentations, research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 250, MATH 309 or similar, and some experience with computer programming (equivalent to CSCI 134 or MATH 307)
Enrollment Limit: 24
Enrollment Preferences: Professor's discretion
Expected Class Size: 20
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01    TR 11:20 am - 12:35 pm    Chad M. Topaz

MATH 458 (S) Algebraic Combinatorics (QFR)
Algebraic combinatorics is a branch of mathematics at the intersection of combinatorics and algebra. On the one hand, we study combinatorial structures using algebraic techniques, while on the other we use combinatorial arguments and methods to solve problems in algebra. This course will focus on the study of symmetric functions, young tableaux, matroids, graph theory, and other related topics.

Class Format: seminar
Requirements/Evaluation: homework assignments, proof portfolio, individual and group projects
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 200 and MATH 355
Enrollment Limit: 25
Enrollment Preferences: seniors
Expected Class Size: 20
Distributions: (D3) (QFR)
Distribution Notes: QFR: Mathematics course in the area of algebraic combinatorics

Spring 2019
SEM Section: 01    TR 8:30 am - 9:45 am    Pamela E. Harris
MATH 459 (S)  Applied Partial Differential Equations  (QFR)
Partial differential equations (PDE) arise as mathematical models of phenomena in chemistry, ecology, economics, electromagnetics, epidemiology, fluid dynamics, neuroscience, and much more. Furthermore, the study of partial differential equations connects with diverse branches of mathematics including analysis, geometry, algebra, and computation. Adopting an applied viewpoint, we develop techniques for studying PDE. We draw from a body of knowledge spanning classic work from the time of Isaac Newton right up to today's cutting edge applied mathematics research. This tutorial is appropriate as a second course in differential equations. In this tutorial, students will: build and utilize PDE-based models; determine the most appropriate tools to apply to a PDE; apply the aforementioned tools; be comfortable with open-ended scientific work; read applied mathematical literature; communicate applied mathematics clearly, precisely, and appropriately; collaborate effectively.

Class Format: tutorial
Requirements/Evaluation: participation, problem sets, oral presentations, oral exams, and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 209 or MATH/PHYS 210 or MATH 309 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: students with an interest in applied mathematics, selected to create a diverse set of tutorial participants
Expected Class Size: 10
Department Notes: students who have taken MATH 453 may not enroll in MATH 458T without permission of the instructor
Distributions: (D3) (QFR)
Distribution Notes: QFR: This tutorial involves regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2019
TUT Section: T1    TBA     Chad M. Topaz

MATH 487 (S)  Computational Algebraic Geometry  (QFR)
Algebraic geometry is the study of shapes described by polynomial equations. It has been a major part of mathematics for at least the past two hundred years, and has influenced a tremendous amount of modern mathematics, ranging from number theory to robotics. In this course, we will develop the Ideal-Variety Correspondence that ties geometric shapes to abstract algebra, and will use computational tools to explore this theory in a very explicit way.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on homework, exams, and final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MATH 355
Enrollment Limit: 40
Enrollment Preferences: instructor decision
Expected Class Size: 15
Department Notes: This course is not a senior seminar, and so it does not fulfill the senior seminar requirement for the math major
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01    TR 8:30 am - 9:45 am     Ralph E. Morrison

PHIL 203 (S)  Logic and Language  (QFR)
Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's Tractatus), and to examine some of the
connections between logic and philosophy.

Class Format: lecture/discussion

Requirements/Evaluation: a midterm, a final, frequent homework and problem sets

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 50-80

Distributions: (D2) (QFR)

Attributes: Linguistics; PHIL Contemp Metaphysics & Epistemology Courses;

Spring 2019
LEC Section: 01  MWF 10:00 am - 10:50 am  Steven B. Gerrard

PHIL 312 (S)  Philosophical Implications of Modern Physics  (QFR)
Crosslistings: PHIL312 / SCST312 / PHYS312

Secondary Crosslisting
Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

Class Format: lecture

Requirements/Evaluation: attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

Prerequisites: MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors and Physics majors

Expected Class Size: 20

Distributions: (D2) (QFR)

Distribution Notes: meets the Division 2 requirement if registration is under PHIL or SCST; Division 3 requirement if registration under PHYS

Attributes: PHIL Contemp Metaphysics & Epistemology Courses;

Spring 2019
LEC Section: 01  TR 11:20 am - 12:35 pm  Frederick W. Strauch, Keith E. McPartland

PHYS 108 (F)  Energy Science and Technology  (QFR)
Crosslistings: ENVI108 / PHYS108

Primary Crosslisting
Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: lecture twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

Requirements/Evaluation: evaluation will be based on weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 20

Expected Class Size: 20
PHYS 131 (F) Introduction to Mechanics (QFR)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton's laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This course is not intended for students who have successfully completed an AP physics course in high school.

Class Format: lecture, three hours per week; laboratory, three hours approximately every other week

Requirements/Evaluation: evaluation will be based on exams, labs, and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead

Enrollment Limit: 24/lab

Expected Class Size: 60

Department Notes: PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

PHYS 132 (S) Electromagnetism and the Physics of Matter (QFR)

This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday's Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein's theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Class Format: lecture, three hours per week; laboratory, three hours approximately every other week; conference section 1 hour approximately every other week

Requirements/Evaluation: evaluation will be based on weekly problem sets, labs, quizzes and exams

Prerequisites: PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)

Enrollment Limit: 22 per lab

Expected Class Size: 60

Distributions: (D3) (QFR)
PHYS 141 (F) Mechanics and Waves (QFR)
This is the typical first course for a prospective physics major. It covers the same topics as PHYS 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

Class Format: lecture, three hours per week; laboratory, three hours approximately every other week; conference section, one hour approximately every other week

Requirements/Evaluation: evaluation will be based on weekly problem sets, labs, 2 one-hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: high school physics and MATH 130 or equivalent placement

Enrollment Limit: 22 per lab

Expected Class Size: 50

Department Notes: PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01 MWF 11:00 am - 11:50 am Katharine E. Jensen
LAB Section: 02 M 1:00 pm - 4:00 pm Katharine E. Jensen
LAB Section: 03 T 1:00 pm - 4:00 pm Katharine E. Jensen
LAB Section: 04 W 1:00 pm - 4:00 pm Katharine E. Jensen

PHYS 142 (S) Foundations of Modern Physics (QFR)
Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity, which extends physics into the realm of high speeds and high energies, requires we rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our expectation of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course will survey ideas from each of these three arenas, and can serve either as a terminal course for those seeking to complete a year of physics or as the basis for future advanced study of these topics.

Class Format: lecture, two hours weekly; problem-solving conference session, one hour weekly; laboratory, alternating between three hours and one hour approximately every other week

Requirements/Evaluation: evaluation will be based on weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 141 and MATH 130 (formerly 103), or equivalent; PHYS 131 may substitute for PHYS 141 with the permission of instructor. Students may not take both PHYS 142 and PHYS 151

Enrollment Limit: 18 per CON

Expected Class Size: 30

Department Notes: Limit: 22 per lab, 18 per conference section

Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01 MW 11:00 am - 11:50 am Charlie Doret
CON Section: 02 F 11:00 am - 11:50 am Charlie Doret
CON Section: 03 F 12:00 pm - 12:50 pm Charlie Doret
LAB Section: 04 M 1:00 pm - 4:00 pm Charlie Doret
LAB Section: 05 T 1:00 pm - 4:00 pm Charlie Doret
Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same basic material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

Class Format: lecture/discussion, three hours per week; laboratory, 3 hours approximately every other week; conference section 1 hour approximately every other week

Requirements/Evaluation: evaluation will be based on class participation, labs, weekly problem sets, an oral presentation, two hour-exams and a final exam, all of which have a substantial quantitative component

Extra Info: this is a small seminar designed for first-year students who have placed out of PHYS 141

Prerequisites: placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

Enrollment Limit: 18

Expected Class Size: 18

Distributions: (D3) (QFR)

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The classical theory of electricity and magnetism is very rich yet it can be written in a remarkably succinct form using Maxwell's equations. This course is an introduction to electricity and magnetism and their mathematical description, connecting electric and magnetic phenomena via the special theory of relativity. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. The laboratory component of the course is an introduction to electronics where students will develop skills in building and debugging electrical circuits.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: evaluation will be based on problem sets, labs, two take-home midterms, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

Enrollment Limit: 20 per lab

Expected Class Size: 25

Distributions: (D3) (QFR)

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Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course
we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

**Class Format:** lecture, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** evaluation will be based on problem sets, labs, two one-hour tests, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 201; co-requisite: PHYS/MATH 210 or MATH 209 or permission of instructor

**Enrollment Limit:** none

**Expected Class Size:** 20

**Distributions:** (D3) (QFR)

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**PHYS 210 (S) Mathematical Methods for Scientists** (QFR)

Crosslistings: PHYS210 / MATH210

**Primary Crosslisting**

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

**Class Format:** lecture, three hours per week

**Requirements/Evaluation:** evaluation will be based on several exams and on weekly problem sets, all of which have a substantial quantitative component

**Prerequisites:** MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

**Enrollment Limit:** 50

**Expected Class Size:** 30

**Distributions:** (D3) (QFR)

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**PHYS 301 (F) Quantum Physics** (QFR)

This course serves as a one-semester introduction to the history, formalism, and phenomenology of quantum mechanics. We begin with a discussion of the historical origins of the quantum theory, and the Schrödinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory and introduce the Heisenberg formalism. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics concentrating on applications involving angular momentum and spins.

**Class Format:** lecture, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** evaluation will be based on weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209

Enrollment Limit: none

Expected Class Size: 15

Distributions: (D3) (QFR)

Fall 2018

LEC Section: 01  MWF 9:00 am - 9:50 am  Charlie Doret
LAB Section: 02  T 1:00 pm - 4:00 pm  Kevin M. Jones
LAB Section: 03  W 1:00 pm - 4:00 pm  Kevin M. Jones

PHYS 302 (S)  Stat Mechanics & Thermodynamics  (QFR)

Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways--obeying the Schrödinger equation, Newton's and Coulomb's Laws--and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week

Requirements/Evaluation: evaluation will be based on weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Prerequisites: required: PHYS 201, PHYS/MATH 210 or MATH 209; recommended: PHYS 202, PHYS 301

Enrollment Limit: 24

Expected Class Size: 15

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses;

Spring 2019

LEC Section: 01  MWF 10:00 am - 10:50 am  Protik K. Majumder
LAB Section: 02  W 1:00 pm - 4:00 pm  Protik K. Majumder
LAB Section: 03  T 1:00 pm - 4:00 pm  Protik K. Majumder

PHYS 312 (S)  Philosophical Implications of Modern Physics  (QFR)

Crosslistings: PHIL312 / SCST312 / PHYS312

Primary Crosslisting

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

Class Format: lecture

Requirements/Evaluation: attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

Prerequisites: MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors and Physics majors

Expected Class Size: 20

Distributions: (D3) (QFR)

Distribution Notes: meets the Division 2 requirement if registration is under PHIL or SCST; Division 3 requirement if registration under PHYS

Attributes: PHIL Contemp Metaphysics & Epistemology Courses;
PHYS 402 (S) Applications of Quantum Mechanics (QFR)

This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

Class Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week

Requirements/Evaluation: evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PHYS 301

Enrollment Limit: 10 per sec

Expected Class Size: 16

Distributions: (D3) (QFR)

Spring 2019

TUT Section: T1  F 1:10 pm - 2:25 pm  Catherine Kealhofer

TUT Section: T2  F 1:10 pm - 2:25 pm  Catherine Kealhofer

PHYS 411 (F) Classical Mechanics (QFR)

This course will explore advanced topics in classical mechanics including the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, non-linear dynamics and chaos, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), and rigid-body rotations. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class will meet once a week as a whole to discuss new material.

Class Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week

Requirements/Evaluation: evaluation will be based on weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209

Enrollment Limit: 10/section

Expected Class Size: 25

Distributions: (D3) (QFR)

Fall 2018

TUT Section: T1  F 1:10 pm - 2:25 pm  Daniel P. Aalberts

TUT Section: T2  F 1:10 pm - 2:25 pm  Daniel P. Aalberts

PHYS 451 (S) Condensed Matter Physics (QFR)

Condensed matter physics is an important area of current research and serves as the basis for modern electronic technology. We plan to explore the physics of metals, insulators, semiconductors, superconductors, and photonic crystals, with particular attention to structure, thermal properties, energy bands, and electronic properties.

Class Format: seminar

Requirements/Evaluation: weekly readings and problem sets, and exams
POEC 253 (F) Empirical Methods in Political Economy  (QFR)
This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy-relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal—an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.
Class Format: lecture/discussion
Requirements/Evaluation: problem sets, group projects, and three exams
Prerequisites: MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255
Enrollment Limit: 25
Enrollment Preferences: Political Economy majors, Environmental Policy majors and sophomores
Expected Class Size: 15
Department Notes: does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major
Distributions:  (D2) (QFR)
Attributes: EVST Methods Courses; PHLH Statistics Courses; POEC Required Courses;

PSYC 201 (F) Experimentation and Statistics  (QFR)
An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis.
Class Format: lecture/lab
Requirements/Evaluation: papers, exams, and problem sets
Extra Info: two sections; must register for the lab and lecture with the same instructor
Extra Info 2: may not be taken on a pass/fail basis
Prerequisites: PSYC 101; not open to first-year students except with permission of instructor
Enrollment Limit: 22
Enrollment Preferences: Psychology majors
Distributions:  (D2) (QFR)
Attributes: COGS Related Courses; PHLH Statistics Courses;
SCST 312 (S) Philosophical Implications of Modern Physics  (QFR)
Crosslistings: PHIL312 / SCST312 / PHYS312

Secondary Crosslisting
Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

Class Format: lecture
Requirements/Evaluation: attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper
Prerequisites: MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS
Enrollment Limit: 20
Enrollment Preferences: Philosophy majors and Physics majors
Expected Class Size: 20
Distributions: (D2) (QFR)
Distribution Notes: meets the Division 2 requirement if registration is under PHIL or SCST; Division 3 requirement if registration under PHYS
Attributes: PHIL Contemp Metaphysics & Epistemology Courses;

Spring 2019
LEC Section: 01    TR 11:20 am - 12:35 pm    Frederick W. Strauch, Keith E. McPartland

STAT 101 (F) Elementary Statistics and Data Analysis  (QFR)
It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performances on quizzes and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)
Enrollment Limit: 50
Expected Class Size: 40
Department Notes: Students with calculus background and social science interest should consider STAT 161. Students with MATH 150 should enroll in STAT 201. Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stat should consult the department.
**Attributes:** BGNP Recommended Courses; COGS Related Courses; PHLH Statistics Courses; 

**Distributions:** (D3) (QFR) 

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**STAT 161 (F) Introductory Statistics for Social Science** (QFR) 
This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences and sciences. Topics include exploratory data analysis, elements of probability theory, basic statistical inference, and introduction to statistical modeling. The course focuses on the application of statistics tools to solve problems, to make decisions, and the use of statistical thinking to understand the world. 

**Class Format:** lecture 

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option 

**Prerequisites:** MATH 130 (or equivalent). Not open to students who have completed STAT 101 or equivalent. 

**Enrollment Limit:** 40 

**Enrollment Preferences:** Economics majors, sophomores 

**Expected Class Size:** 40 

**Department Notes:** Students with MATH 150 should consider STAT 201. Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stats should consult the department. Students without any calculus background should consider STAT 101. 

**Distributions:** (D3) (QFR) 

**Distribution Notes:** QFR: It is a quantitative course 

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**STAT 201 (F) Statistics and Data Analysis** (QFR) 
Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, “Data, data, data! I can’t make bricks without clay.” In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques. 

**Class Format:** lecture 

**Requirements/Evaluation:** evaluation will be based primarily on performance on quizzes and exams 

**Prerequisites:** MATH 150 or equivalent. Not open to students who have completed STAT 101 or STAT 161 or equivalent. 

**Enrollment Limit:** 40 

**Expected Class Size:** 40 

**Department Notes:** Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stats should consult the department. Students with MATH 130/140 background should consider STAT 161. Students with no calc. should consider STAT 101. 

**Distributions:** (D3) (QFR) 

**Attributes:** BGNP Recommended Courses; COGS Related Courses; EVST Methods Courses; PHLH Statistics Courses;
STAT 202 (F) Introduction to Statistical Modeling  (QFR)
Data come from a variety of sources sometimes from planned experiments or designed surveys, but also arise by much less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential as well as its limits to answer questions about the world. We'll emphasize applications over theory and analyze real data sets throughout the course.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on homework, exams and projects
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: AP Statistics 5 or STAT 101, 161 or 201 or permission of instructor
Enrollment Limit: 25
Expected Class Size: 20
Department Notes: Students with a 4 on the AP Stats exam should contact the department for proper placement.
Distributions: (D3) (QFR)
Attributes: EVST Methods Courses; PHLH Statistics Courses;

STAT 341 (F) Probability  (QFR)
Crosslistings: STAT341 / MATH341
Secondary Crosslisting
While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams
Prerequisites: MATH 250 or permission of the instructor
Enrollment Limit: 40
Expected Class Size: 20
Distributions: (D3) (QFR)
STAT 344 (F)  Statistical Design of Experiments  (QFR)
What does statistics have to do with designing and carrying out experiments? The answer is, surprisingly perhaps, a great deal. In this course, we will study how to design experiments with the fewest number of observations possible that are still capable of understanding which factors influence the results. After reviewing basic statistical theory and two sample comparisons, we cover one and two-way ANOVA and (fractional) factorial designs extensively. The culmination of the course will be a project where each student designs, carries out, analyzes, and presents an experiment of interest to him or her. Throughout the course, we will use both the statistics program R and the package JMP to carry out the statistical analyses.

Class Format: lecture
Requirements/Evaluation: problem sets, midterm, final exam, project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 201, 202, or equivalent
Enrollment Limit: 20
Enrollment Preferences: Statistics majors, seniors
Expected Class Size: 15
Distributions: (D3) (QFR)
Attributes: COGS Related Courses;

Fall 2018
LEC Section: 01  TF 2:35 pm - 3:50 pm  Richard D. De Veaux

STAT 346 (F)  Regression and Forecasting  (QFR)
This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the standard method for analyzing continuous response data and their relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 201 or 202, and MATH 150 and 250; or permission of instructor
Enrollment Limit: 22
Expected Class Size: 15
Distributions: (D3) (QFR)
Attributes: EVST Methods Courses;

Fall 2018
LEC Section: 01  TF 1:10 pm - 2:25 pm  Laurie L. Tupper
Spring 2019
LEC Section: 01  TF 2:35 pm - 3:50 pm  Laurie L. Tupper

STAT 355 (S)  Multivariate Statistical Analysis  (QFR)
To better understand complex processes, we study how variables are related to one another, and how they work in combination. Therefore, we want to make inferences about more than one variable at time? Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such data sets. Topics covered will include data visualization techniques for high dimensional data sets, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, as well as classification and clustering algorithms.
Class Format: lecture
Requirements/Evaluation: evaluation will be based on homework and exams
Prerequisites: MATH 250, and STAT 346 or permission of instructor
Enrollment Limit: 25
Expected Class Size: 10
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01 MWF 8:30 am - 9:45 am Xizhen Cai

STAT 360 (S) Statistical Inference (QFR)
How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on problem sets and exams
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MATH 250, STAT 201 or 202, STAT 341
Enrollment Limit: 30
Enrollment Preferences: Statistics majors
Expected Class Size: 30
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01 TR 9:55 am - 11:10 am Daniel B. Turek

STAT 365 (F) Bayesian Statistics (QFR)
The Bayesian approach to statistical inference represents a reversal of traditional (or frequentist) inference, in which data are viewed as being fixed and model parameters as unknown quantities. Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on homework and exams
Prerequisites: STAT 201 and MATH 150 and 250, or permission of instructor
Enrollment Limit: 30
Enrollment Preferences: juniors and seniors, Statistics majors
Expected Class Size: 10
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01 TF 1:10 pm - 2:25 pm Daniel B. Turek
STAT 372 (S)  Longitudinal Data Analysis: Modeling Change over Time  (QFR)
This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. We will consider many applications in the social and biological sciences.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites:  STAT 201 and STAT 346
Enrollment Limit: 30
Enrollment Preferences:  junior and senior Statistics majors
Expected Class Size: 20
Distributions:  (D3) (QFR)
Attributes:  PHLH Statistics Courses;

Spring 2019
LEC Section: 01  TF 1:10 pm - 2:25 pm  Anna M. Plantinga

STAT 442 (S)  Statistical Learning and Data Mining  (QFR)
In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homeworks and projects
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites:  STAT 346 or permission of instructor
Enrollment Limit: 14
Enrollment Preferences:  seniors and Statistics Majors
Expected Class Size: 10
Distributions:  (D3) (QFR)

Spring 2019
LEC Section: 01  TF 2:35 pm - 3:50 pm  Richard D. De Veaux

STAT 458 (F)  Spatio-Temporal Data  (QFR)
Everything happens somewhere and sometime. But the study of data collected over multiple times and locations requires special methods, due to the dependence structure that relates different observations. In this course, we'll look at exploring, analyzing, and modeling this kind of information--introducing standard methods for purely time-series and purely spatial data, and moving on to methods that incorporate space and time together. Topics will include autocovariance structures, empirical orthogonal functions, and an introduction to Bayesian hierarchical modeling. We'll use R to apply these techniques to real-world datasets.

Class Format: lecture
Requirements/Evaluation: project work, homework, exams, and contribution to discussion.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites:  STAT 346, or permission of instructor
Enrollment Limit: 14
Enrollment Preferences: Seniors and Statistics majors
Expected Class Size: 10
Distributions: (D3) (QFR)
Distribution Notes: This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Fall 2018
LEC Section: 01    TF 2:35 pm - 3:50 pm    Laurie L. Tupper

Quantitative and Formal Reasoning

ASTR 111 (F)  Introduction to Astrophysics  (QFR)
How do stars work? This course answers that question from start to finish! In this course we undertake a survey of some of the main ideas in modern astrophysics, with an emphasis on the observed properties and evolution of stars; ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics, and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include radiation laws and stellar spectra, astronomical instrumentation, physical characteristics of the Sun and other stars, star formation and evolution, nucleosynthesis, white dwarfs and planetary nebulae, pulsars and neutron stars, supernovae, relativity, and black holes. We will also discuss the detections of long-sought gravitational waves: the first detection generated during the merging of two massive stellar black holes more than a billion light-years away, and, another from the merger of two neutron stars in a galaxy over 100 million light-years distant. Observing sessions include use of the 24-inch and other telescopes for observations of stars, nebulae, planets and galaxies, as well as daytime observations of the Sun.

Class Format: lecture/discussion, observing sessions, and five labs per semester
Requirements/Evaluation: evaluation will be based on weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio
Prerequisites: a year of high school Physics, or concurrent college Physics, or permission of instructor, and MATH 140 or equivalent
Enrollment Limit: 28
Expected Class Size: 15
Distributions: (D3) (QFR)

Fall 2018
LAB Section: 02    M 1:00 pm - 4:00 pm    Steven P. Souza, Kevin Flaherty
LEC Section: 01    TR 11:20 am - 12:35 pm    Marek Demianski
LAB Section: 03    R 1:00 pm - 4:00 pm    Steven P. Souza, Kevin Flaherty

BIMO 321 (F)  Biochemistry I: Structure and Function of Biological Molecules  (QFR)
Crosslistings: BIOL321 / CHEM321 / BIMO321

Primary Crosslisting
This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports
Extra Info: may not be taken on a pass/fail basis
Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256
Enrollment Limit: 16/lab
Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators
Expected Class Size: 16/lab
Department Notes: does not satisfy the distribution requirement in the Biology major
Distributions: (D3) (QFR)
Attributes: BGNP Related Courses; BIMO Required Courses;

Fall 2018
LAB Section: 04  W 1:00 pm - 5:00 pm  Amy Gehring
LEC Section: 01  MWF 10:00 am - 10:50 am  Katie M. Hart
LAB Section: 02  M 1:00 pm - 5:00 pm  Katie M. Hart
LAB Section: 03  T 1:00 pm - 5:00 pm  Katie M. Hart

Spring 2019
LAB Section: 03  Cancelled
LAB Section: 02  M 1:00 pm - 5:00 pm  Bob Rawle
LEC Section: 01  MWF 9:00 am - 9:50 am  Bob Rawle

BIMO 322 (S) Biochemistry II: Metabolism (QFR)
Crosslistings: CHEM322 / BIMO322 / BIOL322
Primary Crosslisting
This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.
Class Format: lecture, three hours per week; laboratory, three hours per week
Requirements/Evaluation: evaluation is based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor
Enrollment Limit: 64
Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators
Expected Class Size: 64
Department Notes: does not satisfy the distribution requirement in the Biology major
Distributions: (D3) (QFR)
Attributes: BGNP Related Courses; BIMO Required Courses;

Spring 2019
LAB Section: 04  R 1:00 pm - 4:00 pm  Janis E. Bravo
LEC Section: 01  MWF 11:00 am - 11:50 am  Pei-Wen Chen
LAB Section: 03  W 1:00 pm - 4:00 pm  Janis E. Bravo
LAB Section: 02  T 1:00 pm - 4:00 pm  Janis E. Bravo
BIOL 202 (F) Genetics  (QFR)
Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids and DNA restriction mapping.

Class Format: lecture/laboratory, six hours per week

Requirements/Evaluation: evaluation will be based on bi-weekly problem sets, weekly laboratory exercises and laboratory reports, and examinations

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 101 and 102

Enrollment Limit: none

Expected Class Size: 84

Department Notes: does not satisfy the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses;  BIMO Required Courses;

Fall 2018

LAB Section: 05    R 1:00 pm - 4:00 pm    Derek Dean
LAB Section: 02    M 1:00 pm - 4:00 pm    Derek Dean
LAB Section: 03    T 1:00 pm - 4:00 pm    Derek Dean
LEC Section: 01    MWF 11:00 am - 11:50 am    David W. Loehlin
LAB Section: 04    W 1:00 pm - 4:00 pm    Derek Dean

BIOL 203 (F) Ecology  (QFR)
Crosslistings: BIOL203 / ENVI203

Primary Crosslisting
This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Class Format: lecture/laboratory, six hours per week

Requirements/Evaluation: evaluation will be based on problem sets, lab reports, hour exams, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: none

Expected Class Size: 35

Department Notes: satisfies the living system course requirement for the major in Environmental Studies; satisfies the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: ENVI Natural World Electives;  EVST Environmental Science;  EVST Living Systems Courses;

Fall 2018

LEC Section: 01    MWF 10:00 am - 10:50 am    Ron D. Bassar
LAB Section: 02    T 1:00 pm - 4:00 pm    Ron D. Bassar
BIOL 210 (S) Mathematical Biology (QFR)
Crosslistings: MATH310 / BIOL210

Secondary Crosslisting
This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

Class Format: tutorial
Requirements/Evaluation: problem sets, weekly meetings, final project and paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 250, MATH 209 or 309, permission of instructor
Enrollment Limit: 10
Enrollment Preferences: if over-enrolled, will have students submit reasons for taking class; preference to those with interest in both subjects
Expected Class Size: 10
Distributions: (D3) (QFR)
Distribution Notes: QFR: The course will introduce methods for developing and analyzing mathematical models.
Attributes: PHLH Methods in Public Health;

Spring 2019
TUT Section: T1  TBA  Julie C. Blackwood

BIOL 222 (S) Essentials of Biochemistry (QFR)
This course will explore the biochemistry of cellular processes and contextualize these processes in healthy and diseased states. Lecture topics in this one semester course will include the structure and function of proteins (enzymes and non-enzymatic proteins), lipids, and carbohydrates. Lectures will also survey the major metabolic pathways (carbohydrates, lipids, and amino acids) with particular attention to enzyme regulation and the integration of metabolism in different tissues and under different metabolic conditions. In the discussion/laboratory component of the course a combination of primary literature, hypothesis-driven exercises, problem solving, and bench work will be used to illustrate how particular techniques and experimental approaches are used in biochemical fields.

Class Format: lecture/discussion/laboratory, six hours per week
Requirements/Evaluation: regular quizzes, final exam, writing assignments (including problem sets), and lab assignments
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 101 and CHEM 156; not open to students who have taken BIOL 321 or BIOL 322
Enrollment Limit: 24
Enrollment Preferences: seniors who need to fulfill the biochemistry requirement for premedical school
Expected Class Size: 24
Department Notes: does not satisfy the distribution requirement for the major; cannot be counted towards the biology major in addition to either BIOL 321 or BIOL 322; cannot be counted towards the BIMO concentration
Distributions: (D3) (QFR)
Distribution Notes: QFR: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Spring 2019
BIOL 305 (S) Evolution (QFR)
This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and the emergence of diversity). Topics include micro-evolutionary models, natural selection and adaptation, sexual selection, speciation, the inference of evolutionary history among others.

Class Format: lecture/discussion/laboratory, six hours per week

Requirements/Evaluation: evaluation will be based on independent research project, problem sets, participation in discussions and exams

Prerequisites: BIOL 202

Enrollment Limit: 24

Enrollment Preferences: Seniors and biology majors

Expected Class Size: 24

Department Notes: satisfies the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses; BIMO Interdepartmental Electives; COGS Related Courses;

BIOL 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)
Crosslistings: BIOL321 / CHEM321 / BIMO321

Secondary Crosslisting
This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week; laboratory, four hours per week

Requirements/Evaluation: evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Extra Info: may not be taken on a pass/fail basis

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

Department Notes: does not satisfy the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses; BIMO Required Courses;
BIOL 322 (S)  Biochemistry II: Metabolism  (QFR)
Crosslistings: CHEM322 / BIMO322 / BIOL322

Secondary Crosslisting
This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture, three hours per week; laboratory, three hours per week
Requirements/Evaluation: evaluation is based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor
Enrollment Limit: 64
Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators
Expected Class Size: 64
Department Notes: does not satisfy the distribution requirement in the Biology major
Distributions: (D3) (QFR)
Attributes: BGNP Related Courses; BIMO Required Courses;

BIOL 329 (F)  Conservation Biology  (QFR)
Crosslistings: BIOL329 / ENVI339

Primary Crosslisting
Conservation biology is an interdisciplinary field that develops scientific and technical means for the protection, maintenance, and restoration of diversity at all levels of biological organization. This course provides an overview of the discipline including the causes and consequences of biodiversity loss as well as approaches and strategies used to combat biodiversity threats such climate change, habitat fragmentation, and invasive species. Particular emphasis is placed on the ecological dimension of conservation and the application of biological principles (derived from physiological and behavioral ecology, population genetics, population ecology, community ecology, and systematics) to the conservation of biodiversity. The course combines lectures, readings, in-class discussion, and a laboratory that includes both field and lab projects.
Class Format: lecture and discussion three hours per week; lab three hours per week

Requirements/Evaluation: lab assignments, two exams, and discussion participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 203, or BIOL 202, or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: biology majors, seniors, and juniors

Expected Class Size: 24

Department Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Distribution Notes: QFR: This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.

Attributes: ENVI Natural World Electives;

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CHEM 151 (F) Introductory Chemistry (QFR)

This course provides an introduction to chemistry for those students with little or no high school chemistry. Students will be introduced to concepts fundamental to studying matter at the molecular level. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilibrium, acid-base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation-reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three times per week; laboratory, four hours per week

Requirements/Evaluation: evaluation is based on frequent electronic and quantitative written weekly problem set assignments, laboratory work and reports, quizzes, two tests, and a final exam

Extra Info: information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: all students planning to enroll are required to take the online Chemistry Placement Test prior to registering for the course (and incoming first year students are required to meet with a faculty member during First Days);

Enrollment Limit: 16/lab

Enrollment Preferences: incoming first year students are required to meet with a faculty member during First Days;

Expected Class Size: 48

Department Notes: CHEM 151 may be taken concurrently with MATH 102—see under Mathematics; CHEM 151 or its equivalent is prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Distribution Notes: students who have studied chemistry for one or more years are directed to CHEM 153 or 155

Attributes: BIMO Required Courses;

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Fall 2018

LEC Section: 01    TR 11:20 am - 12:35 pm     Sonya K. Auer
LAB Section: 02    M 1:00 pm - 4:00 pm     Sonya K. Auer
LAB Section: 03    W 1:00 pm - 4:00 pm     Sonya K. Auer

LEC Section: 01    MWF 8:30 am - 9:45 am     Christopher Goh
LAB Section: 02    M 1:00 pm - 5:00 pm     Laura R. Strauch
**CHEM 153 (F) Concepts of Chemistry (QFR)**

This course broadens and deepens the foundation in chemistry of students who have had typically one year of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, and the model of an atom is expected. Principal topics for this course include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies. Laboratory work includes synthesis, qualitative and quantitative chemical analysis, and molecular modeling. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamental ideas of chemistry as part of their general education.

**Class Format:** lecture, three hours per week; laboratory, four hours per week

**Requirements/Evaluation:** evaluation is based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam

**Extra Info:** information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** all students are required to take the online Chemistry Placement Test prior to registering for the course (and incoming first year students are required to meet with a faculty member during First Days)

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** incoming first year students also must meet with a faculty member during First Days

**Expected Class Size:** 70

**Department Notes:** one of CHEM 151 or 153 or 155 required for the BIMO concentration

**Distributions:** (D3) (QFR)

**Attributes:** BIMO Required Courses;

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**CHEM 155 (F) Principles of Modern Chemistry (QFR)**

This course is designed for students with strong preparation in secondary school chemistry, including a laboratory experience, such as provided by an Advanced Placement chemistry course (or equivalent) with a corresponding score of 5 of the AP Chemistry Exam (or a 7 on the IB Exam, or equivalent). Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, industrial, environmental, biological, and medicinal chemistry. Laboratory work includes synthesis, characterization, and reactivity of coordination complexes, electrochemical analysis, materials chemistry, qualitative analysis, and molecular modeling. This course is of interest for students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for students who want to explore the fundamental ideas of chemistry as part of their general education.

**Class Format:** lecture, three hours per week; laboratory, four hours per week

**Requirements/Evaluation:** evaluation is based on weekly problem sets, laboratory work and reports, an hour test, and a final exam

**Extra Info:** information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: students planning to enroll are required to take the Chemistry Placement Survey prior to registering; incoming first year students are required to meet with faculty during First Days; for more information go to http://chemistry.williams.edu/placement/

Enrollment Limit: 16/lab

Enrollment Preferences: CHEM 151 is an introductory course for students with no or little chemistry background. Students who have studied chemistry for one or more years are directed to CHEM 153 or 155

Expected Class Size: 36

Department Notes: CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses;

Fall 2018

LAB Section: 04  W 1:00 pm - 5:00 pm  Enrique Peacock-López
LAB Section: 03  T 1:00 pm - 5:00 pm  Anthony J. Carrasquillo
LEC Section: 01  MWF 8:00 am - 8:50 am  Anthony J. Carrasquillo
LAB Section: 02  M 1:00 pm - 5:00 pm  Anthony J. Carrasquillo

CHEM 156 (S) Organic Chemistry: Introductory Level  (QFR)
This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkynes. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

Class Format: lecture, three hours per week; laboratory, four hours per week

Requirements/Evaluation: evaluation will be based on quantitative problem sets, laboratory performance, including written lab reports, three midterm exams, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CHEM 151 or 153 or 155 or placement exam or permission of instructor

Enrollment Limit: 16/lab

Expected Class Size: 120

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses;

Spring 2019

LEC Section: 01  MWF 9:00 am - 9:50 am  Jimmy A. Blair
LAB Section: 02  M 1:00 pm - 5:00 pm  Jimmy A. Blair
LAB Section: 03  T 1:00 pm - 5:00 pm  Brooke Olson Blair
LAB Section: 04  W 1:00 pm - 5:00 pm  Brooke Olson Blair
LAB Section: 07  M 1:00 pm - 5:00 pm  David P. Richardson
LAB Section: 08  W 1:00 pm - 5:00 pm  Jenna L. MacIntire
LAB Section: 06  T 8:00 am - 12:00 pm  Jenna L. MacIntire
LAB Section: 05  R 1:00 pm - 5:00 pm  Jenna L. MacIntire

CHEM 321 (F) Biochemistry I: Structure and Function of Biological Molecules  (QFR)
Secondary Crosslisting

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week; laboratory, four hours per week

Requirements/Evaluation: evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Extra Info: may not be taken on a pass/fail basis

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

Department Notes: does not satisfy the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses; BIMO Required Courses;

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Crosslistings: BIOL321 / CHEM321 / BIMO321

Secondary Crosslisting

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: evaluation is based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64
Enrollment Preferences:  junior and senior Biology and Chemistry majors and BIMO concentrators
Expected Class Size:  64
Department Notes:  does not satisfy the distribution requirement in the Biology major
Distributions:  (D3) (QFR)
Attributes:  BGNP Related Courses;  BIMO Required Courses;

Spring 2019
LAB Section: 03  W 1:00 pm - 4:00 pm  Janis E. Bravo
LAB Section: 02  T 1:00 pm - 4:00 pm  Janis E. Bravo
LEC Section: 01  MWF 11:00 am - 11:50 am  Pei-Wen Chen
LAB Section: 04  R 1:00 pm - 4:00 pm  Janis E. Bravo

CHEM 368 (S)  Computational Chemistry and Molecular Spectroscopy  (QFR)
This course provides an introduction to the principles of computational quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon modern electronic structure calculations, their fundamentals, practical considerations, interpretation, and applications to current research questions. Under guidance in the laboratory session and through independent work, students will use computational methods to explore assigned weekly research problems. The research results will be presented to and discussed with the tutorial partner at the end of each week.
Class Format: tutorial, meeting time to be determined
Requirements/Evaluation: evaluation is based on tutorial participation, presentations, and submitted papers
Extra Info:  may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites:  CHEM 361 or equivalent background in Physics
Enrollment Limit:  10
Expected Class Size:  10
Distributions:  (D3) (QFR)

Spring 2019
TUT Section: T1  Cancelled

CSCI 134 (F)  Introduction to Computer Science: Diving into the Deluge of Data  (QFR)
We are surrounded by information: weather forecasts, twitter feeds, restaurant reviews, stock market tickers, music recommendations, among others. This course introduces fundamental computational concepts for representing and manipulating data. Using the programming language Python, this course explores effective ways to organize and transform information in order to solve problems. Students will learn to design algorithms to search, sort, and manipulate data in application areas like text and image processing, social networks, scientific computing, databases, and the World Wide Web. Programming topics covered include object-oriented and functional programming, control structures, types, recursion, arrays, lists, streams, and dictionaries. This course is appropriate for all students who want to create software and learn computational techniques for manipulating and analyzing data. More details are available on the department website, http://www.cs.williams.edu
Class Format: lecture/laboratory
Requirements/Evaluation: evaluation will be based on weekly assignments, programming projects, and examinations
Prerequisites:  none, except for the standard prerequisites for a (Q) course; previous programming experience is not required
Enrollment Limit:  75
Enrollment Preferences:  If the course is over-enrolled, enrollment will be determined by lottery
Expected Class Size:  75
Department Notes:  students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department
Distributions:  (D3) (QFR)
CSCI 136 (F) Data Structures and Advanced Programming (QFR)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

Class Format: lecture/laboratory
Requirements/Evaluation: evaluation will be based on programming assignments, homework and/or examinations
Prerequisites: CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required
Enrollment Limit: 60
Enrollment Preferences: If the course is over-enrolled, enrollment will be determined by lottery
Expected Class Size: 60
Distributions: (D3) (QFR)
Attributes: BGNP Recommended Courses;
CSCI 237 (F) Computer Organization (QFR)

This course studies the basic instruction set architecture and organization of a modern computer. It provides a programmer's view of how computer systems execute programs, store information, and communicate. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward.

Class Format: lecture/laboratory

Requirements/Evaluation: evaluation will be based primarily on projects, and one or more exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 134, or both experience in programming and permission of instructor

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Distributions: (D3) (QFR)

Fall 2018

LAB Section: 02  T 1:00 pm - 2:30 pm  Bill K. Jannen
LAB Section: 03  T 2:35 pm - 4:00 pm  Bill K. Jannen
LEC Section: 01  MWF 10:00 am - 10:50 am  Bill K. Jannen

Spring 2019

LAB Section: 02  R 1:00 pm - 2:25 pm  Duane A. Bailey
LAB Section: 03  R 2:35 pm - 4:00 pm  Duane A. Bailey
LEC Section: 01  MWF 10:00 am - 10:50 am  Duane A. Bailey

CSCI 256 (F) Algorithm Design and Analysis (QFR)

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include induction, divide-and-conquer, dynamic programming, and greedy algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on problem sets and programming assignments, and midterm and final examinations

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses;

Fall 2018

LEC Section: 01  MWF 11:00 am - 11:50 am  William J. Lenhart
CSCI 326 (F) Software Methods (QFR)
Sophisticated software systems play a prominent role in many aspects of our lives, and while programming can be a very creative and exciting process, building a reliable software system of any size is no easy feat. Moreover, the ultimate outcome of any programming endeavor is likely to be incomplete, unreliable, and unmaintainable unless principled methods for software construction are followed. This course explores those methods. Specific topics include: software processes; specifying requirements and verifying correctness; abstractions; design principles; software architectures; concurrent and scalable systems design; testing and debugging; and performance evaluation.

Class Format: lecture/lab
Requirements/Evaluation: homework, programming assignments, group work, presentations, exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136, and at least one of CSCI 237, 256, or 334
Enrollment Limit: 24
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 24
Distributions: (D3) (QFR)

CSCI 333 (S) Storage Systems (QFR)
This course will examine topics in the design, implementation, and evaluation of storage systems. Topics include the memory hierarchy; ways that data is organized (both logically and physically); storage hardware and its influence on storage software designs; data structures; performance models; and system measurement/evaluation. Readings will be taken from recent technical literature, and an emphasis will be placed on identifying and evaluating design trade-offs.

Class Format: lecture/lab
Requirements/Evaluation: problem sets, programming assignments, and midterm and final examinations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136; CSCI 237 or permission of instructor
Enrollment Limit: 24
Enrollment Preferences: current Computer Science majors, students with research experience or interest
Expected Class Size: 24
Distributions: (D3) (QFR)
Distribution Notes: QFR: This course will have students develop quantitative/formal reasoning skills through problem sets and programming assignments.

CSCI 334 (F) Principles of Programming Languages (QFR)
This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.
CSCI 336 (F) Computer Networks (QFR)

This course explores the design and implementation of computer networks. Topics include wired and wireless networks; techniques for efficient and reliable encoding and transmission of data; addressing schemes and routing mechanisms; resource allocation for bandwidth sharing; and security issues. An important unifying themes is the distributed nature of all network problems. We will examine the ways in which these issues are addressed by current protocols such as TCP/IP and 802.11 WIFI.

Class Format: This class will follow the meeting structure of a tutorial, with groups of three or four
Requirements/Evaluation: evaluation will be based on problem sets, programming assignments, and midterm and final examinations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136 and 237
Enrollment Limit: 18
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 18
Distributions: (D3) (QFR)

Fall 2018
TUT Section: T1 Cancelled

CSCI 361 (F) Theory of Computation (QFR)

Crosslistings: CSCI361 / MATH361

Primary Crosslisting

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory—the examination of what problems can be solved and what problems cannot be solved—and the study of complexity theory—the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on problem sets, a midterm examination, and a final examination
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor
Enrollment Limit: 34
Enrollment Preferences: current or expected Computer Science majors
CSCI 432 (F) Operating Systems (QFR)
This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, os/architecture interaction, and distributed operating systems.
Class Format: lecture
Requirements/Evaluation: evaluation will be based on several implementation projects that will include significant programming, as well as written homework and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 237 and either CSCI 256 or 334
Enrollment Limit: 24
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 24
Distributions: (D3) (QFR)

CSCI 434 (S) Compiler Design (QFR)
This tutorial covers the principles and practices for the design and implementation of compilers and interpreters. Topics include all stages of the compilation and execution process: lexical analysis; parsing; symbol tables; type systems; scope; semantic analysis; intermediate representations; run-time environments and interpreters; code generation; program analysis and optimization; and garbage collection. The course covers both the theoretical and practical implications of these topics. Students will construct a full compiler for a simple object-oriented language.
Class Format: This class will follow the meeting structure of a tutorial, with groups of three or four
Requirements/Evaluation: evaluation will be based on presentations, problem sets, a substantial implementation project, and two exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 237 and 256 CSCI 334 is recommended, but not required
Enrollment Limit: 10
Enrollment Preferences: current or expected Computer Science majors
Expected Class Size: 10
Distributions: (D3) (QFR)
ECON 110 (F) Principles of Microeconomics (QFR)

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

Class Format: lecture/discussion

Requirements/Evaluation: problem sets, quizzes, short essays, two midterms (one for Bradburd's sections), final exam

Extra Info: this course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's, Gender and Sexuality Studies

Extra Info 2: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 40

Department Notes: the department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course

Distributions: (D2) (QFR)

Distribution Notes: Prof. Bradburd's section ONLY; intends to use the issue of environmental protection in general, and climate change in particular, as the vehicle for presenting and applying many, though not all, of the economic concepts and tools developed in the course

Attributes: POEC Required Courses;

Fall 2018
LEC Section: 04 TR 11:20 am - 12:35 pm Owen Thompson
LEC Section: 03 TR 8:30 am - 9:45 am Don Carlson
LEC Section: 02 MR 2:35 pm - 3:50 pm Sara LaLumia
LEC Section: 01 MR 1:10 pm - 2:25 pm Sara LaLumia
LEC Section: 06 TF 2:35 pm - 3:50 pm Melinda Petre
LEC Section: 05 TF 1:10 pm - 2:25 pm Owen Thompson

Spring 2019
LEC Section: 03 MR 1:10 pm - 2:25 pm Melinda Petre
LEC Section: 02 MWF 8:30 am - 9:45 am Don Carlson
LEC Section: 01 TR 8:30 am - 9:45 am Susan Godlonton

ECON 120 (F) Principles of Macroeconomics (QFR)

This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.

Class Format: lecture/discussion

Requirements/Evaluation: problem sets, short essays, midterm, final exam

Prerequisites: ECON 110

Enrollment Limit: 40

Expected Class Size: 40

Distributions: (D2) (QFR)

Attributes: POEC Required Courses;
**ECON 213 (S) Introduction to Environmental and Natural Resource Economics** (QFR)

Crosslistings: ECON213 / ENVI213

**Primary Crosslisting**

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.

**Class Format:** lecture

**Requirements/Evaluation:** problem sets, short essays, paper(s); exam(s) are possible

**Prerequisites:** ECON 110

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 30

**Department Notes:** this course will count toward both the Environmental Studies major and concentration

**Distributions:** (D2) (QFR)

**Attributes:** ENVI Environmental Policy; POEC Comparative POEC/Public Policy Courses;

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**Spring 2019**

LEC Section: 01    MW 11:00 am - 12:15 pm     Sarah A. Jacobson

**ECON 229 (S) Law and Economics** (QFR)

This course applies the tools of microeconomic analysis to private (i.e., civil) law. This analysis has both positive and normative aspects. The positive aspects deal with how individuals respond to the incentives created by the legal system. Examples include: how intellectual property law encourages the creation of knowledge while simultaneously restricting the dissemination of intellectual property; how tort law motivates doctors to avoid malpractice suits; and how contract law facilitates agreements. The normative aspects of the analysis ask whether legal rules enhance economic efficiency (or, more broadly, social welfare). Examples include: what legal rules are most appropriate for mitigating pollution, ensuring safe driving, and guaranteeing workplace safety? The course will also cover the economics of legal systems; for example, what are the incentives for plaintiffs to initiate lawsuits and what role do lawyers play in determining outcomes. The course will also consider potential reforms of the legal system.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, problem sets, short papers based on actual court cases and possible legal reforms, a midterm exam, and a final exam

**Prerequisites:** ECON 110

**Enrollment Limit:** 35

**Enrollment Preferences:** Open; prefer a mix of student backgrounds

**Expected Class Size:** 25

**Distributions:** (D2) (QFR)
British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

Class Format: tutorial

Requirements/Evaluation: essays (one every other week) and responses to partner's essays will be evaluated

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: one course in ECON

Enrollment Limit: 10

Enrollment Preferences: Economics major, prior course on South Asia

Expected Class Size: 10

Distributions: (D2) (DPE) (WI) (QFR)

Distribution Notes: DPE: Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation. QFR and WI: Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies both the WI and QFR requirement.

Attributes: GBST South + Southeast Asia Studies Electives; POEC Comparative POEC/Public Policy Courses;
LEC Section: 02    TF 2:35 pm - 3:50 pm     Stephen C. Sheppard

ECON 252 (F) Macroeconomics (QFR)
A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets and/or written assignments, midterm(s), and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 110 and 120 and MATH 130 or its equivalent
Enrollment Limit: 30
Expected Class Size: 25
Distributions: (D2) (QFR)

Fall 2018
LEC Section: 02    TF 2:35 pm - 3:50 pm     Peter L. Pedroni
LEC Section: 01    MW 11:00 am - 12:15 pm     Peter J. Montiel

Spring 2019
LEC Section: 03    TR 8:30 am - 9:45 am     Greg Phelan
LEC Section: 04    TR 9:55 am - 11:10 am     Greg Phelan
LEC Section: 01    MW 11:00 am - 12:15 pm     Peter J. Montiel
LEC Section: 02    TF 2:35 pm - 3:50 pm     Peter L. Pedroni

ECON 255 (F) Econometrics (QFR)
An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

Class Format: lecture
Requirements/Evaluation: problem sets, two midterms, group presentations, and possible additional assignments Swamy: problem sets, one midterm, final exam and a group project Gentry: problem sets, one midterm, final exam, a group project, and possible additional assignments
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 130, plus STAT 161, 201 or 202 (or equivalent), plus one course in ECON. STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018.
Enrollment Limit: 30
Expected Class Size: 30
Department Notes: students may substitute the combination of STAT 201 and 346 for ECON 255
Distributions: (D2) (QFR)
Attributes: EVST Methods Courses; PHLH Statistics Courses; POEC Required Courses;

Fall 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm     Tara E. Watson
LEC Section: 02    MWF 8:30 am - 9:45 am     David J. Zimmerman

Spring 2019
LEC Section: 01    TR 11:20 am - 12:35 pm     Anand V. Swamy
LEC Section: 02    TF 2:35 pm - 3:50 pm     Anand V. Swamy
LEC Section: 03    TR 8:30 am - 9:45 am     William M. Gentry
LEC Section: 04    MWF 8:30 am - 9:45 am     Melinda Petre

ECON 360 (S) Monetary Economics  (QFR)
This course covers a range of theoretical and applied issues bearing on monetary policy as conducted in the U.S. and abroad. Topics to be discussed include: What causes inflation? What are the channels through which monetary policy affects the economy? Why should central banks commit to policy rules? How do exchange rates respond to monetary policy? How did the gold standard work? And will cryptocurrencies replace the dollar? In addition, we will develop and learn how to simulate the "New Keynesian" macroeconomic model, which has become the standard framework for monetary policy analysis for central banks around the world.

Class Format: lecture
Requirements/Evaluation: at least one exam, a research paper and a class presentation
Extra Info: not available for the fifth course option
Prerequisites: ECON 252 and 255. Multivariate calculus (MATH 150 or 151) is recommended but not required
Enrollment Limit: 25
Enrollment Preferences: junior and senior Economics majors
Expected Class Size: 25
Distributions: (D2) (QFR)
Attributes: GBST Economic Development Studies Electives; POEC International Political Economy Courses;

Spring 2019
LEC Section: 01    MWF 8:30 am - 9:45 am     Kenneth N. Kuttner

ECON 364 (F) Theory of Asset Pricing  (QFR)
What is the price of time? What is the price of risk? How do markets allocate resources across time and uncertain states of the world? This course theoretically studies how markets allocate scarce resource across time and when outcomes are risky. The "goods" in such markets are called "assets" and the prices of "assets" determine the cost of trading resources across time and across uncertain states of the world. We theoretically investigate how equilibrium determines the price of time, then asset price implications; then asset allocations and prices in the presence of risk; finally, implications for new assets.

Class Format: lecture
Requirements/Evaluation: problem sets and exams
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 251 or ECON 252; and ECON 255 or STAT 201
Enrollment Limit: 25
Expected Class Size: 25
Distributions: (D2) (QFR)

Fall 2018
LEC Section: 01    TR 8:30 am - 9:45 am     Greg Phelan

ECON 371 (F) Time Series Econometrics and Empirical Methods for Macro  (QFR)
Econometric methods in many fields including macro and monetary economics, finance and international growth and development, as well as numerous fields beyond economics, have evolved a distinct set of techniques which are designed to meet the practical challenges posed by the typical empirical questions and available time series data of these fields. The course will begin with an introductory review of concepts of estimation and inference for large data samples in the context of the challenges of multivariate endogeneous systems, and will then focus on associated methods for
Students will be introduced to concepts and techniques analytically, but also by intuition, learning by doing, and by computer simulation and illustration. The course is particularly well suited for economics majors wishing to explore advanced empirical methods, or for statistics, mathematics or computer science majors wishing to learn more about the ways in which the subject of their majors interacts with the fields of economics. The method of evaluation will include a term paper. ECON 252 and either STATS 346 or ECON 255 are formal prerequisites, although for students with exceptionally strong math/stats backgrounds these can be waived subject to instructor permission. Credit may not be earned for both ECON 371 and ECON 356.

**Class Format:** seminar

**Requirements/Evaluation:** term paper and regular homework assignments

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** ECON 252 and either ECON 255 or STATS 346

**Enrollment Limit:** 19

**Enrollment Preferences:** students wishing to write an honors thesis, and students with strong MATH/STAT/CSCI backgrounds

**Expected Class Size:** 19

**Distributions:** (D2) (QFR)

**Distribution Notes:** QFR: Uses quantitative/formal reasoning intensively in the form of mathematical and statistical arguments, as well as computer programming.

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**ECON 378 (F) Long-Run Perspectives on Economic Growth (QFR)**

The world today is marred by vast differences in the standard of living, with about a 30-fold difference in per-capita incomes between the poorest country and the most affluent. What explanations do long-run growth economists have to offer for these differences in levels of prosperity across nations? Are the explanations to be found in underlying differences between countries over the past few decades, the past few centuries, or the past few millennia? If contemporary differences in living standards have "deep" historically-rooted origins, what scope exists for policies to reduce global inequality today? Can we expect global inequality to be reduced gradually over time, through natural processes of economic development, or are they likely to persist unless action is taken to reduce them? This course will present a unified theory of economic growth for thinking about these and related questions. Examples of issues to be covered include: the Neoclassical growth model and its inefficacy for answering questions about development over long time horizons; Malthusian stagnation across societies during the pre-industrial stage of economic development; the importance of the so-called demographic transition and of human capital formation in the course of industrialization; the persistent influence of colonialism, slavery, and ethnic fragmentation in shaping the quality of contemporary politico-economic institutions; and the long-lasting effects of geography on comparative development, through its impact on the emergence of agriculture in early human societies and its influence in shaping the genetic composition of human populations across the globe.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** at least one exam, a research paper and a class presentation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ECON 251, ECON 252, and either ECON 255 or STAT 346

**Enrollment Limit:** 25

**Enrollment Preferences:** junior and senior Economics majors

**Expected Class Size:** 25

**Distributions:** (D2) (QFR)

**Attributes:** POEC Comparative POEC/Public Policy Courses;   

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Fall 2018

**LEC Section: 01** TR 11:20 am - 12:35 pm Quamrul H. Ashraf
**ECON 379 (S) Program Evaluation for International Development** (QFR)

**Crosslistings:** ECON379 / ECON523

**Secondary Crosslisting**

Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

**Class Format:** seminar

**Requirements/Evaluation:** problem sets, midterm exam and one 7- to 10-page essay

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)

**Enrollment Limit:** 20

**Enrollment Preferences:** CDE Students, but undergraduates with the prerequisites are welcome

**Expected Class Size:** 20

**Distributions:** (D2) (QFR)

**Attributes:** PHLH Methods in Public Health; POEC Comparative POEC/Public Policy Courses;

**Spring 2019**

SEM Section: 01   TR 11:20 am - 12:35 pm   Susan Godlonton

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**ECON 389 (S) Tax Policy in Global Perspective** (QFR)

**Crosslistings:** ECON514 / ECON389

**Secondary Crosslisting**

Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country's income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. This class provides an in-depth exploration of tax policy, from a global and comparative perspective. Because most students in this class will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are most pertinent to developing countries, but we will also learn something about tax systems in the U.S. and other industrialized nations. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus "flat" taxes; how various elements of tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

**Class Format:** seminar

**Requirements/Evaluation:** midterm exam, 4 problem sets, two 8-page essays

**Prerequisites:** one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

**Enrollment Limit:** 19

**Enrollment Preferences:** CDE students, but undergraduates with the prerequisites are welcome
ECON 453 (S) Research in Labor Economics and Policy (QFR)

The labor market plays a crucial role in people's lives worldwide. In industrialized countries, most households contain at least one wage earner, and income from working represents the largest component of total income. Thus analyses of the labor market are fundamentally relevant to both public policy and private decision-making. This seminar will explore the structure and functioning of the labor market using theoretical and empirical tools. Topics to be covered include labor supply and demand, minimum wages, labor market effects of social insurance and welfare programs, the collective bargaining relationship, discrimination, human capital, immigration, wage distribution, and unemployment. As labor economics is an intensely empirical subfield, students will be expected to analyze data as well as study the empirical work of others.

Class Format: seminar
Requirements/Evaluation: a series of short papers and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original empirical research paper (written in stages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 251 and ECON 255 or POEC 253
Enrollment Limit: 19
Enrollment Preferences: senior Economics majors

ECON 471 (S) Topics in Advanced Econometrics (QFR)

The course uses both a practical and conceptual/theory based approach, with emphasis on methods of structural identification of dynamics in VARs and cointegration analysis, both in conventional time series and panel time series which contain spatial dimensions. The course will also investigate methods of computer simulation related to these techniques. The course is well suited for students considering empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, trade and development, as well as fields outside of economics that use time series data. It is also well suited for students majoring in economics, statistics, computer sciences or mathematics who wish to expand their econometrics training and understanding to a more advanced level.

Class Format: seminar
Requirements/Evaluation: periodic homework assignments, term paper
Extra Info: not available for the fifth course option
Prerequisites: ECON 371
Enrollment Limit: 10
Enrollment Preferences: students with strong quantitative backgrounds, and to students intending to write an honors thesis
Expected Class Size: 10
Distributions: (D2) (QFR)
This advanced course in macroeconomics and financial theory attempts to explain the role and the importance of the financial system in the global economy. The course will provide an understanding of why there is financial intermediation, how financial markets differ from other markets, and the equilibrium consequences of financial activities. Rather than separating off the financial world from the rest of the economy, we will study financial equilibrium as a critical element of economic equilibrium. An important topic in the course will be studying how financial market imperfections amplify and propagate shocks to the aggregate economy. The course may cover the following topics: the determination of asset prices in general equilibrium; consequences of limited asset markets for economic efficiency; theoretical foundations of financial contracts and justifications for the existence of financial intermediaries; the roles of financial frictions in magnifying aggregate fluctuations and creating persistence and instability; the role of leverage and financial innovation in fueling financial crises.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on problem sets, exams, and potentially student presentations

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ECON 251 and ECON 252

**Enrollment Limit:** 19

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 15

**Distributions:** (D2) (QFR)

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### ECON 477 (S) Economics of Environmental Behavior (QFR)

**Crosslistings:** ENVI376 / ECON477

**Primary Crosslisting**

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

**Class Format:** seminar

**Requirements/Evaluation:** short essays and empirical exercises, class participation, oral presentation(s), and a final original research paper using an experiment, existing data, or theory

**Prerequisites:** ECON 251 and (ECON 255 or STAT 346)

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 15

**Distributions:** (D2) (QFR)

**Attributes:** MAST Interdepartmental Electives; POEC Comparative POEC/Public Policy Courses;

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### ECON 514 (S) Tax Policy in Global Perspective (QFR)

**Crosslistings:** ECON514 / ECON389

**Primary Crosslisting**

Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic
development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country’s income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. This class provides an in-depth exploration of tax policy, from a global and comparative perspective. Because most students in this class will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are most pertinent to developing countries, but we will also learn something about tax systems in the U.S. and other industrialized nations. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus “flat” taxes; how various elements of tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Class Format: seminar

Requirements/Evaluation: midterm exam, 4 problem sets, two 8-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Distributions: (D2) (QFR)

Attributes: POEC Comparative POEC/Public Policy Courses; POEC International Political Economy Courses;

Spring 2019

SEM Section: 01   TR 8:30 am - 9:45 am   Jon M. Bakija

ECON 523 (S)  Program Evaluation for International Development  (QFR)

Crosslistings: ECON379 / ECON523

Primary Crosslisting

Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Class Format: seminar

Requirements/Evaluation: problem sets, midterm exam and one 7- to 10-page essay

Extra Info: may not be taken on a pass/fail basis

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)

Enrollment Limit: 20

Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome

Expected Class Size: 20

Distributions: (D2) (QFR)

Attributes: PHLH Methods in Public Health; POEC Comparative POEC/Public Policy Courses;
ENVI 108 (F) Energy Science and Technology (QFR)
Crosslistings: ENVI108 / PHYS108

Secondary Crosslisting
Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: lecture twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

Requirements/Evaluation: evaluation will be based on weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 20

Expected Class Size: 20

Distributions: (D3) (QFR)

Attributes: ENVI Natural World Electives; SCST Related Courses

Fall 2018
LEC Section: 01 MR 1:10 pm - 2:25 pm Kevin M. Jones

ENVI 203 (F) Ecology (QFR)
Crosslistings: BIOL203 / ENVI203

Secondary Crosslisting
This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Class Format: lecture/laboratory, six hours per week

Requirements/Evaluation: evaluation will be based on problem sets, lab reports, hour exams, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: none

Expected Class Size: 35

Department Notes: satisfies the living system course requirement for the major in Environmental Studies; satisfies the distribution requirement in the Biology major

Distributions: (D3) (QFR)

Attributes: ENVI Natural World Electives; EVST Environmental Science; EVST Living Systems Courses;
ENVI 213 (S)  Introduction to Environmental and Natural Resource Economics  (QFR)
Crosslistings: ECON213 / ENVI213

Secondary Crosslisting
We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.

Class Format: lecture
Requirements/Evaluation: problem sets, short essays, paper(s); exam(s) are possible
Prerequisites: ECON 110
Enrollment Limit: 30
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 30
Department Notes: this course will count toward both the Environmental Studies major and concentration
Distributions: (D2) (QFR)
Attributes: ENVI Environmental Policy; POEC Comparative POEC/Public Policy Courses;

Spring 2019
LEC Section: 01    MW 11:00 am - 12:15 pm     Sarah A. Jacobson

ENVI 339 (F)  Conservation Biology  (QFR)
Crosslistings: BIOL329 / ENVI339

Secondary Crosslisting
Conservation biology is an interdisciplinary field that develops scientific and technical means for the protection, maintenance, and restoration of diversity at all levels of biological organization. This course provides an overview of the discipline including the causes and consequences of biodiversity loss as well as approaches and strategies used to combat biodiversity threats such climate change, habitat fragmentation, and invasive species. Particular emphasis is placed on the ecological dimension of conservation and the application of biological principles (derived from physiological and behavioral ecology, population genetics, population ecology, community ecology, and systematics) to the conservation of biodiversity. The course combines lectures, readings, in-class discussion, and a laboratory that includes both field and lab projects.

Class Format: lecture and discussion three hours per week; lab three hours per week
Requirements/Evaluation: lab assignments, two exams, and discussion participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 203, or BIOL 202, or permission of instructor
Enrollment Limit: 24
Enrollment Preferences: biology majors, seniors, and juniors
Expected Class Size: 24
Department Notes: satisfies the distribution requirement for the Biology major
Distributions: (D3) (QFR)
Distribution Notes: QFR: This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.
Attributes: ENVI Natural World Electives;

Fall 2018
ENVI 376 (S) Economics of Environmental Behavior (QFR)
Crosslistings: ENVI376 / ECON477

Secondary Crosslisting
A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or harm the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

Class Format: seminar
Requirements/Evaluation: short essays and empirical exercises, class participation, oral presentation(s), and a final original research paper using an experiment, existing data, or theory
Prerequisites: ECON 251 and (ECON 255 or STAT 346)
Enrollment Limit: 19
Enrollment Preferences: senior Economics majors
Expected Class Size: 15
Distributions: (D2) (QFR)
Attributes: MAST Interdepartmental Electives; POEC Comparative POEC/Public Policy Courses;

Spring 2019
SEM Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ENVI 404 (S) Coastal Processes and Geomorphology (QFR)
Crosslistings: ENVI404 / MAST404 / GEOS404

Secondary Crosslisting
Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces—wind, waves, storms, and people—that shape the coastal zone, as well as the geologic formations—sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs—that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week
Requirements/Evaluation: lab reports, tests, and an independent research project
Prerequisites: GEOS 104 or permission of instructor
Enrollment Limit: none
Expected Class Size: 10
GEOS 301 (F)  Structural Geology  (QFR)
The structure of the Earth's crust is constantly changing and the rocks making up the crust must deform to accommodate these changes. Rock deformation occurs over many scales ranging from individual mineral grains to mountain belts. This course deals with the geometric description of structures, stress and strain analysis, deformation mechanisms in rocks, and the large scale forces responsible for crustal deformation. The laboratories cover geologic maps and cross sections, folds and faults, stereonet analysis, field techniques, strain, and stress.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week
Requirements/Evaluation: evaluation will be based on weekly laboratory exercises, problem sets, a midterm exam, and a final exam; many of the labs and problem sets use geometry, algebra, and several projection techniques to solve common problems in structural geology
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GEOS 101 or 102, or permission of instructor

GEOS 301 (F)  Structural Geology  (QFR)

Fall 2018
LEC Section: 01  MW 11:00 am - 12:15 pm  Paul M. Karabinos
LAB Section: 02  M 1:00 pm - 4:00 pm  Paul M. Karabinos

GEOS 404 (S)  Coastal Processes and Geomorphology  (QFR)
Crosslistings: ENVI404 / MAST404 / GEOS404
Primary Crosslisting
Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week
Requirements/Evaluation: lab reports, tests, and an independent research project
Prerequisites: GEOS 104 or permission of instructor
Enrollment Limit:  none
### MATH 110 (F) Logic and Likelihood (QFR)

How best can we reason in the face of uncertainty? We will begin with an examination of rationality and the reasoning process including a survey of formal logic. Starting with uncertainty from a psychological and philosophical viewpoint, we will move to a careful theory of likelihood and how to reason with probabilistic models. The course will conclude with a consideration of observation and information, how to test hypotheses, and how we update our beliefs to incorporate new evidence.

- **Class Format:** lecture
- **Requirements/Evaluation:** homework, essays, presentations, exams, and participation
- **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
- **Prerequisites:** none
- **Enrollment Limit:** 25
- **Enrollment Preferences:** first-year students
- **Expected Class Size:** 25
- **Distributions:** (D3) (QFR)
- **Distribution Notes:** QFR: This course will be covering formal logic and probability theory at sufficient depth to place this course on level with other QFR designated courses.

### MATH 130 (F) Calculus I (QFR)

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms.

- **Class Format:** lecture
- **Requirements/Evaluation:** evaluation will be based primarily on exams, homework and quizzes
- **Prerequisites:** MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before
- **Enrollment Limit:** 50
- **Enrollment Preferences:** Professor's discretion
- **Expected Class Size:** 30
- **Department Notes:** students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor
- **Distributions:** (D3) (QFR)
MATH 140 (F) Calculus II  (QFR)
Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives (“differential equations”) for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, quizzes, and/or exams
Prerequisites: MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor
Enrollment Limit: 50
Expected Class Size: 30
Department Notes: students who have higher advanced placement must enroll in MATH 150 or above
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01  MWF 10:00 am - 10:50 am  Cesar E. Silva
LEC Section: 02  MWF 11:00 am - 11:50 am  Cesar E. Silva

Spring 2019
LEC Section: 01  MWF 9:00 am - 9:50 am  Susan R. Loepp

MATH 150 (F) Multivariable Calculus  (QFR)
Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, quizzes, and/or exams
Prerequisites: MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination
Enrollment Limit: 50
Expected Class Size: 50
Department Notes: this course is the right starting point for students who have seen differentiation and integration before; students with the equivalent of advanced placement of AB 4, BC 3 or above should enroll in MATH 150
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 02  MWF 10:00 am - 10:50 am  Julie C. Blackwood
LEC Section: 01  MWF 9:00 am - 9:50 am  Julie C. Blackwood
LEC Section: 03  MWF 11:00 am - 11:50 am  Julie C. Blackwood

Spring 2019
LEC Section: 02  MWF 10:00 am - 10:50 am  Stewart D. Johnson
LEC Section: 01  MWF 9:00 am - 9:50 am  Stewart D. Johnson

MATH 151 (F) Multivariable Calculus  (QFR)
Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based primarily on homework, quizzes, and/or exams

**Prerequisites:** AP BC 3 or higher or integral calculus with infinite series

**Enrollment Limit:** 50

**Expected Class Size:** 50

**Department Notes:** MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151

**Distributions:** (D3) (QFR)

**Fall 2018**
LEC Section: 02 MWF 10:00 am - 10:50 am    Colin C. Adams
LEC Section: 01 MWF 9:00 am - 9:50 am     Colin C. Adams
LEC Section: 03 MWF 11:00 am - 11:50 am     Colin C. Adams

**MATH 200 (F) Discrete Mathematics  (QFR)**
Course Description: In contrast to calculus, which is the study of continuous processes, this course examines the structure and properties of finite sets. Topics to be covered include mathematical logic, elementary number theory, mathematical induction, set theory, functions, relations, elementary combinatorics and probability, graphs and trees, and algorithms. Emphasis will be given on the methods and styles of mathematical proofs, in order to prepare the students for more advanced math courses.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based primarily on homework and exams

**Prerequisites:** MATH 140 or MATH 130 with CSCI 134 or 135; or one year of high school calculus with permission of instructor; students who have taken a 300-level math course should obtain permission of the instructor before enrolling

**Enrollment Limit:** 40

**Expected Class Size:** 25

**Distributions:** (D3) (QFR)

**Fall 2018**
LEC Section: 01 MWF 9:00 am - 9:50 am    Ralph E. Morrison
LEC Section: 02 MWF 10:00 am - 10:50 am    Ralph E. Morrison

**Spring 2019**
LEC Section: 02 MWF 11:00 am - 11:50 am    Leo Goldmakher
LEC Section: 01 MWF 10:00 am - 10:50 am    Leo Goldmakher

**MATH 210 (S) Mathematical Methods for Scientists  (QFR)**
Crosslistings: PHYS210 / MATH210

**Secondary Crosslisting**
This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students
who are not already familiar with this computational tool.

Class Format: lecture, three hours per week

Requirements/Evaluation: evaluation will be based on several exams and on weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Expected Class Size: 30

Distributions: (D3) (QFR)

Spring 2019

LEC Section: 01    TR 9:55 am - 11:10 am    Daniel P. Aalberts

MATH 250 (F)  Linear Algebra  (QFR)

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on homework and exams

Prerequisites: MATH 150/151 or MATH 200

Enrollment Limit: 45

Expected Class Size: 35

Distributions: (D3) (QFR)

Attributes: COGS Related Courses;

Fall 2018

LEC Section: 02    TF 2:35 pm - 3:50 pm    Haydee M. A. Lindo
LEC Section: 01    TF 1:10 pm - 2:25 pm    Haydee M. A. Lindo

Spring 2019

LEC Section: 02    MWF 11:00 am - 11:50 am    Thomas A. Garrity
LEC Section: 01    MWF 10:00 am - 10:50 am    Thomas A. Garrity

MATH 307 (F)  Computational Linear Algebra  (QFR)

Linear algebra is of central importance in the quantitative sciences, including application areas such as image and signal processing, data mining, computational finance, structural biology, and much more. When the problems must be solved computationally, approximation, round-off errors, convergence, and efficiency matter, and traditional linear algebra techniques may fail to succeed. We will adopt linear algebra techniques on a large scale, implement them computationally, and apply them to core problems in scientific computing. Topics may include: systems of linear and nonlinear equations; approximation and statistical function estimation; optimization; interpolation; and Monte Carlo techniques. This course could also be considered a course in numerical analysis or computational science.

Class Format: lecture

Requirements/Evaluation: quizzes/exams, problem sets, projects and activities

Extra Info: may not be taken on a pass/fail basis

Prerequisites: Math 250, some elementary computer programming experience is strongly recommended

Enrollment Limit: 30

Enrollment Preferences: Professor's discretion
MATH 309 (S)  Differential Equations  (QFR)

Ordinary differential equations (ODE) frequently arise as models of phenomena in the natural and social sciences. This course presents core ideas of ODE from an applied standpoint. Topics covered early in the course include numerical solutions, separation of variables, integrating factors, constant coefficient linear equations, and power series solutions. Later, we focus on nonlinear ODE, for which it is usually impossible to find analytical solutions. Tools from dynamical systems allows us to obtain some information about the behavior of the ODE without explicitly knowing the solution.

Class Format: lecture, discussion, interactive activities
Requirements/Evaluation: quizzes/exams, problem sets, activities
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MATH 150/151 and MATH 250
Enrollment Limit: 30
Enrollment Preferences: Professor's discretion
Expected Class Size: 30
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01    TR 11:20 am - 12:35 pm     Chad M. Topaz

MATH 310 (S)  Mathematical Biology  (QFR)

Crosslistings: MATH310 / BIOL210

Primary Crosslisting

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

Class Format: tutorial
Requirements/Evaluation: problem sets, weekly meetings, final project and paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 250, MATH 209 or 309, permission of instructor
Enrollment Limit: 10
Enrollment Preferences: if over-enrolled, will have students submit reasons for taking class; preference to those with interest in both subjects
Expected Class Size: 10
Distributions: (D3) (QFR)
Distribution Notes: QFR: The course will introduce methods for developing and analyzing mathematical models.
Attributes: PHLH Methods in Public Health;

Spring 2019
TUT Section: T1    TBA     Julie C. Blackwood
MATH 313 (F) Introduction to Number Theory (QFR)
The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of number and prime in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on homework, projects, and examinations
Prerequisites: MATH 250 or permission of instructor
Enrollment Limit: 40
Expected Class Size: 25
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01  MR 2:35 pm - 3:50 pm  Leo Goldmakher

MATH 321 (S) Knot Theory (QFR)
Take a piece of string, tie a knot in it, and glue the ends together. The result is a knotted circle, known as a knot. For the last 100 years, mathematicians have studied knots, asking such questions as, "Given a nasty tangled knot, how do you tell if it can be untangled without cutting it open?" Some of the most interesting advances in knot theory have occurred in the last ten years. This course is an introduction to the theory of knots. Among other topics, we will cover methods of knot tabulation, surfaces applied to knots, polynomials associated to knots, and relationships between knot theory and chemistry and physics. In addition to learning the theory, we will look at open problems in the field.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on problem sets, midterms, a paper and a final exam
Prerequisites: MATH 250 or permission of instructor
Enrollment Limit: 30
Expected Class Size: 25
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01  MWF 8:30 am - 9:45 am  Colin C. Adams

MATH 331 (F) The little Questions (QFR)
Using math competitions such as the Putnam Exam as a springboard, in this class we follow the dictum of the Ross Program and "think deeply of simple things". The two main goals of this course are to prepare students for competitive math competitions, and to get a sense of the mathematical landscape encompassing elementary number theory, combinatorics, graph theory, and group theory (among others). While elementary frequently is not synonymous with easy, we will see many beautiful proofs and "a-ha" moments in the course of our investigations. Students will be encouraged to explore these topics at levels compatible with their backgrounds.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams
Prerequisites: MATH 250 or permission of instructor
Enrollment Limit: 30
Enrollment Preferences: members or alternates of the Putnam team, Mathematics, Physics or Computer Science majors
Expected Class Size: 25
Department Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/331/
Distributions: (D3) (QFR)
MATH 334 (S)  Graph Theory  (QFR)
A graph is a collection of vertices, joined together by edges. In this course, we will study the sorts of structures that can be encoded in graphs, along with the properties of those graphs. We'll learn about such classes of graphs as multi-partite, planar, and perfect graphs, and will see applications to such optimization problems as minimum colorings of graphs, maximum matchings in graphs, and network flows.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on problem sets and exams
Prerequisites:  MATH 200 or MATH 250
Enrollment Limit:  35
Enrollment Preferences:  Math majors
Expected Class Size:  20
Distributions:  (D3) (QFR)

Spring 2019
LEC Section: 01   TR 9:55 am - 11:10 am    Ralph E. Morrison

MATH 341 (F)  Probability  (QFR)
Crosslistings: STAT341 / MATH341
Primary Crosslisting
While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams
Prerequisites:  MATH 250 or permission of the instructor
Enrollment Limit:  40
Expected Class Size:  20
Distributions:  (D3) (QFR)

Fall 2018
LEC Section: 01   MWF 11:00 am - 11:50 am    Steven J. Miller

Spring 2019
LEC Section: 01   MWF 9:00 am - 9:50 am    Thomas A. Garrity

MATH 350 (F)  Real Analysis  (QFR)
Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on homework, classwork, and exams
Prerequisites:  MATH 150 or MATH 151 and MATH 250, or permission of instructor
Enrollment Limit:  40
**Expected Class Size:** 30  
**Distributions:** (D3) (QFR)

**Fall 2018**
LEC Section: 01  TF 2:35 pm - 3:50 pm  Leo Goldmakher

**Spring 2019**
LEC Section: 01  MWF 10:00 am - 10:50 am  Cesar E. Silva

**MATH 351 (F) Applied Real Analysis** (QFR)
Real analysis or the theory of calculus—derivatives, integrals, continuity, convergence—starts with a deeper understanding of real numbers, limits, and some topology. Applications of Real Analysis involve questions of existence and uniqueness of solutions, implicit definition of functions, infinite dimensional function spaces, and tools from calculus of variations to construct optimal controls and minimizing curves and surfaces.

**Class Format:** lecture  
**Requirements/Evaluation:** evaluation will be based primarily on exams, homework and quizzes  
**Prerequisites:** MATH 150 and MATH 250, or permission of instructor  
**Enrollment Limit:** 50  
**Expected Class Size:** 20  
**Distributions:** (D3) (QFR)

**Fall 2018**
LEC Section: 01  MWF 9:00 am - 9:50 am  Stewart D. Johnson

**MATH 355 (F) Abstract Algebra** (QFR)
Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

**Class Format:** lecture  
**Requirements/Evaluation:** evaluation will be based primarily on problem sets and exams  
**Prerequisites:** MATH 250 or permission of instructor  
**Enrollment Limit:** 30  
**Expected Class Size:** 25  
**Distributions:** (D3) (QFR)

**Fall 2018**
LEC Section: 01  MWF 10:00 am - 10:50 am  Susan R. Loepp

**Spring 2019**
LEC Section: 02  TR 11:20 am - 12:35 pm  Allison Pacelli  
LEC Section: 01  TR 9:55 am - 11:10 am  Allison Pacelli

**MATH 361 (F) Theory of Computation** (QFR)  
**Crosslistings:** CSCI361 / MATH361

**Secondary Crosslisting**
This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of
computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory—the examination of what problems can be solved and what problems cannot be solved—and the study of complexity theory—the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on problem sets, a midterm examination, and a final examination

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 34

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 34

Distributions: (D3) (QFR)

Attributes: COGS Interdepartmental Electives;

Fall 2018

LEC Section: 02  MWF 11:00 am - 11:50 am  Thomas P. Murtagh

LEC Section: 01  MWF 12:00 pm - 12:50 pm  Thomas P. Murtagh

MATH 374 (F) Topology  (QFR)

Topology is the study of when one geometric object can be continuously deformed and twisted into another object. Determining when two objects are topologically the same is incredibly difficult and is still the subject of a tremendous amount of research, including recent work on the Poincaré Conjecture, one of the million-dollar millennium-prize problems. The main part of the course on point-set topology establishes a framework based on "open sets" for studying continuity and compactness in very general spaces. The second part on homotopy theory develops refined methods for determining when objects are the same. We will prove for example that you cannot twist a basketball into a doughnut.

Class Format: lecture

Requirements/Evaluation: homework, tutorials, and exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 350 or 351; not open to students who have taken MATH 323

Enrollment Limit: 30

Expected Class Size: 10

Distributions: (D3) (QFR)

Fall 2018

LEC Section: 01  MWF 10:00 am - 10:50 am  Andrew Bydlon

MATH 402 (S) Measure Theory and Probability  (QFR)

The study of measure theory arose from the study of stochastic (probabilistic) systems. Applications of measure theory lie in biology, chemistry, physics as well as in economics. In this course, we develop the abstract concepts of measure theory and ground them in probability spaces. Included will be Lebesgue and Borel measures, measurable functions (random variables). Lebesgue integration, distributions, independence, convergence and limit theorems. This material provides good preparation for graduate studies in mathematics, statistics and economics.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based primarily on performance on homework assignments and exams

Prerequisites: MATH 350 or MATH 351 or permission of instructor

Enrollment Limit: 40

Expected Class Size: 30

Distributions: (D3) (QFR)
MATH 403 (S) Measure and Ergodic Theory (QFR)

An introduction to measure theory and ergodic theory. Measure theory is a generalization of the notion of length and area, has been used in the study of stochastic (probabilistic) systems. The course covers the construction of Lebesque and Borel measures, measurable functions, and Lebesque integration. Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time, and is based on measure theory. The course will cover basic notions, such as ergodic transformations, weak mixing, mixing, and Bernoulli transformations, and transformations admitting and not admitting an invariant measure. There will be an emphasis on specific examples such as group rotations, the binary odometer transformations, and rank-one constructions. The Ergodic Theorem will also be covered, and will be used to illustrate notions and theorems from measure theory.

Class Format: lecture
Requirements/Evaluation: homework and exams
Prerequisites: MATH 350 or MATH 351 or permission of instructor
Enrollment Limit: 25
Enrollment Preferences: Mathematics majors
Expected Class Size: 15-20
Department Notes: senior major course
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01 MWF 12:00 pm - 12:50 pm Cesar E. Silva

MATH 407 (F) Dance of the Primes (QFR)

Prime numbers are the building blocks for all numbers and hence for most of mathematics. Though there are an infinite number of them, how they are spread out among the integers is still quite a mystery. Even more mysterious and surprising is that the current tools for investigating prime numbers involve the study of infinite series. Function theory tells us about the primes. We will be studying one of the most amazing functions known: the Riemann Zeta Function. Finding where this function is equal to zero is the Riemann Hypothesis and is one of the great, if not greatest, open problems in mathematics. Somehow where these zeros occur is linked to the distribution of primes. We will be concerned with why anyone would care about this conjecture. More crassly, why should solving the Riemann Hypothesis be worth one million dollars? (Which is what you will get if you solve it, beyond the eternal fame and glory.)

Class Format: lecture
Requirements/Evaluation: exams and weekly homework assignments
Prerequisites: MATH 350 or MATH 351, and MATH 355
Enrollment Limit: 30
Enrollment Preferences: seniors
Expected Class Size: 10
Distributions: (D3) (QFR)
Distribution Notes: QFR: It is a math course

Fall 2018
LEC Section: 01 TR 8:30 am - 9:45 am Thomas A. Garrity

MATH 411 (S) Commutative Algebra (QFR)

Commutative Algebra is an essential area of mathematics that provides indispensable tools to many areas, including Number Theory and Algebraic Geometry. This course will introduce you to the fundamental concepts for the study of commutative rings, with a special focus on the notion of “prime ideals,” and how they generalize the well-known notion of primality in the set of integers. Possible topics include Noetherian rings, primary
decomposition, localizations and quotients, height, dimension, basic module theory, and the Krull Altitude Theorem.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on homework and exams

Prerequisites: MATH 355 or permission of instructor

Enrollment Limit: 30

Expected Class Size: 15

Distributions: (D3) (QFR)

Spring 2019

LEC Section: 01    MWF 10:00 am - 10:50 am     Andrew Bydlon

MATH 433 (F) Mathematical Modeling (QFR)

Mathematical modeling means (1) translating a real-life problem into a mathematical object, and (2) studying that object using mathematical techniques, and (3) interpreting the results in order to learn something about the real-life problem. Mathematical modeling is used in biology, economics, chemistry, geology, sociology, political science, art, and countless other fields. This is an advanced, seminar-style, course appropriate for students who have a strong enthusiasm for applied mathematics.

Class Format: discussion, research

Requirements/Evaluation: writing assignments, modeling activities, presentations, research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 250, MATH 309 or similar, and some experience with computer programming (equivalent to CSCI 134 or MATH 307)

Enrollment Limit: 24

Enrollment Preferences: Professor's discretion

Expected Class Size: 20

Distributions: (D3) (QFR)

Fall 2018

LEC Section: 01    TR 11:20 am - 12:35 pm     Chad M. Topaz

MATH 458 (S) Algebraic Combinatorics (QFR)

Algebraic combinatorics is a branch of mathematics at the intersection of combinatorics and algebra. On the one hand, we study combinatorial structures using algebraic techniques, while on the other we use combinatorial arguments and methods to solve problems in algebra. This course will focus on the study of symmetric functions, young tableaux, matroids, graph theory, and other related topics.

Class Format: seminar

Requirements/Evaluation: homework assignments, proof portfolio, individual and group projects

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 200 and MATH 355

Enrollment Limit: 25

Enrollment Preferences: seniors

Expected Class Size: 20

Distributions: (D3) (QFR)

Distribution Notes: QFR: Mathematics course in the area of algebraic combinatorics

Spring 2019

SEM Section: 01    TR 8:30 am - 9:45 am     Pamela E. Harris
Partial differential equations (PDE) arise as mathematical models of phenomena in chemistry, ecology, economics, electromagnetics, epidemiology, fluid dynamics, neuroscience, and much more. Furthermore, the study of partial differential equations connects with diverse branches of mathematics including analysis, geometry, algebra, and computation. Adopting an applied viewpoint, we develop techniques for studying PDE. We draw from a body of knowledge spanning classic work from the time of Isaac Newton right up to today's cutting edge applied mathematics research. This tutorial is appropriate as a second course in differential equations. In this tutorial, students will: build and utilize PDE-based models; determine the most appropriate tools to apply to a PDE; apply the aforementioned tools; be comfortable with open-ended scientific work; read applied mathematical literature; communicate applied mathematics clearly, precisely, and appropriately; collaborate effectively.

Class Format: tutorial

Requirements/Evaluation: participation, problem sets, oral presentations, oral exams, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 209 or MATH/PHYS 210 or MATH 309 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: students with an interest in applied mathematics, selected to create a diverse set of tutorial participants

Expected Class Size: 10

Department Notes: students who have taken MATH 453 may not enroll in MATH 458T without permission of the instructor

Distributions: (D3) (QFR)

Distribution Notes: QFR: This tutorial involves regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2019

TUT Section: T1   TBA   Chad M. Topaz

MATH 487 (S)  Computational Algebraic Geometry  (QFR)

Algebraic geometry is the study of shapes described by polynomial equations. It has been a major part of mathematics for at least the past two hundred years, and has influenced a tremendous amount of modern mathematics, ranging from number theory to robotics. In this course, we will develop the Ideal-Variety Correspondence that ties geometric shapes to abstract algebra, and will use computational tools to explore this theory in a very explicit way.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on homework, exams, and final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: MATH 355

Enrollment Limit: 40

Enrollment Preferences: instructor decision

Expected Class Size: 15

Department Notes: This course is not a senior seminar, and so it does not fulfill the senior seminar requirement for the math major

Distributions: (D3) (QFR)

Spring 2019

LEC Section: 01   TR 8:30 am - 9:45 am   Ralph E. Morrison

PHIL 203 (S) Logic and Language  (QFR)

Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's Tractatus), and to examine some of the
connections between logic and philosophy.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** a midterm, a final, frequent homework and problem sets

**Prerequisites:** none

**Enrollment Limit:** none

**Expected Class Size:** 50-80

**Distributions:** (D2) (QFR)

**Attributes:** Linguistics; PHIL Contemp Metaphysics & Epistemology Courses;

Spring 2019

LEC Section: 01    MWF 10:00 am - 10:50 am     Steven B. Gerrard

**PHIL 312 (S) Philosophical Implications of Modern Physics**  (QFR)

**Crosslistings:** PHIL312 / SCST312 / PHYS312

**Secondary Crosslisting**

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

**Class Format:** lecture

**Requirements/Evaluation:** attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

**Prerequisites:** MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy majors and Physics majors

**Expected Class Size:** 20

**Distributions:** (D2) (QFR)

**Distribution Notes:** meets the Division 2 requirement if registration is under PHIL or SCST; Division 3 requirement if registration under PHYS

**Attributes:** PHIL Contemp Metaphysics & Epistemology Courses;

Spring 2019

LEC Section: 01    TR 11:20 am - 12:35 pm     Frederick W. Strauch, Keith E. McPartland

**PHYS 108 (F) Energy Science and Technology**  (QFR)

**Crosslistings:** ENVI108 / PHYS108

**Primary Crosslisting**

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

**Class Format:** lecture twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

**Requirements/Evaluation:** evaluation will be based on weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

**Prerequisites:** high school physics, high school chemistry, and mathematics at the level of MATH 130

**Enrollment Limit:** 20

**Expected Class Size:** 20
**Distributions:** (D3) (QFR)

**Attributes:** ENVI Natural World Electives; SCST Related Courses

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**Fall 2018**

**LEC Section: 01**  
MR 1:10 pm - 2:25 pm  
Kevin M. Jones

**PHYS 131 (F) Introduction to Mechanics** (QFR)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton’s laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This course is not intended for students who have successfully completed an AP physics course in high school.

**Class Format:** lecture, three hours per week; laboratory, three hours approximately every other week

**Requirements/Evaluation:** evaluation will be based on exams, labs, and weekly problem sets, all of which have a substantial quantitative component

**Prerequisites:** MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead

**Enrollment Limit:** 24/lab

**Expected Class Size:** 60

**Department Notes:** PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

**Distributions:** (D3) (QFR)

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**Fall 2018**

**LAB Section: 02**  
M 1:00 pm - 4:00 pm  
Savan Kharel

**LAB Section: 03**  
T 1:00 pm - 4:00 pm  
Savan Kharel

**LAB Section: 04**  
W 1:00 pm - 4:00 pm  
Savan Kharel

**PHYS 132 (S) Electromagnetism and the Physics of Matter** (QFR)

This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday’s Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein’s theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

**Class Format:** lecture, three hours per week; laboratory, three hours approximately every other week; conference section 1 hour approximately every other week

**Requirements/Evaluation:** evaluation will be based on weekly problem sets, labs, quizzes and exams

**Prerequisites:** PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)

**Enrollment Limit:** 22 per lab

**Expected Class Size:** 60

**Distributions:** (D3) (QFR)

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**Spring 2019**

**LAB Section: 03**  
T 1:00 pm - 4:00 pm  
Savan Kharel

**LAB Section: 02**  
M 1:00 pm - 4:00 pm  
Savan Kharel

**LEC Section: 01**  
MWF 11:00 am - 11:50 am  
Savan Kharel
PHYS 141 (F) Mechanics and Waves (QFR)
This is the typical first course for a prospective physics major. It covers the same topics as PHYS 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

Class Format: lecture, three hours per week; laboratory, three hours approximately every other week; conference section, one hour approximately every other week.

Requirements/Evaluation: evaluation will be based on weekly problem sets, labs, 2 one-hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: high school physics and MATH 130 or equivalent placement.

Enrollment Limit: 22 per lab.

Expected Class Size: 50.

Department Notes: PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major).

Distributions: (D3) (QFR)

Fall 2018
LAB Section: 04 W 1:00 pm - 4:00 pm Katharine E. Jensen
LEC Section: 01 MWF 11:00 am - 11:50 am Katharine E. Jensen
LAB Section: 02 M 1:00 pm - 4:00 pm Katharine E. Jensen
LAB Section: 03 T 1:00 pm - 4:00 pm Katharine E. Jensen

PHYS 142 (S) Foundations of Modern Physics (QFR)
Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity, which extends physics into the realm of high speeds and high energies, requires we rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our expectation of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system.

This course will survey ideas from each of these three arenas, and can serve either as a terminal course for those seeking to complete a year of physics or as the basis for future advanced study of these topics.

Class Format: lecture, two hours weekly; problem-solving conference session, one hour weekly; laboratory, alternating between three hours and one hour approximately every other week.

Requirements/Evaluation: evaluation will be based on weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: PHYS 141 and MATH 130 (formerly 103), or equivalent; PHYS 131 may substitute for PHYS 141 with the permission of instructor. Students may not take both PHYS 142 and PHYS 151.

Enrollment Limit: 18 per CON

Expected Class Size: 30

Department Notes: Limit: 22 per lab, 18 per conference section.

Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01 MW 11:00 am - 11:50 am Charlie Doret
CON Section: 02 F 11:00 am - 11:50 am Charlie Doret
CON Section: 03 F 12:00 pm - 12:50 pm Charlie Doret
LAB Section: 04 M 1:00 pm - 4:00 pm Charlie Doret
LAB Section: 05 T 1:00 pm - 4:00 pm Charlie Doret
Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same basic material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

**Class Format:** lecture/discussion, three hours per week; laboratory, 3 hours approximately every other week; conference section 1 hour approximately every other week

**Requirements/Evaluation:** evaluation will be based on class participation, labs, weekly problem sets, an oral presentation, two hour-exams and a final exam, all of which have a substantial quantitative component

**Extra Info:** this is a small seminar designed for first-year students who have placed out of PHYS 141

**Prerequisites:** placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Distributions:** (D3) (QFR)

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**PHYS 201 (F) Electricity and Magnetism** (QFR)

The classical theory of electricity and magnetism is very rich yet it can be written in a remarkably succinct form using Maxwell's equations. This course is an introduction to electricity and magnetism and their mathematical description, connecting electric and magnetic phenomena via the special theory of relativity. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. The laboratory component of the course is an introduction to electronics where students will develop skills in building and debugging electrical circuits.

**Class Format:** lecture, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** evaluation will be based on problem sets, labs, two take-home midterms, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

**Enrollment Limit:** 20 per lab

**Expected Class Size:** 25

**Distributions:** (D3) (QFR)

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**PHYS 202 (S) Vibrations, Waves and Optics** (QFR)

Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course
we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: evaluation will be based on problem sets, labs, two one-hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 201; co-requisite: PHYS/MATH 210 or MATH 209 or permission of instructor

Enrollment Limit: none

Expected Class Size: 20

Distributions: (D3) (QFR)

Spring 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Katharine E. Jensen
LAB Section: 02 T 1:00 pm - 4:00 pm Katharine E. Jensen
LAB Section: 03 W 1:00 pm - 4:00 pm Katharine E. Jensen

PHYS 210 (S) Mathematical Methods for Scientists (QFR)

Crosslistings: PHYS210 / MATH210

Primary Crosslisting

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: lecture, three hours per week

Requirements/Evaluation: evaluation will be based on several exams and on weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Expected Class Size: 30

Distributions: (D3) (QFR)

Spring 2019

LEC Section: 01 TR 9:55 am - 11:10 am Daniel P. Aalberts

PHYS 301 (F) Quantum Physics (QFR)

This course serves as a one-semester introduction to the history, formalism, and phenomenology of quantum mechanics. We begin with a discussion of the historical origins of the quantum theory, and the Schrödinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory and introduce the Heisenberg formalism. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics concentrating on applications involving angular momentum and spins.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: evaluation will be based on weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209

Enrollment Limit: none

Expected Class Size: 15

Distributions: (D3) (QFR)

Fall 2018

LAB Section: 02 T 1:00 pm - 4:00 pm Kevin M. Jones
LEC Section: 01 MWF 9:00 am - 9:50 am Charlie Doret
LAB Section: 03 W 1:00 pm - 4:00 pm Kevin M. Jones

PHYS 302 (S) Stat Mechanics & Thermodynamics (QFR)

Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways—obeying the Schrödinger equation, Newton's and Coulomb's Laws—and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week

Requirements/Evaluation: evaluation will be based on weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Prerequisites: required: PHYS 201, PHYS/MATH 210 or MATH 209; recommended: PHYS 202, PHYS 301

Enrollment Limit: 24

Expected Class Size: 15

Distributions: (D3) (QFR)

Attributes: BGNP Related Courses;

Spring 2019

LAB Section: 02 W 1:00 pm - 4:00 pm Protik K. Majumder
LEC Section: 01 MWF 10:00 am - 10:50 am Protik K. Majumder
LAB Section: 03 T 1:00 pm - 4:00 pm Protik K. Majumder

PHYS 312 (S) Philosophical Implications of Modern Physics (QFR)

Crosslistings: PHIL312 / SCST312 / PHYS312

Primary Crosslisting

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

Class Format: lecture

Requirements/Evaluation: attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

Prerequisites: MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors and Physics majors

Expected Class Size: 20

Distributions: (D3) (QFR)

Distribution Notes: meets the Division 2 requirement if registration is under PHIL or SCST; Division 3 requirement if registration under PHYS

Attributes: PHIL Contemp Metaphysics & Epistemology Courses;
PHYS 402 (S) Applications of Quantum Mechanics (QFR)
This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

Class Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week
Requirements/Evaluation: evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PHYS 301
Enrollment Limit: 10 per sec
Expected Class Size: 16
Distributions: (D3) (QFR)

PHYS 411 (F) Classical Mechanics (QFR)
This course will explore advanced topics in classical mechanics including the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, non-linear dynamics and chaos, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), and rigid-body rotations. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class with will meet once a week as a whole to discuss new material.

Class Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week
Requirements/Evaluation: evaluation will be based on weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209
Enrollment Limit: 10/section
Expected Class Size: 25
Distributions: (D3) (QFR)

PHYS 451 (S) Condensed Matter Physics (QFR)
Condensed matter physics is an important area of current research and serves as the basis for modern electronic technology. We plan to explore the physics of metals, insulators, semiconductors, superconductors, and photonic crystals, with particular attention to structure, thermal properties, energy bands, and electronic properties.

Class Format: seminar
Requirements/Evaluation: weekly readings and problem sets, and exams
Prerequisites: Phys 301, Phys 302 (may be taken simultaneously) preferred; or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Physics majors

Expected Class Size: 4-6

Distributions: (D3) (QFR)

Attributes: MTSC Courses;

Spring 2019

SEM Section: 01  MR 1:10 pm - 2:25 pm  Daniel P. Aalberts

POEC 253 (F)  Empirical Methods in Political Economy  (QFR)
This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy-relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal—an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

Class Format: lecture/discussion

Requirements/Evaluation: problem sets, group projects, and three exams

Prerequisites: MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255

Enrollment Limit: 25

Enrollment Preferences: Political Economy majors, Environmental Policy majors and sophomores

Expected Class Size: 15

Department Notes: does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major

Distributions: (D2) (QFR)

Attributes: EVST Methods Courses; PHLH Statistics Courses; POEC Required Courses;

Fall 2018

LEC Section: 01  TR 11:20 am - 12:35 pm  Lara D. Shore-Sheppard

PSYC 201 (F)  Experimentation and Statistics  (QFR)
An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis.

Class Format: lecture/lab

Requirements/Evaluation: papers, exams, and problem sets

Extra Info: two sections; must register for the lab and lecture with the same instructor

Extra Info 2: may not be taken on a pass/fail basis

Prerequisites: PSYC 101; not open to first-year students except with permission of instructor

Enrollment Limit: 22

Enrollment Preferences: Psychology majors

Distributions: (D2) (QFR)

Attributes: COGS Related Courses; PHLH Statistics Courses;
SCST 312 (S) Philosophical Implications of Modern Physics  (QFR)
Crosslistings: PHIL312 / SCST312 / PHYS312
Secondary Crosslisting
Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

Class Format: lecture
Requirements/Evaluation: attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper
Prerequisites: MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS
Enrollment Limit: 20
Enrollment Preferences: Philosophy majors and Physics majors
Expected Class Size: 20
Distributions: (D2) (QFR)
Distribution Notes: meets the Division 2 requirement if registration is under PHIL or SCST; Division 3 requirement if registration under PHYS
Attributes: PHIL Contemp Metaphysics & Epistemology Courses;

Spring 2019
LEC Section: 01    TR 11:20 am - 12:35 pm    Frederick W. Strauch, Keith E. McPartland

STAT 101 (F) Elementary Statistics and Data Analysis  (QFR)
It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performances on quizzes and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)
Enrollment Limit: 50
Expected Class Size: 40
Department Notes: Students with calculus background and social science interest should consider STAT 161. Students with MATH 150 should enroll in STAT 201. Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stat should consult the department.
Distributions:  (D3) (QFR)
Attributes:  BGNP Recommended Courses;  COGS Related Courses;  PHLH Statistics Courses;

Fall 2018
LEC Section: 01    MWF 9:00 am - 9:50 am     Xizhen  Cai
LEC Section: 02    MWF 10:00 am - 10:50 am     Xizhen  Cai

Spring 2019
LEC Section: 01    MWF 11:00 am - 11:50 am     Xizhen  Cai

STAT 161 (F)  Introductory Statistics for Social Science  (QFR)
This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences and sciences. Topics include exploratory data analysis, elements of probability theory, basic statistical inference, and introduction to statistical modeling. The course focuses on the application of statistics tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

Class Format: lecture

Extra Info:  may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites:  MATH 130 (or equivalent).  Not open to students who have completed STAT 101 or equivalent.

Enrollment Limit:  40

Enrollment Preferences:  Economics majors, sophomores

Expected Class Size:  40

Department Notes:  Students with MATH 150 should consider STAT 201. Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stats should consult the department. Students without any calculus background should consider STAT 101.

Distributions:  (D3) (QFR)
Distribution Notes:  QFR: It is a quantitative course

Fall 2018
LEC Section: 01    TF 1:10 pm - 2:25 pm     Richard D. De Veaux

Spring 2019
LEC Section: 01    TF 1:10 pm - 2:25 pm     Richard D. De Veaux

STAT 201 (F)  Statistics and Data Analysis  (QFR)
Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Class Format: lecture

Requirements/Evaluation:  evaluation will be based primarily on performance on quizzes and exams

Prerequisites:  MATH 150 or equivalent.  Not open to students who have completed STAT 101 or STAT 161 or equivalent.

Enrollment Limit:  40

Expected Class Size:  40

Department Notes:  Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stats should consult the department. Students with MATH 130/140 background should consider STAT 161. Students with no calc. should consider STAT 101.

Distributions:  (D3) (QFR)
Attributes:  BGNP Recommended Courses;  COGS Related Courses;  EVST Methods Courses;  PHLH Statistics Courses;
STAT 202 (F) Introduction to Statistical Modeling (QFR)

Data come from a variety of sources sometimes from planned experiments or designed surveys, but also arise by much less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential as well as its limits to answer questions about the world. We'll emphasize applications over theory and analyze real data sets throughout the course.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on homework, exams and projects
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: AP Statistics 5 or STAT 101, 161 or 201 or permission of instructor
Enrollment Limit: 25
Expected Class Size: 20
Department Notes: Students with a 4 on the AP Stats exam should contact the department for proper placement.
Distributions: (D3) (QFR)
Attributes: EVST Methods Courses; PHLH Statistics Courses;

STAT 341 (F) Probability (QFR)
Crosslistings: STAT341 / MATH341

Secondary Crosslisting

While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams
Prerequisites: MATH 250 or permission of the instructor
Enrollment Limit: 40
Expected Class Size: 20
Distributions: (D3) (QFR)
STAT 344 (F) Statistical Design of Experiments (QFR)
What does statistics have to do with designing and carrying out experiments? The answer is, surprisingly perhaps, a great deal. In this course, we will study how to design experiments with the fewest number of observations possible that are still capable of understanding which factors influence the results. After reviewing basic statistical theory and two sample comparisons, we cover one and two-way ANOVA and (fractional) factorial designs extensively. The culmination of the course will be a project where each student designs, carries out, analyzes, and presents an experiment of interest to him or her. Throughout the course, we will use both the statistics program R and the package JMP to carry out the statistical analyses.

Class Format: lecture
Requirements/Evaluation: problem sets, midterm, final exam, project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 201, 202, or equivalent
Enrollment Limit: 20
Enrollment Preferences: Statistics majors, seniors
Expected Class Size: 15
Distributions: (D3) (QFR)
Attributes: COGS Related Courses;

Fall 2018
LEC Section: 01  TF 2:35 pm - 3:50 pm  Richard D. De Veaux

STAT 346 (F) Regression and Forecasting (QFR)
This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the standard method for analyzing continuous response data and their relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 201 or 202, and MATH 150 and 250; or permission of instructor
Enrollment Limit: 22
Expected Class Size: 15
Distributions: (D3) (QFR)
Attributes: EVST Methods Courses;

Fall 2018
LEC Section: 01  TF 1:10 pm - 2:25 pm  Laurie L. Tupper

Spring 2019
LEC Section: 01  TF 2:35 pm - 3:50 pm  Laurie L. Tupper

STAT 355 (S) Multivariate Statistical Analysis (QFR)
To better understand complex processes, we study how variables are related to one another, and how they work in combination. Therefore, we want to make inferences about more than one variable at time? Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such data sets. Topics covered will include data visualization techniques for high dimensional data sets, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, as well as classification and clustering algorithms.
Class Format: lecture
Requirements/Evaluation: evaluation will be based on homework and exams
Prerequisites: MATH 250, and STAT 346 or permission of instructor
Enrollment Limit: 25
Expected Class Size: 10
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01   MWF 8:30 am - 9:45 am   Xizhen Cai

STAT 360 (S) Statistical Inference (QFR)
How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on problem sets and exams
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MATH 250, STAT 201 or 202, STAT 341
Enrollment Limit: 30
Enrollment Preferences: Statistics majors
Expected Class Size: 30
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01   TR 9:55 am - 11:10 am   Daniel B. Turek

STAT 365 (F) Bayesian Statistics (QFR)
The Bayesian approach to statistical inference represents a reversal of traditional (or frequentist) inference, in which data are viewed as being fixed and model parameters as unknown quantities. Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700’s, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on homework and exams
Prerequisites: STAT 201 and MATH 150 and 250, or permission of instructor
Enrollment Limit: 30
Enrollment Preferences: juniors and seniors, Statistics majors
Expected Class Size: 10
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01   TF 1:10 pm - 2:25 pm   Daniel B. Turek
STAT 372 (S)  Longitudinal Data Analysis: Modeling Change over Time  (QFR)
This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. We will consider many applications in the social and biological sciences.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 201 and STAT 346
Enrollment Limit: 30
Enrollment Preferences: junior and senior Statistics majors
Expected Class Size: 20
Distributions: (D3) (QFR)
Attributes: PHLH Statistics Courses; Spring 2019
LEC Section: 01   TF 1:10 pm - 2:25 pm   Anna M. Plantinga

STAT 442 (S)  Statistical Learning and Data Mining  (QFR)
In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today’s data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homeworks and projects
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 346 or permission of instructor
Enrollment Limit: 14
Enrollment Preferences: seniors and Statistics Majors
Expected Class Size: 10
Distributions: (D3) (QFR)
Spring 2019
LEC Section: 01   TF 2:35 pm - 3:50 pm   Richard D. De Veaux

STAT 458 (F)  Spatio-Temporal Data  (QFR)
Everything happens somewhere and sometime. But the study of data collected over multiple times and locations requires special methods, due to the dependence structure that relates different observations. In this course, we’ll look at exploring, analyzing, and modeling this kind of information--introducing standard methods for purely time-series and purely spatial data, and moving on to methods that incorporate space and time together. Topics will include autocovariance structures, empirical orthogonal functions, and an introduction to Bayesian hierarchical modeling. We’ll use R to apply these techniques to real-world datasets.

Class Format: lecture
Requirements/Evaluation: project work, homework, exams, and contribution to discussion.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 346, or permission of instructor
Enrollment Limit:  14
Enrollment Preferences:  Seniors and Statistics majors
Expected Class Size:  10
Distributions:  (D3) (QFR)
Distribution Notes:  This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Fall 2018
LEC Section: 01    TF 2:35 pm - 3:50 pm     Laurie L. Tupper
MAJOR

The major in Religion is designed to perform two related functions: to expose the student to the methods and issues involved in the study of religion as a phenomenon of psychological, sociological, and cultural/historical dimensions; and to confront students with the beliefs, practices, and values of specific religions through a study of particular religious traditions. It is a program that affords each student an opportunity to fashion their own sequence of study within a prescribed basic pattern constructed to ensure both coherence and variety. Beginning with the class of 2016, the major in Religion will consist of at least nine semester courses as follows:

**Required Sequence Courses**

- REL 200 Theories and Methods in the Study of Religion
- One 300-level seminar or tutorial
- REL 401 Senior seminar

**Elective Courses**

- Six electives at the 100-, 200-, or 300-level (with a maximum of one 100-level class to count towards major).

In addition, each major will select a specialization route in the major in conversation with and with the approval of the department. The specialization will consist of at least four courses. There are two ways to meet this requirement. A major could fulfill the requirement by concentration in one of the College’s coordinate programs or by designating four specialization courses that can be supported by the resources of the Religion department faculty and the College. In other words, these four courses might be from among the six electives and one 300-level seminar or tutorial or might include additional coursework from other programs and departments (whether cross-listed or not).

The major will culminate in a year-long senior project. The first semester will remain a seminar (REL 401) on a topic in the study of religion set by the faculty member in consultation with incoming seniors. The spring semester will consist of participation in a research colloquium (not a course taken for credit). In this colloquium, each senior major will present their individual research projects, begun in the senior seminar, drawing on their specializations and advised by members of the faculty.

For those who wish to go beyond the formally-listed courses into a more intensive study of a particular religious tradition, methodological trend, or religious phenomenon (e.g., ritual, symbol-formation, mysticism, theology, etc.), there is the opportunity to undertake independent study or, with the approval of the department, to pursue a thesis project.

The value of the major in Religion derives from its fostering of a critical appreciation of the complex role religion plays in every society, even those that consider themselves non-religious. The major makes one sensitive to the role religion plays in shaping the terms of cultural discourse, of social attitudes and behavior, and of moral reflection. But it also discloses the ways in which religion and its social effects represent the experience of individual persons and communities. In doing these things, the major further provides one with interdisciplinary analytical tools and cross-cultural experience and opens up new avenues for dealing with both the history of a society and culture and the relationships between different societies and cultures. What one learns as a Religion major is therefore remarkably applicable to a wide range of other fields of study or professions.

The department will work with students in the classes of 2014-2015 to adapt these new guidelines for the major. Beginning in spring 2012, students declaring Religion as a major will identify an area of specialization and link it to their senior seminar final paper and be expected to present it in a spring colloquium during their senior year.

**THE DEGREE WITH HONORS IN RELIGION**

The degree with honors in Religion requires the above-mentioned nine courses and the preparation of a thesis of 75+ pages with a grade of B+ or better. A thesis may combine revised work done in other courses with new material prepared while enrolled either in Religion 493-W31 or Religion W31-494. Up to two-thirds of the work in the thesis may be such revised work, but at least one-third must represent new work. The thesis must constitute a coherent whole either by its organizing theme or by a focus on a particular religious tradition. Candidates will also be expected to present the results of their thesis orally in a public presentation. Students who wish to be candidates for honors in Religion will submit proposals and at least
one paper that may be included in the thesis to the department in the spring of their junior year. Students must normally have at least a 3.5 GPA in Religion to be considered for the honors program.

The chair will serve as advisor to non-majors.

STUDY ABROAD

The Williams College Religion Department encourages potential majors to study abroad in order to enhance their education and gain international perspectives on religious studies. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. Many of our majors study in the Williams College Oxford Program, but our majors also regularly pursue a semester or year-long study in other programs.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description. Sometimes a course title is sufficient, but for many courses we also need to see a description of some sort because the title is unclear.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. 3 courses: Religion 200, one 300-level Religion seminar or tutorial, and Religion 401 Senior Seminar.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Make sure that they have or will be able to take REL 200, because it is offered only once a year.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

REL 12 (W)  The Mumonkan and Tathagata Zen: An Exploration of Mind

Zen is the sect of Buddhism that stresses experience overall cognitive formulas and principles. Based on the tenet that all beings have what is called Buddha Nature, practice is entered into with the faith than one can have exactly the same experience that the historical Buddha, Shakyamuni, had and can thereby come to know the process that constitutes the nature of all beings and things that comprise the universe. The primary method of practice is the meditative technique known as zazen, and the type of Zen that focuses on the consciousness that develops from diligent zazen practice is known as Tathagata Zen. Through one’s efforts in zazen, one may come to the intuitive experience of the Dharma Activity, the activity that gives birth to all things and into which all things return. Although the Dharma Activity cannot be described fully in words, it is possible to use words that point to it without running afoul of its truth. The Mumonkan (The Gateless Gate) is a classic Zen text containing 48 such pointers or koans. Utilizing this text as a focus of discussion, students will attempt to grasp the teaching contained in these pointers by means of the principles of Tathagata Zen. The practice of zazen will be part of each class, and the course will culminate in a two-day zen retreat. Those taking the course will keep a daily journal of their course-related experiences which will be reviewed by the instructor. They will also write a series of short papers on selected koan from The Mumonkan. The course will meet from 9am--Noon on Monday, Wednesday and Friday. Anyone wishing to take this course must submit a paragraph stating their purpose for doing so. Up to ten students will be accepted for this course and all are eligible, including those who have taken a prior Winter Study Zen course taught by this instructor.  Adjunct Instructor Bio: Williams ’62. Retired psychiatrist. Zen practitioner for 48 years, 17 as a monk.

Class Format: mornings

Requirements/Evaluation: journal review; four 2-page papers
REL 14 (W) Mountain Religion

Sacred mountains play a central role in the founding myths of many religious traditions. Mountains such as Sinai, Olympus, and Kailash are considered divine abodes, entry into which confers spiritual powers. For many religious practitioners, pilgrimage to and practicing in and around the mountains provides a special opportunity to encounter the gods and acquire spiritual benefits. In this comparative course, we will explore the special role and function of mountains in Buddhism, Hinduism, Judaism, and Islam, with a special focus on contemplative practices from Japan's Shugendo tradition and the kaihogyo nighttime hikes of Tendai monks, circumambulation of Himalayan peaks and mantra recitation, and pilgrimage journeys. Class will meet for three 2-hour sessions per week. Readings will consist mostly of journal articles and selections from books, with a 5-page reflective paper due at the end of the course. Depending on the weather, we will take advantage of the surrounding mountains for short contemplative hikes, applying some of the practices we will study.

Class Format: mornings
Requirements/Evaluation: 5-page paper
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: lottery
Materials/Lab Fee: $75
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 Cancelled

REL 17 (W) How to Write Auto-Fiction

Crosslistings: REL17 / ENGL17

Primary Crosslisting

You glanced eagerly over the course descriptions, looking for something that would allow you finally, at last, to wrestle with the ridiculous assumption that those literary genres-namely, "Fiction" and "Non-Fiction"-had intrinsically established identities and clear bounds. You wanted the class that would allow you to write the truth as you experienced it, the truth that was not entirely dependent on facts as markers of truth, but also not so flimsy as to bend in the gentle breeze of every casual opinion. Your eyes stopped on the title, "How to Write Auto-Fiction," and your attention was piqued. Will it all be written in the second person? you wondered, a thought that had you a little concerned, but the professor calmly stepped in to assure you that no, it would not, in fact it would be best if you avoided that particular narrative mode entirely. You would be focusing on writing stories from your life (10-20 pages each), narrated in the first-person, not entirely factual, but certainly not false. They would be workshopped by your peers, revised, and resubmitted. You would come to class ready to write on the first day, and you would be ruthless in your revisions of shitty first drafts. Adjunct Instructor Bio: Dalena Storm is local writer of fiction and non-fiction. She earned her BA from Williams College and her MFA from Bennington College where she participated in a number of combined workshops on memoir and fiction, and she began to explore the space between the genres in her own fiction in addition to completing a memoir.

Class Format: afternoons
Requirements/Evaluation: two stories (10-20 pages) and two revisions (10-20 pages)
Prerequisites: none
Enrollment Limit: 10
REL 18 (W) Rare Bibles of Chapin Library
What does a Bible from 1462 feel like? Smell like? In this course, students will touch, smell, and examine early and rare Bibles from the world-class collection of Bibles housed in Williams's own Chapin Library. Highlights of the collection include multiple significant 15th and 16th century Bibles, as well as a 1611 King James Bible. Through class readings and discussions, as well as a small research project, students will learn about the history of the book, the history of the Bible as a book, and the specific histories of one or more rare Chapin Bibles of their choosing. The major project for the course will be for students to experiment with and curate a Twitter account and course website as online exhibits of the 'rare and wondrous' Bibles of Chapin Library.

Class Format: afternoons

Requirements/Evaluation: the major project for the course will be for students to experiment with and curate a Twitter account and course website as online exhibits of the 'rare and wondrous' Bibles of Chapin Library

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Religion majors first, then History majors, then seniority (seniors, then juniors, etc.)

Materials/Lab Fee: cost of books

Winter 2019
LEC Section: 01 Cancelled

REL 24 (W) Touring Black Religion in the 'New' South
Crosslistings: ENVI24 / AFR24 / REL24

Secondary Crosslisting
In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about "Negro culture in the South." Hurston's reply, without hesitation, was the central and gulf coast of Florida because she believed there, "it was possible for [her] to get a cross section of the Negro South in one state." Hurston traveled directly to Eatonville, the town she eventually claimed as her birth home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion. Taking Hurston's lead, this course will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique? To answer these questions, we will travel to Florida's west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the 'New South' including a small mainstream denominational church in Talleveast Florida; a Pentecostal-Holiness church in St. Petersburg, Florida; and a mega-church in Eaton, Florida. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. A 200-page course packet will contextualize the trip.

Class Format: travel

Requirements/Evaluation: based on an electronic field journal, participation in weekly colloquies, and an oral presentation

Prerequisites: none; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: majors and concentrators in Africana Studies, Religion, and Environmental Studies; students with a background in
REL 25 (W)  Yoga and Meditation in India: Theory and Practice

This course delves into the theory and practice of both Hindu and Buddhist yoga in their land of origin, India. In the first half, we stay in the North Indian town of Rishikesh, one of the main centers of Hindu yoga today, located on the banks of the Ganges River. There we practice yoga and meditation daily, study yoga philosophy, and visit leading yoga centers. In addition, we volunteer daily at Mother Miracle Community Development Program, where a K-12 school is dedicated to teaching exceptionally intelligent poor children. In the second part of the course, we travel to South India and stay at Sera Je Monastic University, the largest center of Tibetan Buddhist monastic learning in India. There we continue our daily practice of yoga and meditation, and study with a Tibetan monastic scholar the theory of Tibetan Buddhism. In the afternoons students volunteer with Tibetan students and visit Tibetan service organizations in the area. In this way we gain a solid overview of the practice of yoga and meditation in India. We come to appreciate and learn from the people upholding the living traditions of yoga, as well as helping these people to strengthen the education that will allow them to interact with the global world. Required Reading: *The Path to Enlightenment by The Dalai Lama; Yoga and the Luminous: Patanjali’s Spiritual Path to Freedom* by Christopher Key Chapple; selected articles about yoga and contemporary yoga exchanges. Adjunct Co-Instructor Bio: Tasha Judson, M.Ed., is a certified alignment oriented Hatha yoga teacher and authorized meditation teacher. She has directed Tasha Yoga studio in Williamstown since 2003.

Class Format: travel

Requirements/Evaluation: 10-page paper; daily journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 10

Enrollment Preferences: interview

Materials/Lab Fee: $3,327

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA  Rhon S. Manigault-Bryant, James A. Manigault-Bryant

REL 30 (W)  Senior Project: Religion

An advanced course for senior Religion majors (who are not writing theses) to further develop their senior seminar paper into a polished 25 page research paper (which will also be the focus of a brown-bag presentation during the spring semester). The course will help the students with general research methods, workshopping, paper writing, and presentation practice.

Class Format: senior project

Winter 2019

IND Section: 01 TBA  Jason Josephson Storm

REL 31 (W)  Senior Thesis: Religion

Religion senior thesis.

Class Format: thesis

Distributions: (D2)

Winter 2019
REL 99 (W) Independent Study: Religion
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D2)

Winter 2019
IND Section: 01    TBA     Jason Josephson Storm

REL 102 (F) The Meaning of Life
As Henry David Thoreau put it, "The mass of men lead lives of quiet desperation," attempting to fill the void of their existence with sex, money, ephemeral amusements, and the steady accumulation of unnecessary possessions - basically killing time until the day they die. For some people this might seem to be enough, but this course is for those of us who lie awake at night wondering things like: "Why are we here?" "What does it mean to live a good life?" "How can I be happy?" "What is our duty to others?" "What really matters?" and the biggest question of them all: "What is the Meaning of Life?" This course will trace the diverse responses to these important questions offered by philosophers and religious thinkers in different cultures and time periods. We will read their texts critically and discuss how they can be directly relevant to our lives. Students will also be introduced to abstract theorizing in Religious Studies about how different cultures and traditions have historically come to live meaningfully. Authors and texts to be read may include Aristotle, Hannah Arendt, Marcus Aurelius, the Bhagavad Gita, H. H. Dalai Lama, the Dhammapada, Søren Kierkegaard, Martin Luther King Jr, Jean-Paul Sartre, Shantideva, Peter Singer, Leo Tolstoy, Max Weber, and Slavoj Zizek.

Class Format: lecture
Requirements/Evaluation: attendance and participation, journal and short writing assignments, midterm and final exams
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 40
Distributions: (D2)
Not offered current academic year

REL 104 (S) Religious Conflict and Cooperation
Violent conflicts throughout the world are animated by religious rhetoric, driven by religious actors, and sanctioned by religious authorities. At the same time, religious and "interfaith" organizations are often prominent participants in peace advocacy and conflict resolution. What are the varieties of religious involvement in war and peace? What can we learn about "religion" from the conflicts and cooperative initiatives that are labeled "religious"? Does the modern nation-state increase the likelihood of religious conflict? Will 21st century globalization support more or less conflict and/or cooperation? We will investigate these and other questions through contemporary case studies. In some cases we will focus on conflicts over territory: the Temple Mount/Noble Sanctuary in Jerusalem, the Babri Mosque/Birthplace of Rama in Ayodhya, India, the Black Hills in South Dakota. But we will also study the rhetoric of Usama Bin Laden and the role of spirit possession in the formation of the Lord's Resistance Army in Uganda. Finally, we will consider efforts to end such conflicts peacefully and delegitimize militant groups. In each case, we will see how competition for control over what counts as "Judaism," "Hinduism," "religion," "religious," and so forth is central to these conflicts and to the goals of those who seek to resolve them. Along with primary and secondary sources related to each case study, we will also read theoretical works by authors that may include Mark Juergensmeyer, Samuel Huntington, Scott Appleby, Bruce Lincoln, Saba Mahmood, Olivier Roy, Ananda Abeysekara, Talal Asad, Tomoko Masuzawa, Elizabeth Shakman Hurd, and others.

Class Format: lecture
Requirements/Evaluation: two short papers, an in-class mid-term exam, and a final paper or project
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: first-year students and potential Religion majors
Expected Class Size: 30
Distributions: (D2)

Spring 2019
LEC Section: 01   TF 1:10 pm - 2:25 pm     Jeffrey I. Israel

REL 110 (F)  Living Religion: The Study of Religion in Everyday Life
When studying religions, people generally turn to studying scriptures, the life and teachings of the religion's founder, and the fundamental doctrines of the religion. What this approach does not allow us to understand, however, is the way that such religious traditions actually manifest themselves in the world. This course introduces students to an alternative approach to studying religion, by exploring the way these religions are lived and experienced by individuals and communities in a variety of contexts. We will see how religion intersects with people's lived experiences of gender, race, class, sexuality, and broader socio-cultural and political contexts. We will explore this approach to religion through an engagement with ethnography (the qualitative research method in the social-sciences generally described as "participant-observation"). Students will not only learn about the theory and practice of this methodology, but will also conduct their own ethnographic research project over the course of the semester. This will involve: designing a feasible project and research question, selecting local research sites and subjects, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

Class Format: seminar
Requirements/Evaluation: regular reading responses, semester-long research project with frequent small assignments building up to the final product (class presentation and approximately 10-page paper)
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first-year students and sophomores
Expected Class Size: 12-12
Distributions: (D2)
Attributes: EXPE Experiential Education Courses

Fall 2018
SEM Section: 01   TR 11:20 am - 12:35 pm     Zaid Adhami

REL 134 (S)  Leaving the World Behind: The Literature of Reclusion (WI)
Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134
Secondary Crosslisting
Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide.” Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion---living a life of seclusion from society---in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state---to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial
Requirements/Evaluation: tutorial papers, responses, and a final project
**REL 171 (S)  Music and Spirituality: Cross-Cultural Perspectives  (WI)**

Crosslistings: MUS171 / REL171

Secondary Crosslisting

How does the sacred sound? Across cultures and across millennia, music has served to enable, inspire, and express the spiritual life experiences of communities and individuals. Why is this so? In what contexts and through what means can making and hearing music reflect and produce spiritual experience? This team-taught course will take a comparative approach to exploring music's spiritual power, considering such areas as the function of music in ritual practices from various cultures and times, the use of music to tell sacred stories, music and dance in spiritual practice, and the role of music created in the face of death and its aftermath. Working from both musicological and ethnomusicological perspectives, we will explore the possibilities of sensory ethnography for better understanding the role of perception and the body in spiritual experiences with music. Our comparisons will draw from Western and world Christian traditions from medieval to modern times, and on conversations with musicians immersed in the music of other faith traditions (including Jewish, Hindu, and Muslim). We will explore connections between music and spirituality through a wide variety of repertoires, including plainchant and Renaissance sacred choral music; the music and dance of traditional West African religions like vodun and orisa; music from the Western classical tradition by such composers as Bach, Beethoven, and Messiaen; American hymnody and spirituals; gospel music in the U.S. and Africa; and selected artists from the world of jazz and popular music, such as John Coltrane and Leonard Cohen.

**Class Format:** seminar

**Requirements/Evaluation:** class participation; class journal; presentation with annotated bibliography; ethnographic field study; final project with presentation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students with a demonstrated interest in music, religion, and/or anthropology/sociology

**Expected Class Size:** 15

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under REL

Not offered current academic year

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**REL 200 (S)  What is Religion? Theories and Methods in the Study of Religion**

As recently as the 1960s, the most influential theorists of modernity were predicting that religion would eventually vanish, while theologians lamented what they called the "Death of God." But one has only to glance at today's headlines to see that accounts of religion's demise were premature. Indeed a basic knowledge of religion is indispensable to understanding the current global moment as well as a range of fields from political science to English literature and history. To explore the meaning of religion, this course will introduce the debates around which the discipline of religious studies has been constituted. It will familiarize students with the discipline's most significant theorists (both foundational and contemporary) and trace their multidisciplinary--philosophical, sociological, anthropological, and psychological--modes of inquiry. At stake are questions such as: How does one go about studying religion? Is "religion" even a cultural universal? Or is it merely the byproduct of the European Enlightenment? What is religion's

**Class Format:** seminar

**Requirements/Evaluation:** class participation, three short (2-3 pages) writing assignments, a 5-page midterm paper, and a 10-page final paper

**Extra Info:** not available for the fifth course option

**Prerequisites:** none, although a previous course on religion is recommended

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors

**Expected Class Size:** 15

**Distributions:** (D2)

Spring 2019

SEM Section: 01    TR 11:20 am - 12:35 pm     Zaid Adhami

**REL 201 (F) The Hebrew Bible**

Crosslistings: COMP201 / JWST201 / REL201

**Primary Crosslisting**

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, short written assignments, and two to three longer papers

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Jewish Studies concentrators, Religion and Comparative Literature majors

**Expected Class Size:** 40

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP

**Attributes:** JWST Gateway Courses

Fall 2018

LEC Section: 01    TR 9:55 am - 11:10 am     Edan Dekel

**REL 202 (S) Moses: Stranger in a Strange Land**

Crosslistings: COMP214 / JWST202 / REL202

**Primary Crosslisting**

As chieftain, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God's chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick-tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory
portrait of this self-described "stranger in a strange land." We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include renaissance visual depictions, literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. *All readings are in translation.*

**Class Format:** seminar

**Requirements/Evaluation:** class participation, short written assignments, and two or three longer papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students who have already taken a course in biblical literature

**Expected Class Size:** 19

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP

**Attributes:** JWST Core Electives

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**REL 203 (F) Judaism: Before The Law**

Crosslistings: JWST101 / REL203

**Primary Crosslisting**

This course introduces the academic study of Judaism through a humanistic exploration of "the Law" as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between "Oral Law" and "Written Law," medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth-century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts by Franz Rosenzweig, Leo Strauss and Joseph Soloveitchik, Kafka's *The Trial* with his parable "Before The Law," Woody Allen's film *Crimes and Misdemeanors*, and ethnographic accounts of contemporary Jewish observance. *All readings will be in translation.*

**Class Format:** seminar

**Requirements/Evaluation:** class participation, three short papers, and a final longer paper

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Jewish Studies concentrators, Religion majors and students who are considering these options

**Expected Class Size:** 15

**Distributions:** (D2)

**Attributes:** JLST Interdepartmental Electives; JWST Gateway Courses

*Not offered current academic year*

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**REL 204 (F) Jesus and Judaism**

Crosslistings: REL204 / JWST204

**Primary Crosslisting**

Was Jesus a Christian? Was he Jewish? And if Christianity's ostensible founder was Jewish, what does that mean for his Christianess? This course will explore Christian, Jewish, and secular depictions of Jesus' Jewishness to see what they reveal about the nature and history of the relationship between Christianity and Judaism. Broad in its historical scope, the course will include examinations of ancient Jewish messianic expectations, New Testament depictions of Jesus' Jewishness, covert references to Jesus in the Talmud, medieval debates between Jews and Christians, and modern
Religious "quests" for the historical Jesus. Was Jesus Jewish? How so and for whom?

Class Format: seminar
Requirements/Evaluation: active preparation and participation, short papers (3-5 pages), and final exam
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 10-12
Distributions: (D2)
Not offered current academic year

REL 205 (S) Ancient Wisdom Literature
Crosslistings: JWST205 / REL205 / COMP217 / CLAS205
Primary Crosslisting
The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of hokhmah, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's Works and Days, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's Poor Richard's Almanack.
All readings are in translation.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two longer papers
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS or COMP
Attributes: JWST Core Electives
Not offered current academic year

REL 206 (S) The Book of Job and Joban Literature (WI)
Crosslistings: COMP206 / JWST206 / REL206
Primary Crosslisting
The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's The Trial, Archibald MacLeish's J.B., Robert Frost's "Masque of Reason," Carl Jung's Answer to Job, and William Blake's Illustrations to the Book of Job. All readings are in translation.
Class Format: discussion
REL 207 (F)  From Adam to Noah: Literary Imagination and the Primeval History in Genesis

Crosslistings: COMP250 / REL207 / JWST207 / CLAS207

Primary Crosslisting

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah’s wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. All readings are in translation.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation and several writing assignments

Extra Info: core course for COMP

Prerequisites: none

Enrollment Preference: students who have already taken a course in Biblical literature

Expected Class Size: 19

REL 209 (S)  Jewish America

Crosslistings: JWST209 / REL209

Primary Crosslisting

Who and what counts as “Jewish” in America? Does stand-up comedy have a distinctly Jewish pedigree? What about neoconservatism? How is it possible to answer such questions without falling into what David Hollinger has called the “booster-bigot trap”? How is it possible, that is, to avoid answers that uncritically celebrate “Jewish contributions” or perniciously suggest “Jewish influence”? This course will explore the various meanings of Jewishness in American culture as expressed by artists, rabbis, activists, intellectuals, boosters, bigots and others. We will seek to avoid the booster-bigot trap by focusing vigilantly on what is at stake wherever Jewishness is invoked, defined or ascribed. We will draw methodological support from scholars like Hollinger, Jonathan Freedman, Laura Levitt, Yuri Slezkine, Shaul Magid, Andrea Most and others. Particular attention will be given to the appearance of Jewish themes and involvement in popular culture and political action, as well as to Jewish American communal institutions, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and ethnographic readings, but will focus primarily on close analysis of films, literary fiction, stand-up comedy, political magazines, theological texts, and
television shows. We may, for instance, watch films like _The Jazz Singer_ (1927 and 1980), _Exodus_ and _Annie Hall_; read John Updike's _Bech: A Book_, Philip Roth's _Operation Shylock_ or Cynthia Ozick's _The Puttermesser Papers_; listen to the comedy of Mort Sahl, Lenny Bruce and Sarah Silverman; read from Henry Ford's _Dearborn Independent_, the _Menorah Journal or Commentary_; study works by Rabbis Stephen Wise, Abraham Joshua Heschel and Meir Kahane; and watch episodes of _Bridget Loves Bernie_, _Northern Exposure_ and _Curb Your Enthusiasm_. We will also study arguments about the role and meaning of Jewishness in American secularization, "therapeutic culture," the civil rights movement, the sexual revolution, and feminism.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, two short papers, a midterm take-home exam, and a final paper interpreting an example of Jewishness in America chosen by the student

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and students who are interested in either of these options

**Expected Class Size:** 25

**Distributions:** (D2)

Not offered current academic year

**REL 211 (F) Earliest Christianities**

This history course explores the diversity and development of early Christianity primarily through the writings of early Christians beyond the New Testament canon. Attention is given to diverse interpretations of Jesus and Judaism, the emergence of church structures and rituals, and the construction of the categories "orthodoxy" and "heresy" in the context of the struggle for authority and identity in the Roman Empire as well as at the intersections between historiography and contemporary religious and political debates.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** active preparation and participation, 1 text analysis paper (5 pages), midterm, and take home final

**Prerequisites:** none

**Enrollment Limit:** none

**Expected Class Size:** 12

**Distributions:** (D2)

Not offered current academic year

**REL 213 (F) Ancient Christianity on Gender and Sexuality: Legacies and Prospects**

Crosslistings: WGSS216 / REL213

**Primary Crosslisting**

This course will examine a set of case studies from ancient Christianity and contemporary literature that address topics in gender and sexuality, such as the masculinity of Jesus; portraits of Mary Magdalene as leader and prostitute; desire, marriage, and celibacy; gender and violence in martyr narratives; the sex/gender of God; and sexual slander of heretics and Jews. We will consider social and theological intersections with feminist, masculinity, and trans* studies.

**Class Format:** seminar

**Requirements/Evaluation:** regular class attendance, active participation in discussions, careful reading of all assigned materials, three 5- to 7-page papers (c. 2000-2300 words)

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Distributions:** (D2)

Not offered current academic year

**REL 214 (F) Religion and the State**
Crosslistings: REL214 / PSCI271

Primary Crosslisting

The First Amendment of the U.S. Constitution begins: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." What does "religion" mean in this formulation? Should "religion" be singled-out for exclusion from government? Are "religious" reasons ever legitimate reasons for laws, policies or popular political action? Should "religious" organizations be exempt from otherwise generally applicable laws? Is "religion" good or necessary for democratic societies? In this course we will respond to these and related questions through an investigation of "religion" as a concept in political theory. Particular attention will be given to the modern liberal tradition and its critics. Coverage will range from modern classics to innovative contemporary arguments. Classics may include John Locke's *A Letter Concerning Toleration*, selections from Jean-Jacques Rousseau's *The Social Contract*, James Madison's *Memorial and Remonstrance Against Religious Assessments*, Immanuel Kant's *Religion Within the Boundaries of Mere Reason*, John Stewart Mill's *Three Essays On Religion*, and John Dewey's *A Common Faith*. More recent arguments may come from John Rawls, Alasdair MacIntyre, Nicholas Wolterstorff, Martha Nussbaum, Jeffrey Stout, Winnifred Sullivan, Brian Leiter and Andrew Koppelman.

Class Format: seminar

Requirements/Evaluation: class participation, two short papers, a midterm take-home exam, and a final take-home exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religion majors, those interested in being Religion majors, and Political Science majors concentrating on Political Theory

Expected Class Size: 25

Distributions: (D2)

Attributes: JLST Interdepartmental Electives

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm    Jeffrey I. Israel


Crosslistings: CLAS215 / REL215

Primary Crosslisting

In this course, students will be introduced to the New Testament through an exploration of how the New Testament became--and continues to be produced as--a book. We will start by examining the letters of Paul--its earliest texts--in terms of the habits and traditions of ancient letter-writing. We will similarly place the other texts of the New Testament in the context of Greek, Roman, and Jewish literary traditions and conventions. As the semester moves forward, we will examine how the New Testament itself became a material object--a book--and how its changing material status shaped its meaning and functioning. We will see the New Testament transform from a library of separate scrolls and/or codices (a library which was occasionally bound together into a single codex), to a luxury object in the Middle Ages, to a cheap printed object in the wake of the printing revolution of the 19th century, to its modern life as both a highly marketed object and a searchable digital "thing" in online spaces and mobile apps.

Class Format: seminar

Requirements/Evaluation: active preparation and participation, two short papers (3-5 pages), midterm, and final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10-12

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS

Not offered current academic year

REL 216 (S) Greek Art and the Gods

Crosslistings: CLAS248 / REL216 / ARTH238

Secondary Crosslisting
In the *Iliad*, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

**Class Format:** lecture and discussion

**Requirements/Evaluation:** short writing assignments, midterm exam, final exam, final paper

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** preference will be given to pre-registered Art-History majors needing to fulfill the pre-1400 requirement; otherwise, the course is open to any interested student

**Expected Class Size:** 30

**Department Notes:** satisfies the pre-1400 requirement; satisfies the pre-1600 elective requirement in the art-history major.

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH and CLAS; meets Division 2 requirement if registration is under REL

**Attributes:** ARTH pre-1600 Courses; Not offered current academic year

**REL 217 (S) Medieval England**

Crosslistings: REL217 / HIST231

**Secondary Crosslisting**

Across the entire world of the Middle Ages, no region has captured the modern imagination as much as medieval England. From the Battle of Hastings to Magna Carta, from Braveheart to King Arthur, medieval English history and popular knowledge of the medieval past are closely linked. This course will survey the history of England from the Roman period through the reign of Richard II (AD 43-1399). We will find a great deal to detain us in these thirteen centuries, including the Anglo-Saxon settlement of England and subsequent conversion to Christianity, the Viking raids of the ninth and tenth centuries, the Norman Conquest, the growth of English common law, the murder of Thomas Beckett, Edward I's campaigns in Wales and Scotland, the Peasants' Revolt of 1381, and the beginning of the Hundred Years War. We will focus particularly on power and politics, but primary readings will add important social, cultural and religious context. Our meetings will emphasize lectures and discussion equally. No prior knowledge is expected.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based upon a series of 500-word papers and weekly quizzes

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History majors

**Expected Class Size:** 35

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern

Not offered current academic year

**REL 218 (F) Foundations of China**

Crosslistings: ANTH212 / CHIN214 / REL218 / HIST214 / GBST212

**Secondary Crosslisting**
This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Class Format: lecture
Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors
Expected Class Size: 25
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under CHIN; meets Division 2 requirement if registration is under ANTH, REL, HIST OR GBST
Attributes: HIST Group B Electives - Asia

REL 219 (S) Judaism Under Ancient Greek and Roman Imperialisms
Crosslistings: JWST219 / CLAS219 / REL219

Primary Crosslisting
How did ancient Greek and Roman empires shape the beginnings of Judaism? In this course, we will examine how Greek and Roman imperial systems of identity, ethnicity, law, religion, and knowledge affected Judaism as a religious and cultural system. We will pay particular attention to the ways that Jews/Judaeans responded to these imperial pressures, especially as those responses articulated "hybrid" versions of Judaism that were informed both by resistance to imperial centers as well as the sheer hegemony of those cultural systems. The course thus uses (and introduces students to) postcolonial theory to study the history of Judaism under Greek and Roman empires. Readings for this course will include a wide array of ancient Jewish works, such as the books of Maccabees, Flavius Josephus, Philo of Alexandria, the Dead Sea Scrolls, and the Mishnah. The course will also include select readings from early Christian texts and postcolonial theory.

Class Format: seminar
Requirements/Evaluation: active preparation and participation, short reading response papers (1-page), midterm, and final exam
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 10-12
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS
Not offered current academic year

REL 220 (S) Spiritualities of Dissent
Crosslistings: REL220 / AFR219

Not offered current academic year
This course seeks to understand how protest fuels the creation and sustenance of black religious movements and novel spiritual systems in the twentieth and twenty-first centuries. We will examine the dissentive qualities of selected African-descended activists, community workers, scholars, spiritual/religious leaders, and creative writers. By the end of this course, students will be able to thoughtfully respond to the questions, "What is spirituality?"; "What is dissent?"; and "Has blackness required resistive spiritual communities?"

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation, weekly reading responses, a critical book review, and a final paper or project

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors; Africana Studies concentrators

**Expected Class Size:** 15

**Distributions:** (D2)

Not offered current academic year

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REL 221 (F) Technologies of Religion in the Early Christian World

**Crosslistings:** CLAS221 / REL221

**Primary Crosslisting**

What is the relationship between religion and technology? How do various technologies affect the production and distribution of religious knowledge? Facilitate communication and interaction with the divine? Transform the religious self? In this course, we will look specifically at the uses and effects of technology on religion in the early Christian world. While focused most directly on the influence of technology on the development of early Christianity, the course will also explore the place of technology in coterminous movements: in "pagan" sacrifice, Neoplatonic divination, and Stoic practices of the self. By examining technologies of text production, sacrifice, memory, and the self, the course will shed light on early Christianity and its competing religious and philosophical movements, as well as on the nature of technology's relationship to religion.

**Class Format:** seminar

**Requirements/Evaluation:** active preparation and participation, short reading response papers (1 page), and a final exam

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 10-12

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS

Not offered current academic year

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REL 223 (F) Revolt and Revelation in 20th-Century Americas

**Crosslistings:** AMST228 / AFR228 / LATS228 / REL223

**Secondary Crosslisting**

Writing in 1971, Dominican priest and Peruvian theologian Gustavo Gutierrez asked “Is the Church fulfilling a purely religious role when by its silence or friendly relationships it lends legitimacy to dictatorial and oppressive government?” Such a question encapsulates the sometimes agonistic and other times deeply intertwined relationships between religious institutions, religious thought, and movements for political transformation in the 20th century Americas. This course examines those forms of “God-talk” broadly termed “liberation theologies” that responded to and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were born out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings--such as those of Gutierrez--and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, Perú, and the United States of America between 1960-2000.

**Class Format:** seminar
REL 224 (S) U.S. Latinx Religions

Crosslistings: REL224 / AMST224 / LATS224

Secondary Crosslisting

In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. We examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latinx communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices --such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latinx Muslims, and Santería--by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. We will also consider, though more briefly, questions of how one studies Latinx religions.

Class Format: discussion

Requirements/Evaluation: based upon class participation, short writing exercises, a 5-page essay, and an 8-12-page final review essay

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 15

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; LATS Core Electives

Not offered current academic year

REL 225 (S) Culture and Morality

Crosslistings: ANTH224 / REL225

Secondary Crosslisting

Moral judgments differ across cultures, within cultures, and across time. How do we account for this variation, and what does it tell us about human nature and the nature of moral reasoning? This course examines practical and theoretical orientations for the descriptive study of morality. We will read about and analyze moral life in a range of cultural and historical settings, from Africa and Oceania to North America and the Upper Amazon. As an object of academic inquiry, morality has historically been resistant to classification under any one discipline, recognized at various times to be the exclusive province of philosophy, psychology, religion, and so on; so we will draw on works from across a range of fields in order to better understand morality and its relationship with other significant dimensions of human social life (political economy, religion, gender, etc.). Specific topics will include: the relationship between morality and freedom; the apparent intractability of moral disagreements; the role of intuition and emotion in moral reasoning; and the influence of power and hierarchy on moral judgment.

Class Format: seminar

Requirements/Evaluation: a midterm project and a final paper

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: ANSO students

Expected Class Size: 19

Distributions: (D2)

Attributes: PHIL Related Courses
Not offered current academic year

REL 226 (F)  Spiritual But Not Religious  (WI)
Crosslistings: ANTH226 / REL226

Primary Crosslisting

Today, more than one in five people in the United States identify as "none" when asked about their religious affiliation. Yet that does not mean that religious sentiment or spirituality is on the decline. On the contrary, talk of "spirituality" is more pervasive than ever in popular discourse. Increasingly Americans claim that they are "spiritual but not religious" or that they prefer "individual religion" over "organized religion." This course seeks to understand and investigate this phenomenon. What is the lived experience of being "spiritual but not religious"? What counts as spirituality? Is there a meaningful distinction between spirituality and religion? What does this distinction assume about the nature of organized religion? What is the history that led us to this ideology of individualized spirituality? And what are the social and political implications of this trend? We will explore these questions and study this phenomenon through an engagement with ethnography (the qualitative research method generally described as "participant-observation"). Over the course of the semester, students will be expected to conduct an ethnographic research project within local communities in Williams College and Williamstown. Alongside our central readings on spirituality, we will also be studying some background in the theory and practice of this methodology. Throughout the semester, students will work together on developing the practical skills necessary to conduct an ethnographic project, and will be gradually executing their own individual projects. This will include: designing a feasible project and research question, selecting research sites and interlocutors, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

Class Format: seminar

Requirements/Evaluation: regular reading responses; semester-long research project with frequent small assignments building up to the final product (15- to 20-page paper)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: none

Expected Class Size: 10-15

Distributions: (D2) (WI)

Not offered current academic year

REL 229 (S)  Reel Jesus: Reading the Christian Bible and Film in the U.S.A.  (WI)
Crosslistings: REL229 / AMST229

Primary Crosslisting

In this course we examine some of the ways that Christian biblical narratives have appeared in late twentieth-century and early twenty-first century Hollywood movies, looking in particular at films such as The Matrix (1999), The Passion of the Christ (2004), Jesus Christ Superstar (1973), The Shawshank Redemption (1994), The Omen (1976), Children of Men (2006), and The Book of Eli (2010). What are the overt and subtle ways that these films seek to interpret and employ biblical texts? Why do they draw upon the texts they do and read them as they read them? What can cinematic interpretations of biblical texts reveal to us about how these texts are used in broader U.S. culture, especially to crystallize and reflect certain political, economic, ethnic, racial, sexual, and social parameters of U.S. cultures? How does an awareness of this scriptural dimension in a work of "popular culture" affect our interpretation of both the film and the scriptural text's meanings? How do varying interpretations of biblical texts help us to understand cinematic meaning? By assuming that we can read both biblical texts and films in multiple and contradictory ways, this class can use film as the occasion for interpreting, analyzing, and debating the meanings, cultural functions, and affective responses generated by biblical narratives in film. Finally, this course asks us to analyze the implications of ways in which we read texts and films. For this interdisciplinary course we will read selected biblical and extra-canonical texts, including selections from canonical and non-canonical gospels, the letters of Paul, and the book of Revelation, but our focus will be on the way that movies (and the people who make them and watch them) make meaning out of these biblical texts.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation based on participation, short writing exercises (1-pg response papers), one 3-pg analytical essay that will also be revised, a 6-pg synthetic midterm essay, and a final 10-pg review essay

Prerequisites: none
REL 230 (F)  Who was Muhammad?
Crosslistings: ARAB230 / GBST230 / REL230

Primary Crosslisting
Considered the Messenger of God, Muhammad is a central character of the Islamic tradition and has been the object of love and devotion for centuries. Recent outbursts sparked by controversial cartoons depicting Muhammad have made clear that he remains a revered and controversial figure even today. This course takes a critical historical perspective to the biographies of Muhammad, the founder of Islam. Rather than focus on the "facts" of his life, we will think about the ways in which historical context, political interests, and shifting conceptions of religion have influenced the way in which Muhammad has been imagined and remembered. We will also consider the ways in which Muslim and non-Muslims biographies of Muhammad are intertwined and interdependent, often developing in tandem with one another. By exploring Muslim and non-Muslim, pre-modern and modern accounts of Muhammad's life, we will think about the many ways in which Muhammad's life has been told and re-told over the centuries. In this course we will consider some of the following depictions of Muhammad: Muhammad as the object of ritual devotion; Muhammad as statesman and military leader; Muhammad's polygynous marriages and his young wife, Aisha; Muhammad as social reformer and revolutionary. Course readings will include pre-modern biographies (in translation) as well as contemporary Muslim and non-Muslim biographies.

Class Format: seminar
Requirements/Evaluation: reading responses, 3 short essays (3-4 pages double-spaced), and final exam
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: Religion majors
Expected Class Size: 10
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Not offered current academic year

REL 233 (S)  Islam and the West: A Clash of Civilizations?
"This idea that all religions share the same values is bulls**t and we need to call it bulls**t," the popular political commentator and critic Bill Maher has said on multiple occasions. "If you are in this religion [Islam], you probably do have values that are at odds [with American values]. This is what liberals don't want to recognize." Maher has acquired a reputation for making strong statements like this about the need for Americans (and liberals in particular) to stand up for their secular liberal values, which are in conflict with and superior to the values of Islam. Maher's comments are only one recent manifestation of a long line of pundits making such claims. This is best exemplified by Samuel Huntington's "Clash of Civilizations" thesis, which famously predicted that there would inevitably be a violent clash between the Islamic and Western Civilizations. This course investigates such ideas about the inherent conflict between Islam and the West. How should we understand the nature of Islamic and Western civilizations and the relation between them? What is the history of this relationship? What has given rise to these standard representations of Islam and Muslims? What are the political stakes and consequences of these representations? How should we understand the phenomenon of "Islamophobia"? We will explore these questions through an in-depth and critical investigation into the history of Euro-American nationalism and colonialism, the concepts of "civilizations" and "religions", the history of modern Islam, and the nature of Orientalism and secularism.

Class Format: seminar
Requirements/Evaluation: regular reading responses, 5- to 6-page midterm essay, group social-media project (research-based, creating a video essay), final 7- to 8-page essay
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: none
REL 234 (F) What is Islam? (DPE)

Crosslistings: ARAB234 / GBST234 / REL234 / HIST208

Primary Crosslisting

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar

Requirements/Evaluation: reading responses, two essays, final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

Fall 2018

SEM Section: 01  MR 1:10 pm - 2:25 pm  Saadia Yacoob

REL 235 (S) The Garden in the Ancient World

Crosslistings: ENVI232 / REL235 / CLAS235 / COMP235

Secondary Crosslisting

Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

Class Format: seminar

Requirements/Evaluation: class participation, short written assignments, and a final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Classics majors
Expected Class Size: 15

Distributions: (D2)  

Distribution Notes: meets Division 1 requirement if registration is under CLAS, COMP or ENVI; meets Division 2 requirement if registration is under REL

Spring 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Nicole G. Brown

REL 236 (S) Reading the Qur'\'an  (WI)
Crosslistings: ARAB236 / REL236 / COMP213 / GBST236

Primary Crosslisting

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

Class Format: seminar

Requirements/Evaluation: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Arabic Studies majors

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under REL or GBST; meets Division 1 requirement if registration is under ARAB or COMP

Not offered current academic year

REL 237 (F) Islam in the United States: From Black Muslims to the War on Terror
Crosslistings: AFR237 / REL237 / AMST237

Primary Crosslisting

Malcolm X is likely the most prominent and influential Muslim figure in the history of the United States. His story represents two fundamental themes in the history of Islam in America: conflict between Muslims over what is "authentic" or "orthodox" Islam; and the ways that American history, politics, and culture determine the contours of "American Islam". This course will explore these two themes through an array of topics in the history of American Islam. In so doing, we will examine the complex relation between religion, politics, and culture in the United States. Beginning with the story of Malcolm X, the Nation of Islam, and other African-American Muslim movements, we will try to understand: What made Islam so appealing to millions of African-Americans throughout the 20th century? And were these genuinely "religious" and "Islamic" movements, or just racial/political "black nationalist" movements in the guise of religion? What counts as legitimately "Islamic", and who gets to decide? We will then move into the latter half of the 20th century and the post-9/11 debates over authentic Islam. What happened to American Muslim communities and organizations after the waves of post-1965 immigration from Muslim countries? How have debates about Muslim identity shifted over time, from being configured in terms of black separatism, to transnational/diasporic identity, to the attempts at articulating an indigenous "American-Muslim" identity? How have national narratives around 9/11 and the "War on Terror" impacted these debates over identity and "true Islam"? And how have these debates intersected with gender, racial, and ethnic politics? Throughout the course, we will be studying historical and anthropological material, autobiographies, novels, documentaries,
films, and social media. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to race, ethnicity, nationality, culture, gender, language, and age.

**Class Format:** seminar

**Requirements/Evaluation:** in-class participation and presentations; 3 short essays; final project

**Prerequisites:** none

**Enrollment Preferences:** none

**Expected Class Size:** 12

**Distributions:** (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora;

Not offered current academic year

**REL 238 (F) Faith and Rationality in Islam: Skepticism and the Quest for Certainty**

Religious faith is generally perceived as being diametrically opposed to reason and rationality. Islam in particular is often assumed to be even more dogmatic in its demand for blind unquestioning faith. This course will explore the lively debates among Muslim theologians regarding the complex relationship between faith, rationality, and skepticism. Is faith compatible with reason and rationality? Can the foundations of Islamic belief be proven to be true? Are there limits to what can be known rationally? Are people justified in holding religious beliefs? Does faith require absolute certainty? What room is there for doubt and skepticism in Islam? We will explore these questions through an array of primary and secondary readings in Islamic theology, philosophy, and mysticism from the medieval period.

**Class Format:** seminar

**Requirements/Evaluation:** essays and exams

**Prerequisites:** none

**Enrollment Limit:** 10

**Expected Class Size:** 5-10

**Distributions:** (D2)

**Attributes:** PHIL Related Courses

Fall 2018

SEM Section: 01    MW 11:00 am - 12:15 pm     Zaid Adhami

**REL 239 (F) The Modern Middle East (DPE)**

Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Secondary Crosslisting

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Class Format:** lecture

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB  DPE: This course introduces students to the incredible diversity of
the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

Fall 2018
LEC Section: 01  TF 1:10 pm - 2:25 pm  Magnús T. Bernhardsson

REL 240 (S) The Challenge of ISIS
Crosslistings: HIST210 / REL240 / ANTH210 / ARAB210 / GBST210

Secondary Crosslisting
What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahidin and Taliban, and al-Qaeda, the course will go on to investigate how ISIS derives important aspects of its ideology and organization from these earlier movements and how it deviates from them. We will look at unique aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time. Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.

Class Format: lecture
Requirements/Evaluation: blogs (4 main blog posts, responses to at least 3-4 other blogs each week) (30%); analytic paper or class history paper (35%); 2 midterms (35%)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 40
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East

Not offered current academic year

REL 241 (S) History of Sexuality (WI)
Crosslistings: HIST292 / GBST241 / WGSS239 / REL241

Primary Crosslisting
Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Class Format: seminar
REL 242 (S) Women, Gender, and Sexuality in Islam (DPE)
Crosslistings: WGSS242 / REL242 / ARAB242

Primary Crosslisting
The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Class Format: seminar
Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion, Women’s, Gender and Sexuality Studies and Arabic majors
Expected Class Size: 14
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2019
SEM Section: 01    TR 9:55 am - 11:10 am     Saadia Yacoob

REL 243 (F) Islamic Law: Past and Present
Crosslistings: REL243 / WGSS243 / ARAB243 / HIST302

Primary Crosslisting
From fear of the Shari’a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari’a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover
include: ritual piety, family and personal status law, criminal law, and dietary rules.

Class Format: seminar

Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 10

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Attributes: HIST Group B Electives - Asia; HIST Group E Electives - Middle East; HIST Group P Electives - Premodern; JLST Interdepartmental Electives

Fall 2018

SEM Section: 01    TR 11:20 am - 12:35 pm     Saadia Yacoob

REL 244 (S)  Mind and Persons in Indian Thought
Crosslistings: ASST244 / REL244

Primary Crosslisting
In this course, we follow the conversation among Indian philosophers concerning the self and the nature of consciousness. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka philosophy, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central ideas that have challenged philosophers in both traditions.

Class Format: lecture/discussion

Requirements/Evaluation: full attendance and participation, three short essays (6 pages)

Prerequisites: prior exposure to Buddhism or philosophy, or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: selection based on the basis of relevant background

Expected Class Size: 18

Distributions: (D2)

Attributes: PHIL Related Courses

Spring 2019

LEC Section: 01    M 7:00 pm - 9:40 pm     Georges B. Dreyfus

REL 246 (F)  India's Identities: Reproducing the Nation, Community and Individual  (WI)
Crosslistings: ANTH246 / ASST246 / WGSS246 / REL246

Primary Crosslisting
This course considers India's contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions -- Hindu/Muslim, rich/poor, high caste/outcaste, male/female? What are the historic roots and ongoing causes that produce structural violence around these axes of difference? We pay particular attention to key moments (Partition, communal riots in Gujarat in 2003, Hyderabad in 1990, Delhi in 1984), and places (Punjab, Bengal, Jammu & Kashmir) for our analysis of how religion, gender, and caste intersect to produce a landscape of communal violence, social hierarchy, and fragmented subjectivity in India today. We are as interested in discourses and practices that shore up these binaries as well as the third terms that attempt to transcend or diffuse them. For instance, we look at how Buddhism is and is not a middle path between Hindu/Muslim conflict in Indian Kashmir. Our
course readings include ethnographic, sociological, and historical analyses, as well as oral histories and popular media.

Class Format: tutorial

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: GBST South + Southeast Asia Studies Electives; PHLH Bioethics + Interpretations of Health; WGSS Racial Sexual + Cultural Diversity

Not offered current academic year

REL 247 (S) Race and Religion in the American West

Crosslistings: ENVI247 / LATS247 / REL247 / AMST247

Primary Crosslisting

From the "Land of Enchantment" of New Mexico in the far reaches of the desert to the sacred temples on the West Coast that overlook Pacific Ocean, this course examines the peoples and the "sacroscapes" of the American West. Historian Patricia Limerick regards this region as an extraordinary site of convergence and one of "the greatest meeting places on the planet." The region is a site of cultural complexity where Penitentes maintained a sacred order, Pentecostals attracted a global audience, Native Americans forged legal/protected definitions of "religion," and Asian immigrants built the first Buddhist and Sikh temples. Until recently, standard surveys of religious history in North America have devoted minimal attention to the distinctive role of religion in the American West. They have focused on religious history in the flow of events westward from the Plymouth Rock landing and Puritan establishment while generally overlooking the Pueblo Revolt in modern-day New Mexico which occurred in that same century and marked the temporary suspension of Spanish encroachment. How do scholars of religion and history account for these renditions between the past and present? Most mainstream religious histories treat religious experience and identity in the U.S. West as additive rather than complementary to or constitutive of its mainstream narratives. Contemporary historians of religion note the need for new "sights," "cites," and "sites" in order to deconstruct and reconstruct this incomplete meta-narrative, taking into account such factors as migration, gender, region, and the environment.

Class Format: seminar/discussion

Requirements/Evaluation: student participation, weekly reflection papers (up to half page), midterm primary source paper (up to 5 pages), and a final research paper on Religion and the Environment (8-10 page paper with a media/visual component)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Extra Info 2: course is part of the 2016-17 Climate Change Initiative

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: none

Department Notes: religion: Elective Course

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ENVI Humanities, Arts + Social Science Electives; LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

REL 249 (F) Anti-Semitism (DPE)

Crosslistings: JWST249 / REL249

Primary Crosslisting

This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that
raise key questions for our investigation. Where does the term "anti-Semitism" come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

**Class Format:** seminar

**Requirements/Evaluation:** three short papers (4-5 pages), one longer final paper (6-8 pages)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

**Expected Class Size:** 18

**Distributions:** (D2) (DPE)

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REL 250 (F) Scholars, Saints and Immortals: Virtue Ethics in East Asia

**Crosslistings:** REL250 / ASST250

**Primary Crosslisting**

In East Asian cultures, as in the United States, popular conceptions of morality typically take their shape, not from explicit rules, but from moral paragons--stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of "secular saints" as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the cultural functions of moral paragons and philosophies of virtue in East Asia by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal scholar-bureaucrat to Buddhist conceptions of the Bodhisattva to Taoist immortals. It will also address the history of ethical thought in East Asia, focusing particular attention on conceptions of "Virtue Ethics." This approach has come to be seen by some contemporary analytic philosophers as a way out of the impasse produced by ethical relativism and the loss of theological rationales for moral action. Readings will include Euro-American philosophers such as Nietzsche and Maclntyre as well as primary texts in translation by Chuang-tzu, Confucius, Shantideva and others.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** active participation, short writing assignments, midterm, and a self-scheduled final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Religious Studies and Asian Studies majors

**Expected Class Size:** 20

**Distributions:** (D2)

**Attributes:** GBST East Asian Studies Electives; PHIL Related Courses

*Not offered current academic year*

REL 252 (S) Zen Buddhist Visual Culture: The Path to Nirvana (WI)

**Crosslistings:** ARTH376 / REL252 / ASST376

**Secondary Crosslisting**

This course is about the ways in which images are produced, viewed, and used in the Zen Buddhist tradition. It explores the various ways in which visual culture is a key part of Zen Buddhist teaching in China and Japan. In this class we will look at both high art and popular expressions of Zen Buddhist visual culture. Topics of interest include: 1) Buddhist image making and icon worship; 2) Gardens; 3) tearooms, tea ceremony and tea bowls; 4) The Zen temples Ryoan-ji, Daisen-in, and Daitoku-ji; 5) The political function of Zen and its art in Japan's samurai culture; 6) The popular Zen
Buddhist cult of Bodhisattva Avalokiteshvara and his gender transformation; and 7) Daruma (Bodhidharma) imagery in popular culture. This course is a CRAAS (critical reasoning and analytical skills) course. The class format also offers students opportunities to practice public speaking and writing skills.

Class Format: lecture/class discussion

Requirements/Evaluation: class discussions and participation; oral presentations, short papers; and a research paper

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors and seniors

Expected Class Size: 8

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ASST; meets Division 2 requirement if registration is under REL

Attributes: ARTH pre-1600 Courses;

REL 253 (S) Spiritual Crossroads: Religious Life in Southeast Asia

Crosslistings: ANTH233 / ASST233 / REL253

Secondary Crosslisting

No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.

Class Format: seminar

Requirements/Evaluation: midterm, short essays, term paper

Prerequisites: none; open to non-majors

Enrollment Limit: 19

Expected Class Size: 15

Distributions: (D2)

Attributes: GBST South + Southeast Asia Studies Electives

REL 254 (F) The Theory and Practice of Meditation in the Modern World

This course invites students to examine theoretically and experientially meditation. Throughout the course, we examine meditations belonging to various Buddhist traditions through our own practice. We study some of the manuals where these meditations are taught and connect these practices to some of the more important ideas of the tradition. In studying and practicing meditation, we follow a gradual approach, starting from the most basic practices to more advanced ones. We also connect the practices and ideas we consider with modern scientific approaches, examining practices such as mindfulness therapy and the practice of positive emotions from a psychological perspective. In the process, we re-contextualize Buddhist ideas by connecting them with modern approaches, particularly those inspired by biology, psychology and ecology. Throughout the course, students will keep a daily practice of meditation and record their experiences in a journal so as to be able to come to an informed understanding combining a theoretical grasp of the issues raised by meditation and their own personal appreciation.

Class Format: lecture; mixture of lecture, discussion, and practice of meditation

Requirements/Evaluation: full attendance and participation, regular practice of meditation, two middle-length essays, and a meditation journal
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Religion majors, students who have taken REL 288
Expected Class Size: 18
Distributions: (D2)

Fall 2018
LEC Section: 01    MWF 8:30 am - 9:45 am     Georges B. Dreyfus

REL 255 (S) Buddhism: Ideas and Practices
Crosslistings: REL255 / ANTH255 / ASST255

Primary Crosslisting
This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

Class Format: lecture/discussion
Requirements/Evaluation: full attendance and active participation; two essays
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: none
Expected Class Size: 25
Distributions: (D2)
Attributes: GBST South + Southeast Asia Studies Electives; PHIL Related Courses

Spring 2019
LEC Section: 01    MWF 8:30 am - 9:45 am     Georges B. Dreyfus

REL 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now  (DPE) (WI)
Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Primary Crosslisting
This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha’s inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and ‘she devils’ alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha’s life-his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan.
We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

**Class Format:** seminar

**Requirements/Evaluation:** class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

**Expected Class Size:** 15

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

**Attributes:** GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01    M 7:00 pm - 9:40 pm    Kim Gutschow

**REL 257 (S) Tibetan Buddhism: Embodying Wisdom and Compassion**

We begin by considering the basic ideas and practices of Tibetan Buddhist traditions and the ways in which the ideals of wisdom and compassion have shaped Tibetan culture. We then proceed to examine particular aspects of the tradition such as the role of the teacher or lama and their various manifestations, from the exotic figure of the tantric guru to that of the Dalai Lama, a charismatic world teacher engaged in both religious and political affairs. We also examine a wide range of lay and monastic practices, from the life of large monasteries and their unique culture to the practices of nuns and lay people. Throughout this course, we consider not just the variety of exoteric practice forms but also the esoteric tantric tradition that pervades Tibetan life. We examine the various meditative practices that revolve around this profound and often misunderstood tradition. In doing so, we do not consider tantra as just a set of strange practices sometimes revolving around sex and violence. Rather we examine how it manifests a philosophy of embodiment that has profound implications for thinking about who we are as human beings.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** full attendance and participation, two essays

**Prerequisites:** none

**Enrollment Limit:** 25

**Distributions:** (D2)

**Attributes:** PHIL Related Courses

Not offered current academic year

**REL 258 (S) The Rhetoric(s) of Black Religious Traditions**

Crosslistings: REL258 / AFR258

Secondary Crosslisting

This course will introduce students to the rich religious expressions of Black Americans through their rhetorical traditions. We will begin with a survey of rhetorical productions like sermons, music, and other forms of public address in the historical literatures on Black religions. Our review will yield some of the primary themes of Black religious experiences—the injustices of modern racism, the significance of liberation, and continued meaning of Africa as a homeland. We will then investigate how secular processes like commodification alter rhetorical practices.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation in this course will be based upon class participation, response papers, one 8-page paper, and a formal group presentation

**Prerequisites:** none
REL 259 (F) Ethics of Jewish American Fiction (WI)
Crosslistings: JWST259 / ENGL259 / REL259

Primary Crosslisting

After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

Class Format: seminar
Requirements/Evaluation: class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion majors, Jewish Studies concentrators, and English majors
Expected Class Size: 18
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under ENGL
Attributes: JWST Core Electives;

Not offered current academic year

REL 261 (S) Rastafari: Dread, Politics, Agency
Crosslistings: REL261 / PSCI233 / AFR299

Secondary Crosslisting

The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan-Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio-visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.

Class Format: seminar
Requirements/Evaluation: attendance and participation, weekly reading e-response papers, two short essays, and a 12- to 15- page final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Limit: 15
Enrollment Preferences: Africana Studies concentrators and majors in Political Science and Religion
Expected Class Size: 12
Distributions: (D2)
REL 262 (F)  Time and Blackness  (WI)
Crosslistings: AFR208 / REL262 / AMST208
Secondary Crosslisting
The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from—and create—paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

Class Format: tutorial
Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;
REL 264 (F) Bodies, Genders, and Sexualities in the Early Christian World (DPE)

Crosslistings: REL264 / WGSS264

Primary Crosslisting

What does it mean to be a woman or a man? To have body? A gender? A sexuality? In this course we will explore the ways in which bodies, genders, and sexualities were experienced and described in Mediterranean antiquity. Ancient experiences of and ideas about bodies, genders, and sexualities were often very different than those of the contemporary world. Nevertheless, because Greek and Roman antiquity and Christian beginnings often function as the imagined origins of "Western" (or European and American) "civilization," these ancient ideas about bodies, genders, and sexuality, maintain an out-sized presence in current debates about the "normal" body, gender practices, and the contour of sexuality. With a focus on early Christianity, the course seeks, on the one hand, to introduce students to the early history of Christianity through an inspection of its pluriform discourses on the meaning and regulation of bodies, genders, and sexuality, even as it keeps an eye toward the modern legacy of these ideas. On the other hand, the course gives students the opportunity to be introduced to key questions and theories in Women's, Gender, and Sexuality Studies through the study of early Christianity and its environs.

Class Format: seminar

Requirements/Evaluation: weekly response papers, 5- to 6-page paper, 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors, student seniority by class

Expected Class Size: 19

Distributions: (D2) (DPE)

Distribution Notes: DPE: The course's focus on the production and use of difference in terms of bodies, genders, and sexualities, and how those putative differences were used to authorize the social distribution of power, qualify this course as meeting the DPE distribution requirement.

Fall 2018

SEM Section: 01 TR 11:20 am - 12:35 pm Phillip J. Webster

REL 266 (S) Being American, Being Muslim: American Muslim Literature in the 21st century (DPE)

Crosslistings: AMST266 / REL266 / ENGL268 / COMP228

Primary Crosslisting

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Class Format: seminar

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL or AMST; meets Division 1 requirement if registration is under COMP or
ENGL. DPE: This course will explore the many complex intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences internal to Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations and power and difference in the texts that we will read, and how to analyze their workings in nuanced multidimensional ways.

Spring 2019
SEM Section: 01    MW 11:00 am - 12:15 pm    Zaid Adhami

REL 267 (F) The Art of Friendship
Crosslistings: CLAS212 / COMP267 / REL267
Secondary Crosslisting
The idea of friendship has captivated poets, philosophers, and their audiences for over three millennia. The subtle dynamics of this fundamental relationship between humans have been a source of inspiration, consolation, and consternation for countless writers and readers. What are the different types of friendship? How does one make a friend, and what makes a good friend? How does a friend differ from an acquaintance, an ally, an accomplice, an enemy? Can the beloved also be a friend? Ancient Greek and Latin writers took up these and other questions about friendship in philosophical dialogues and treatises, epic and lyric poems, tragic and comic plays, oratory, and correspondence. This course will explore ancient theories and representations of friendship through readings from many of the most important texts and authors of antiquity, including Gilgamesh, the Hebrew Bible, Homer, Sappho, Euripides, Plato, Aristotle, Cicero, Virgil, Seneca, and the Epistles of Paul. We will also consider the wide-ranging responses to these meditations and depictions in later traditions from the Middle Ages to modernity, in such writers as Heloise and Abelard, Aelred of Rievaulx, Aquinas, Montaigne, Ralph Waldo Emerson, Emily Dickinson, Elizabeth Bishop, Jack Kerouac, and Susan Sontag. All readings are in translation.
Class Format: seminar
Requirements/Evaluation: class participation, short written assignments, and a final paper/project
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 25
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under REL
Not offered current academic year

REL 269 (S) Mindsight: Mindfulness and Medicine (DPE) (WI)
Crosslistings: REL269 / ASST269 / ANTH269
Secondary Crosslisting
This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the ‘kindness curriculum’ in schools, and other areas of applied research on mindfulness that have generated a ‘science of personal transformation’. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.
Class Format: tutorial
Requirements/Evaluation: weekly papers, 4- to 8-pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students majoring or concentrating in; ANTH, SOC, REL, ASST, PH, COGS, and NSCI

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.

Attributes: GBST South + Southeast Asia Studies Electives; PHLH Social Determinants of Health;

Spring 2019
TUT Section: T1 TBA Kim Gutschow

REL 270 (S) Jewish and Christian Identity in the Ancient World
Crosslistings: JWST270 / REL270

Primary Crosslisting
The modern engagement with the many ways that we construct identity has been matched by a similar wave of studies about identity construction in the ancient world. In this course, we will discuss the rise of "Judaism" and "Jewish identity" in the ancient period (looking at roughly 400 BCE-200 CE), and compare it with the movement of the followers of Jesus as a negotiation of a new identity within Judaism (roughly 30 CE-200 CE). We will conclude with the question of the "Parting of the Ways" of these two groups.

Class Format: seminar

Requirements/Evaluation: three short papers (4-5 pages), one final paper (10-15 pages), close reading of materials, engagement with class discussion

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators

Expected Class Size: 15

Distributions: (D2)

Spring 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  Lawrence M. Wills

REL 271 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture
Crosslistings: ASST271 / REL271 / WGSS279 / COMP279

Primary Crosslisting
"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yogoe) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviances from "the normal" as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation—including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an
extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: REL, ASST, WGSS, and COMP majors will be given preference

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under REL, ASST or WGSS; meets Division 1 requirement if registration is under COMP

Attributes: FMST Related Courses

Not offered current academic year

REL 272 (S)  Art of the Noble Path: Buddhist Material Culture Across Asia

Crosslistings: ARTH272 / REL272 / ASST272

Secondary Crosslisting

Buddhism has spread throughout Asia and beyond since its emergence in India in the 5th century BCE, providing a shared philosophical and cosmological framework for diverse cultures. Artistic expression, regional politics and cultural landscapes have been shaped by its remarkable influence. With patrons ranging from powerful monarchs and monks to merchants and tradespeople, Buddhist art has historically reflected the religion’s social inclusivity. This course will survey the architecture, painting and material culture of Buddhism in Asia, tracing its influence in diverse media, from rock-cut architecture to Zen painting. A close reading of primary texts, such as architectural inscriptions in India, manuscripts from Tibet, and travelogues of Chinese pilgrims, will provide greater context for the artworks.

Class Format: lecture

Requirements/Evaluation: 3 fifteen-minute quizzes, 1 three to five-page paper, 1 eight to ten-page paper, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 25

Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ASST; meets Division 2 requirement if registration is under REL

Spring 2019

LEC Section: 01 Cancelled

REL 273 (F)  Heroes, Saints and Celebrity  (WI)

Crosslistings: ANTH222 / REL273

Secondary Crosslisting

This course examines the ways in which cultures select, ritually celebrate, institutionally harness, and ultimately devour people designated as ‘extraordinary’. We will begin by considering cultural archetypes and theories of the hero and how heroism has been understood in different eras and cultural contexts. Using Weber’s theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and action and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.

Class Format: seminar
REL 274 (F) The Body in Power
Crosslistings: ANTH299 / REL274

Secondary Crosslisting
The thesis of this course is that ritual plays a crucial role not only in legitimizing and mobilizing political power, but also in determining whether people decide to act in defense of or dissent against the status quo. In the first part of the semester, we focus on the ways in which different cultures construct categories of inclusion and exclusion, safe and dangerous, while also creating rituals for ensuring the preservation of the dominant social order against all that is transgressive and undermining to those in power. Of particular importance to our discussion will be consideration of how the body is ritually mobilized as an instrument of persuasion and control. On this foundation, we move to an examination of how political rituals are used to undermine established orthodoxies, mobilize popular dissent, and bring down those on top. Among the topics to be discussed are the role of martyrdom and beheadings in the rise of the Islamic State, the use of symbols and ritual interventions in framing both sides of the abortion debate, and the expanding importance of social media in protests movements around the world. The final unit of the course will consider a current controversy (e.g., police violence against African-American men) in light of the concepts discussed during the semester.

Class Format: seminar

REL 275 (S) Paul the Apostle: Then and Now
Crosslistings: PSCI275 / REL275

Primary Crosslisting
The Apostle Paul is the most important thinker in the history of Christianity. He wrote much of the New Testament and was the first to formulate and articulate the basic message of Christianity. In this course, we'll first explore Paul's thought in its original context, probing what his message would have meant for the inhabitants of the Roman Empire. Special attention will be paid to Paul's contribution to ancient debates about Judaism, conversion, and ethnic difference. In addition to examining the first contexts and meanings of his writings, we'll be especially interested in the legacy of Paul's thought on modern political thought in Europe and America in the 20th and 21st centuries. In this portion of the course, we'll see how Paul's influence has shaped current theories of citizenship and sovereignty, with or without the knowledge or consent of modern thinkers and societies. The course thus explores the original significance of Paul's thought as well as his hidden influence upon the political structures of secular modernity.

Class Format: seminar

Requirements/Evaluation: papers, participation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: majors
REL 278 (S)  Buddhist Material Culture: Objects of Practice and Merit  (DPE)
Crosslistings: REL278 / ASST278

What is material culture? What is considered Buddhist material culture? If Buddhism is a tradition that encourages non-attachment, then what is meant by "Buddhist material culture"? Shouldn't Buddhists be "free" from material things? Is it necessary for a Buddhist to be free from material things or rather that material things should be free from Buddhists? This course will introduce students to a material culture approach to the study of religion, which acknowledges the agency of not only humans but also the agency of objects/things/stuff, and it emphasizes relationships and networks between people and things. The course will begin with basic foundational theories that make up the burgeoning field of "material culture" within Religious Studies. We focus on various relationships: "internal" (our body and senses in relation to things) and "external" (things themselves, and their connections to other things). We will learn about these relationships by looking closely at Buddhist "stuff" and investigating what such relationships can tell us about Buddhism. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. In a nutshell, this course is about the "social life of [Buddhist] things". For students without a background in Buddhism, this course will introduce them to Buddhism as lived in China, Korea, Japan, Tibet, and particularly Southeast Asia.

Class Format: seminar
Requirements/Evaluation: Attendance and active participation: 15%; Short Writing Assignments, 8 total (1 page): 25%; Midterm Exam (in-class): 25%; Group Presentation of Object: 35%
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion and Asian Studies majors

REL 280 (S) The Seeds of Divinity: Exploring Precolumbian Art & Civilization in a Museum Exhibit
Crosslistings: REL280 / ANTH281 / ARTH281

For all ancient civilizations, the gods were a powerful force, affecting all aspects of human lives and dominating ancient art. This course will explore concepts of divinity in five civilizations in Precolumbian Central America: Aztec, Maya, Zapotec, Teotihuacan, and Nayarit. The course examines how the broad concept of divinity is materialized in everyday life. We will query how the human body is used as the prism through which concepts about humanity, the human soul and the supernatural are perceived and depicted in the art of these civilizations. This is a project based course, and each student will study one or more art objects from these five civilizations, and consider how these objects could be presented in a museum exhibit.

Class Format: seminar
Requirements/Evaluation: active class participation; three short papers; 15-page research paper and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
REL 281 (F) Religion and Science

Crosslistings: REL281 / SCST281

Primary Crosslisting

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

Class Format: seminar

Requirements/Evaluation: full attendance and participation, two essays

Prerequisites: none

Enrollment Limit: 18

Distributions: (D2)

Attributes: SCST Related Courses

REL 282 (S) Religion and Capitalism (WI)

Crosslistings: REL282 / PSCI140 / SOC283

Secondary Crosslisting

Up through the 1960s it was popular to claim that the world was becoming increasingly and inevitably secular, with the development of modern capitalist social relations as a signature cause. Today the 'secularization thesis' is largely defunct. Instead one sees the vibrant return of religion to social, economic, and political prominence in most parts of the world--at the very same time we are experiencing through globalization and the information revolution the most dramatic economic advances in a century. This course investigates the historical and contemporary relationship between culture and economics, religion and capitalism, in their most encompassing forms. In investigating this theme, our cornerstone will be Max Weber's famous argument from *The Protestant Ethic and the Spirit of Capitalism*. Along the way we will discuss both the origins of capitalist society as well as its more recent transformations through the rise of the welfare state, consumerism, and globalization. We will also discuss changes in religion under the influence of capitalism including romanticism, Pentecostalism, moralistic therapeutic Deism, and the 'God gap' between largely theist Africa, South and West Asia, and the Americas on the one hand and largely atheist Europe and East Asia on the other. The focus of the course is on Christianity in Western countries both historically and in the present, but we will spend time discussing religion (particularly Pentecostalism) and capitalism in the contemporary Global South as well.
REL 286 (F)  Moral Life in the Modern World
Crosslistings: REL286 / SOC252
Secondary Crosslisting
This interdisciplinary seminar attempts to locate and examine modern moral life (i.e., the ethical dimension of modern culture) in its broader historical and cultural context. The aim of the course is less to analyze and debate the theoretical moralities of philosophers and theologians, than it is to interpret and attempt to understand the lived moralities that people actually practice and carry out; that shape conduct and selfhood in the modern world. Part I of the course will provide a guided introduction to a range of contested issues in the study of ethics and morality: moralism, moral relativism, and the nature of modern moral discourse; moral truth, and value freedom; the differences between normative and descriptive ethical inquiry; “thick” and “thin” moral concepts, and the historically variable relationships between lived moralities, theoretical moralities, and moral customs. In Part II we will work through a series of case studies that take up the following issues: moral life in corporate, urban, and suburban contexts; media, moralism, and moral panics; business ethics; race and racism; depersonalization, war and genocide. The course will furthermore examine ethics and morality "in," "through," and "of" literature, as students will select, read, and critique a work of fiction.

Class Format: lecture
Requirements/Evaluation: weekly discussion précis, film screenings, two book review essays, class presentations, and a take-home midterm
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Sociology and Anthropology students
Expected Class Size: 19
Distributions: (D2)
Attributes: PSCI Comparative Politics Courses; PSCI Political Theory Courses;
Not offered current academic year

REL 288 (S)  Embodiment and Consciousness: A Cross-Cultural Exploration
Crosslistings: PHIL288 / REL288
Primary Crosslisting
This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology and neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are...
based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

Class Format: seminar

Requirements/Evaluation: regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)

Extra Info: not available for the fifth course option

Prerequisites: any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions;

Enrollment Limit: 18

Enrollment Preferences: Religion and Philosophy majors

Expected Class Size: 18

Department Notes: there is no need to email the professor in advance to indicate interest in the course

Distributions: (D2)

Attributes: COGS Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses

Not offered current academic year

REL 289 (F) The Talmud on What it Means to be Human
Crosslistings: JWST289 / REL289

Primary Crosslisting

The Talmud, a central text in Judaism, is one of the richest and most sophisticated works of literature and thought ever produced. In this course, students will be introduced to the challenges and thrills of reading the Talmud as they consider how the Talmud asks and answers the question of what it means to be human. We will be particularly interested in exploring how the Talmud envisions human difference and similarity in terms of humans’ relationships with animals and material things. In addition to learning how to read the Talmud, therefore, students will also be introduced to burgeoning interdisciplinary theories and methods (Posthumanism and New Materialism) for considering what it means to be human in a world of animals and things.

Class Format: tutorial

Requirements/Evaluation: weekly papers, final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Religion majors, Jewish Studies students

Expected Class Size: 10

Distributions: (D2)

Fall 2018
TUT Section: T1    TBA    Phillip J. Webster

REL 291 (S) Religion and the American Environmental Imagination (WI)
Crosslistings: ENVI291 / REL291 / SOC291

Secondary Crosslisting

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of eco-spirituality and popular "nature religion.” Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present, taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious
backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?

**Class Format:** seminar

**Requirements/Evaluation:** a 15- to 18-page research paper and several shorter writing assignments

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 12

**Distributions:** (D2) (WI)

**Attributes:** AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives;

Not offered current academic year

**REL 293 (S) Religion, Play, and Fantasy**

Religion is sometimes described as separate from everyday life, a source of transcendence, offering practices that allow you to lose yourself and be absorbed into another level of consciousness, or a realm of supernatural forces. These could also be descriptions of "play." In this course we will explore the play element in culture and how it relates to what we usually describe as "religious." We will investigate video games, fantasy novels and films, Live Action Role-Playing, war reenactment, pop culture fandom, BDSM, festivals like Mardi Gras, and places that are "set apart" for play like Las Vegas. How do the ways that we play involve religious ideas like sin, redemption, supernatural forces of good and evil, canonization, countercultural community, tradition, submission, and purgation? Is play at the core of what we usually deem religious? What, for instance, is the play element in ritual, myth, and the devotional interpretation of texts? How important is play? Should we accept the conventional assumption that religion is more important than play? Is playing, perhaps, what we most want to do? Is playing what we would do if all of our practical needs were already met and we didn't have to do anything at all? In addition to exploring particular kinds of play, we will read theorists of play from a variety of disciplines, including: Johan Huizinga, Roger Caillois, Brian Sutton-Smith, Victor Turner, Donald Winnicott, Bernard Suits, Sam Gill, Robert Bellah, and Wendy Doniger. In a final paper, each student will have an opportunity to investigate in depth and interpret a particular form or instance of play that they choose.

**Class Format:** lecture

**Requirements/Evaluation:** three short papers (3-5 pages) and one final research paper or project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Religion majors

**Expected Class Size:** 30

**Distributions:** (D2)

Not offered current academic year

**REL 296 (F) The History of the Holocaust**

Crosslistings: HIST338 / REL296 / JWST338

**Secondary Crosslisting**

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians’ efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany’s genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians’ debates about Germany’s exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

**Class Format:** mostly discussion

**Requirements/Evaluation:** evaluation will be based on class participation, a map quiz, four papers (4 pages) based on class readings, and a final research paper (6-8 pages)
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
Enrollment Preferences: History majors and Jewish Studies concentrators
Expected Class Size: 20-25
Distributions: (D2)
Attributes: HIST Group C Electives - Europe and Russia; JWST Core Electives

Not offered current academic year

REL 297 (F) Theorizing Magic  (WI)
Crosslistings: ANTH297 / COMP289 / REL297

Primary Crosslisting
This is a course about magic. It is not about stage magic, sleight of hand, or the art of pulling rabbits out of hats. You will learn no card tricks. But instead we will learn about those people who believed in the reality of certain powers; from the ability to summon good or evil spirits, transform base metals into gold, predict the future, or manipulate matter by thought alone. The problem of how to theorize magic has long been a cause of concern for the natural and social sciences. Many a sociologist and anthropologist has imagined that belief in magic should have vanished with modernity (despite much evidence to the contrary). Meanwhile, philosophers of science have been long fascinated with the demarcation problem-figuring out grounds by which to distinguish legitimate sciences (like astronomy) from their magical or pseudoscientific cousins (like astrology). We will trace these discussions and problematize them by looking at the beliefs of self-defined witches and magicians. This should put us in a position to interrogate the construction of concepts of magic, science, and religion and show how the boundaries between these categories emerged historically. Topics to be discussed will include: the rationality of magic, the fine lines separating magic, science and religion, the persecution of witches, and the role notions of magic and superstition played in European modernization and colonization projects. The tutorial sessions will be customized to student interests, but texts will likely include selections from primary works in translation, such as Cornelius Agrippa's *Occult Philosophy*, Giordano Bruno's *On Magic*, Aleister Crowley's *Magick Liber Aba*, as well as selections from secondary literature, perhaps including Marcel Mauss, *A General Theory of Magic*, Max Weber, "Science as Vocation," Tanya Luhrmann, *Persuasions of the Witches' Craft*, Thomas Kuhn, *The Structure of Scientific Revolutions*, Larry Laudan, "The Demise of the Demarcation Problem," E.E. Evans-Pritchard, *Witchcraft and Oracles, and Magic among the Azande*, and/or Kelly Hayes, *Holy Harlots: Femininity, Sexuality and Black Magic in Brazil*.

Class Format: tutorial
Requirements/Evaluation: weekly writing assignments and tutorial attendance every week
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: potential Religion or Comparative Literature majors
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under REL or ANTH; meets Division 1 requirement if registration is under COMP

Not offered current academic year

REL 301 (F) Social Construction  (DPE)
Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

Primary Crosslisting
"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social
construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Fall 2018

REL 303 (F) A History of Islam in Africa

Class Format: seminar

Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: lottery

Expected Class Size: 25

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Attributes: GBST African Studies Electives; HIST Group A Electives - Africa

Not offered current academic year

REL 305 (S) The Black Atlantic as Scriptural Formation

Class Format: seminar

Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: lottery

Expected Class Size: 25

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Attributes: GBST African Studies Electives; HIST Group A Electives - Africa

Not offered current academic year

"...I don't read such small stuff as letters, I read men and nations..." The unpacking of this provocative and unsettling statement ascribed to Sojourner
Truth can be taken as a springboard for this seminar that explores the politics of the scriptural (or writing) as analytical window onto the complex formation of the circum-Black Atlantic (and its complex relationships to colonial and post-colonial Atlantic worlds). The isolation of selected Black Atlantic "readings" as cultural sites, rituals, performances, institutions, as different and conflicting types of politics and social orientation---from first contacts through slavery to the contemporary irruptions of protest and fundamentalist movements--will structure the seminar.

**Class Format**: seminar-style discussion

**Requirements/Evaluation**: consistent participation (informed by engagement of selected readings); and submission of mid-term prospectus (1-2pp) and end-of-term research paper (15-20pp)

**Prerequisites**: none

**Enrollment Limit**: 19

**Enrollment Preferences**: religion; African American (and other American ethnic groups); cultural studies; history; literature; social sciences

**Expected Class Size**: 15

**Distributions**: (D2)

**Not offered current academic year**

**REL 309 (S) Scriptures and Race**

**Crosslistings**: AFR309 / LATS309 / REL309

**Primary Crosslisting**

This course focuses on the relationships between constructions of race in the post-1492 American world and “Christian scriptures.” The big questions of the course examine the ways that contestations of power are intertwined with the making of, interpretation, and transformation of sacred texts. Both scriptures and race are conceptual constellations of human social imagination, and yet their conceptualization has often been embroiled in the hopes and traumas of everyday life in the Americas. How and why did these two terms come to have any relationship to each other? How and why do peoples engage “scriptures”? In what ways have “scriptures” informed how people imagine themselves, their communities, and their relationship to religious and racial “others”? How did “scriptures” and “race” inform each other in modern colonialisms and imperialisms? In this course, we will examine the ways that scriptures have been employed in order to understand and develop notions of race, and we will examine how ideas about and lived experiences of race have informed the concept of scriptures as well as practices of scriptural interpretation.

**Class Format**: tutorial

**Requirements/Evaluation**: evaluation based upon participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final essay

**Extra Info**: may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites**: none

**Enrollment Limit**: 10

**Expected Class Size**: 10

**Distributions**: (D2)

**Attributes**: LATS Core Electives

**Not offered current academic year**

**REL 310 (F) Womanist/Black Feminist Thought**

**Crosslistings**: AMST309 / AFR310 / WGSS310 / REL310

**Secondary Crosslisting**

This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color--particularly black women--are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies.

**Class Format**: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors

Expected Class Size: 20

Distributions: (D2)

Attributes: AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018

LEC Section: 01    M 7:00 pm - 9:40 pm     Rhon S. Manigault-Bryant

REL 312 (F) The Mughal Empire: Power, Art, and Religion in India

Crosslistings: ASST312 / HIST312 / GBST312 / REL312

Secondary Crosslisting

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith—much larger than any European empire in the early modern world—the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Class Format: seminar

Requirements/Evaluation: participation, response papers/short essays, one final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, open to first-year students with instructor permission

Enrollment Limit: 25

Enrollment Preferences: History majors and potential History majors

Expected Class Size: 20

Distributions: (D2)

Attributes: HIST Group B Electives - Asia; HIST Group G Electives - Global History; HIST Group P Electives - Premodern

Fall 2018

SEM Section: 01    MW 11:00 am - 12:15 pm     Aparna Kapadia

REL 313 (S) Humans and Bodies: Theories of Embodiment

Crosslistings: REL313 / WGSS303

Primary Crosslisting

What is the body? Does "the body" precede culture, or is "the body" society's own creation, a contingent assemblage of matter, sensations, and psychosomatics? How does the self, and various types of self, relate to the body? How do sexual selves, racial selves, and gendered selves relate to
their own bodies, to other bodies and selves? How are these selves produced through or with the body? How does the self-sense its "own" body? And does the body construct the self, or the self the body? In this course, we’ll ask big questions about the body, its relation to the self, and about embodiment, through reading the most important and timely theories of the body, the self, and embodiment, especially as found in psychoanalytic, phenomenological, feminist, trans, and queer theories and methods.

Class Format: seminar

Requirements/Evaluation: papers, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 10

Distributions: (D2)

Spring 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     Phillip J. Webster

REL 314 (S) Racial and Religious Mixture (WI)

Crosslistings: AMST327 / AFR427 / LATS427 / REL314

Secondary Crosslisting

The very term “mixture” implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: seminar

Requirements/Evaluation: evaluation based on participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a 20- to 25-page research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;

Not offered current academic year

REL 318 (F) California: Myths, Peoples, Places (WI)

Crosslistings: ENVI318 / LATS318 / REL318 / AMST318 / COMP328

Secondary Crosslisting

Crosslisting Between Paradise and Hell, between environmental disaster and agricultural wonderland, between Reagan and Berkeley, between a land of all nations and a land of multiracial enmity, a diversity of myths have been inscribed onto and pursued within the space we call California. How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as “sprawling multicultural dystopia,” and California as “west of the west.”

Class Format: seminar
REL 319 (S) Milton
Crosslistings: ENGL315 / REL319
Secondary Crosslisting

John Milton is an odd case. Paradise Lost is more central to the English literary tradition than any other single work in the canon; to be a poet at all, you had to contend with that scarily formidable thing. And yet, Milton is also an outlier in the mainstream—a political radical whose conceptions of categories such as gender, liberty, what it means to have a voice at all placed him athwart received conceptions of what literature should be. Taken together, such contradictions suggest the possibility of something alien and perhaps seismic at the very core of our literary tradition. We'll focus on Paradise Lost, though gathering around that poem a few other of Milton's works ("Lycidas," "Areopagitica"). But we also bring to bear a range of recent critical and theoretical writing both to illuminate the poem and to discern how the poet remains a durable and telltale symptom of the discipline of literary studies today.

Class Format: seminar
Requirements/Evaluation: one 6- to 8-page paper, one 10- to 12-page paper, several shorter writing assignments, and active seminar participation
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: seniors, English majors
Expected Class Size: 15
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under REL
Attributes: ENGL Pre-1700 Courses; ENGL Literary Histories A

Spring 2019
SEM Section: 01    MR 1:10 pm - 2:25 pm    Christopher L. Pye

REL 321 (F) Happy Holidays! A Comparative History of Commemorations and Festivals (WI)
Crosslistings: ARAB411 / HIST411 / REL321
Secondary Crosslisting

What do our holidays tell us about ourselves and our societies? This seminar in religious, political and cultural history is in two parts. In the first half, we will explore the major holidays and festivals that emerged in the Middle East among the three monotheistic religions (Judaism, Christianity, and Islam). It will examine how certain events became ritualized and then spread to different parts of the globe and were adapted to specific cultural situations. We will consider the role of myth and commemoration and how various religious holidays are celebrated in different ways around the world. The second part of the seminar focuses on secular holidays with particular attention to the Modern Middle East. Which events are commemorated and how and what are the political implications of these celebrations?

Class Format: seminar
**Requirements/Evaluation:** several short response papers and a 20- to 25-page final paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, especially History and Arabic Studies majors

**Expected Class Size:** 12

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB

**Attributes:** HIST Group E Electives - Middle East;

*Not offered current academic year*

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**REL 326 (S) Queer Temporalities (WI)**

Crosslistings: REL326 / WGSS326 / COMP326 / LATS426

**Primary Crosslisting**

Birth, childhood, adolescence, college, adulthood, career, marriage, family, mid-life, old age, death, afterlife. How are all these facets of being human imagined as stages in time, as axes on certain progressive lines that delineate human social relations? How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? How have our conceptions of time and our demarcations of lifecycles shifted historically? How do people whose experiences do not align with dominant cultural social stages negotiate ideas of lifecycle and timing? Especially for individuals and peoples who have been denied self-representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Muñoz) we will examine some non-linear, non-normative, and interruptive approaches to making sense of time, space-time, and self within time.

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation will be based on class attendance, analytical essays, responses, and revised essays

**Extra Info:** Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5-page analysis of the week's reading. The other student will respond orally with a 2-page response to their partner's paper.

**Extra Info 2:** Pairs will also prepare a midterm synthesis, students will revise two of their 5-page analytical papers: one from the first half of the semester, one from the second half due at the end of the semester. may not be taken pass/fail or fifth course

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women's, Gender, and Sexuality Studies or students who have previous coursework in those programs

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under REL, LATS or WGSS; meets Division 1 requirement if registration is under COMP

**Attributes:** AMST Space and Place Electives; LATS Core Electives;

*Not offered current academic year*

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**REL 328 (S) Witchcraft**

Crosslistings: HIST328 / REL328

**Secondary Crosslisting**

A wide variety of human cultures have accepted the existence of the supernatural, the reality of magic, and the possibility of magical transgression. Among the most common supernatural crimes is witchcraft, which societies can invoke to explain natural disasters and disease, and to blame these occurrences on specific individuals, often social outcasts. Witchcraft became a particular focus of fear and fascination in Early Modern Europe, when inquisitors, theologians and many ordinary people came to believe that Western Christendom was threatened by a vast, covert conspiracy of witches.
in league with the devil. Countless "witches"—most of them women—were accordingly tried, tortured and sometimes even executed. Our course will examine these bizarre events and consider what religious, cultural and intellectual factors might help explain them. We will begin by investigating the medieval legal and theological developments that enabled and encouraged the persecution of witches, and go on to study some of the most important and sensational witch trials of the later medieval and early modern periods. Throughout, we will encounter many strange and intriguing documents produced by the inquisitors who persecuted witches, the scholars who imagined their activities, and the laws that defined their crimes. No prior experience with European history is required for this seminar, which will emphasize thoughtful writing and discussion.

Class Format: seminar
Requirements/Evaluation: weekly 500-word essays and one class presentation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History and Religion majors
Expected Class Size: 25
Distributions: (D2)
Attributes: HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern

Not offered current academic year

REL 330 (S) Modern Jewish Political Theory (WI)
Crosslistings: JWST492 / PSCI375 / REL330
Primary Crosslisting

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

Class Format: seminar
Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth;
Extra Info: a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track
Expected Class Size: 18
Distributions: (D2) (WI)
Attributes: JWST Capstone Course; JWST Core Electives;

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm    Jeffrey I. Israel
Secondary Crosslisting

The Protestant Reformation was long understood as the first salvo of modernity. By opposing the faith of the individual believer to the authority of the established Church, Martin Luther and his followers, it has been argued, laid the foundations not just of the Reformed Churches but of the modern self and of the modern state. While considering these classic interpretations, this seminar will also examine more recent investigations of the plural Reformations: not just Protestant but also Catholic, and not solely mainstream but radical as well. Moreover, in this same period, Christianity expanded well beyond Europe, becoming a global religion. We will ask: in these sweeping transformations of what it meant to be a Christian, who was included and excluded? And how did Reformations of the faith intersect with such a dramatic expansion of the faithful? Historical developments to be considered include theology, popular culture, women and mysticism, the Wars of Religion, overseas missions, the Council of Trent, and the settlement of Westphalia. Authors to be read include Luther, John Calvin, Teresa of Ávila, Michel de Montaigne, Ignatius of Loyola, and others.

Class Format: seminar
Requirements/Evaluation: two short papers (5-7 pages) and a longer final paper (10-12 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors
Expected Class Size: 18
Distributions: (D2)
Attributes: HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern

Fall 2018
SEM Section: 01    TR 11:20 am - 12:35 pm    Alexander Bevilacqua

REL 332 (F) Islam and Feminism
Crosslistings: ARAB332 / WGSS334 / REL332
Primary Crosslisting

This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses so such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.

Class Format: seminar
Requirements/Evaluation: weekly responses, four 2- to 3-page essays
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors
Expected Class Size: 10
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Not offered current academic year

REL 334 (S) Imagining Joseph (WI)
Crosslistings: REL334 / COMP334 / ANTH334 / JWST334
Secondary Crosslisting
Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Class Format: seminar

Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP

Attributes: JWST Core Electives;

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Peter Just

REL 338 (F) Transhumanism: Religion, Technoscience, Obsolescence

Crosslistings: SOC338 / REL338 / HSCI338 / SCST338

Secondary Crosslisting

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the so-called "transhumanist movement" and its overriding aim: the transformation and eventual transcendence of human biological constitution; the realization, through highly speculative technoscientific means, of an enhanced or even "postbiological" existence, the so-called "posthuman condition," "Humanity 2.0." Through close readings of historical documents, transhumanist texts, scholarship on transhumanism, and relevant works of science-fiction film and literature, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas have emerged, circulated, and taken up residence. To this end, we will consider transhumanism's ties to some of the most objectionable aspects of modern technology and late capitalism; eugenics, the commodification of health, and massive investments pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and Euro-American (cyber) libertarian politics; and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, artificial intelligence, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of magical beliefs, practices, and forms of expectation and association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about embodiment, culture, and ways of being human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, informal weekly writing, 15- to 20-page seminar paper

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators
REL 340 (S)  African Diaspora Religions in the Americas and the Caribbean

Crosslistings: AFR340 / GBST340 / REL340

Secondary Crosslisting

Over the last century, historians, social scientists, and religionists have labored to discover the meaning of African dispersal beyond the African continent and its accompanying spiritual lineages. What did it mean to move from the African continent (as opposed to the Australian continent, for example)? What theories of encounter sufficiently adjudicate the synthetic religious cultures of African descended persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will consider a brief historiography of Africana Religious Studies. This background will inform the second and primary objective of the course: privileging knowledge, place, and performance as central lenses for thematizing and exploring West and Central African religious traditions housed in the Americas. We will cover diverse African diasporic religious traditions including Conjure, Dagara, Kumina, New Orleans Voodoo, Spiritual Baptist, Winti, and Yoruba (Candomblé, Ifa, Lucumi, and "Orisha-Vodu"). We will also explore other African diasporic religious sensibilities that transgress regional and institutional boundaries.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, discussion leadership, two scholarly journal entries, and a final seminar paper of 18-20 pages (which will require working in stages on a proposal, an 8-page draft, and a 15-page draft)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

Distributions: (D2)

Not offered current academic year

REL 346 (S)  Islam and Anthropology

Crosslistings: REL346 / ANTH346 / ASST346 / ARAB280

Secondary Crosslisting

If anthropology has helped to define Islam in global thought, Islam has returned the favor, holding a critical mirror to the anthropological endeavor perhaps more than any other traditional "object" of study. This course examines anthropological studies of Islamic societies for what they teach us both about Islam and about anthropology. We begin with foundational social theorists whose studies of religious phenomena helped give rise to the field of anthropology of religion. We then survey influential efforts to construct "ideal-type" models of Muslim society based on anthropological and historical knowledge, alongside efforts to critique, historicize, and redirect the model-building project (notably by Talal Asad and Edward Said). The second half of the course is devoted to ethnographies that explore, from a variety of perspectives and in several regions (Morocco, India, Egypt, Syria), questions of human agency, hierarchy and resistance, and Islam as discursive resource, ethical project, and embodied community.

Class Format: seminar

Requirements/Evaluation: weekly postings, one 5-page paper, one 10-page paper, discussion leading

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: juniors and seniors, Anthropology, Sociology or Religion majors

Expected Class Size: 19

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Not offered current academic year
REL 348 (S) Religion and Reason
In his most famous and provocative book, *The End of Faith*, the "New Atheist" author Sam Harris very forcefully brings our attention to the dangerous clash between faith and reason, lamenting humanity's willingness to suspend reason in favor of religious beliefs. This represents a pervasive trend of thought in the modern world that sees religion as being diametrically opposed to reason and rationality. This course is an in-depth investigation of this notion through the lenses of philosophy, theology, anthropology, and history, asking questions such as: What is reason, and what counts as a rational belief? Are there other grounds that might make one justified in holding a belief? What is the nature of religious belief or faith? Is religious belief uniquely irrational? What gave rise to this discourse on religion? We will be reading primary and secondary materials representing a variety academic disciplines, intellectual traditions, and geographic contexts.

Class Format: seminar

Requirements/Evaluation: regular reading responses, 6- to 8-page midterm essay, final 10- to 12-page essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: none

Expected Class Size: 10

Distributions: (D2)

Attributes: PHIL Related Courses

Not offered current academic year

REL 350 (S) Max Weber & Critical Theory or Rationalization & Its Discontents

Crosslistings: SOC350 / REL350 / COMP349

Primary Crosslisting

We live in an age characterized by unprecedented technological and scientific progress--we have unraveled the building blocks of life, witnessed the birth of stars at the edge of the galaxy, and harnessed the power of the atom--and yet modern life often appears fundamentally meaningless and lacking in ultimate value--we work, we eat, we excrete, we die, perhaps in the interim shuffling paperwork, sucking up to our boss, and asking ourselves, "What kind of dining set defines me as a person?" Few thinkers have explored the roots of this modern ennui as thoroughly as Max Weber, a German sociologist often regarded as the single most important social theorist of the twentieth century. Weber wanted to know why it was European civilization in particular that gave birth to the grand trifecta of rationality, science, and capitalism and how we have become enslaved by the very things that were supposed to have set us free. Weber's key innovation was to trace the grand trajectory of Western "rationalization"--the historical attempt to produce a world in which "one can, in principle, master all things by calculation." Further, he demonstrated how this rationalization produced not just mastery over nature, but also "the disenchantment of the world" - value fragmentation, hyper-specialization, bureaucracy, and ultimately the "iron cage" of modernity. The first part of this course will follow in Weber's footsteps by studying his theory of rationalization and by exploring it in different social spheres, such as the economy, the law, the professions, and the secularization of religion. The second half of the course will look at Weber's legacy in Critical Theory. It will show how thinkers such as Theodor Adorno, Georges Bataille, Jürgen Habermas, Max Horkheimer, Michael Löwy, and Alasdair MacIntyre suggested various lines of flight from the iron cage of modernity.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly critical reflections, 5- to 6-page midterm paper, 10- to 15-page final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference will be given to REL, ANSO and COMP majors

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under REL or SOC; meets Division 1 requirement if registration is under COMP

Attributes: AMST Critical and Cultural Theory Electives;

Not offered current academic year

REL 352 (S) Mystic Spirituality in Black Women's Social Justice Activism: Brazil-USA

Crosslistings: REL352 / AFR352 / WGSS352
Secondary Crosslisting

This course examines the meanings and manifestations of mystic spirituality in the lives and work of selected Black women artists/activists in the USA and Brazil. The writings of Lucille Clifton (poet), Rosemarie Freeney Harding (activist and counselor) and Makota Valdina Pinto (activist and Candomblé ritual elder) are key texts for our exploration of the uses of mystic sensibilities and Afro-Atlantic ritual traditions—such as dreams and visions, prayer, divination, sacred dance, healing rites and other forms of unmediated intimate encounter with the sacred—as resources for creativity, community organizing, self-care and as aspects of political and social critique in African American and Afro-Brazilian contexts. The methodology of the course blends historical, literary and womanist approaches in an investigation of the conjunctions of spiritual practice and activism in the experience of women in the Afro-Atlantic diaspora.

Class Format: seminar

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages) and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: AFR, REL, and WGSS concentrators

Expected Class Size: 15

Distributions: (D2)

Not offered current academic year

REL 354 (S) Friedrich Nietzsche: Philosophizing with a Hammer

Crosslistings: REL354 / COMP351

Primary Crosslisting

In one of his last major writings, Twilight of the Idols (Götzen-Dämmerung, 1889), Friedrich Nietzsche described his project as an attempt to sound out various established philosophical truths or intellectual "idols," saying, "they will be touched here with a hammer as with a tuning fork, these are the oldest, most convinced, puffed-up, and fat-headed idols you will ever find...And also the most hollow." To be sure, Nietzsche directed his often combative prose against everything from traditional religion to philosophy itself. Nietzsche is one of the most frequently cited and most frequently misunderstood philosophers of our current era. By reading Nietzsche's writings in context, this course will attempt to liberate Nietzsche from his later reputation. We will think with and sometimes against Nietzsche, focusing on his notions of religion, mythology, power, morality, and enlightenment, and we will pay special attention to his reflections on the limits of reason/knowledge. Along the way, students will get a new sense of Nietzsche's most famous theoretical formulations including "the death of God," the Übermensch, and the split between Dionysian/Apollonian modes of thought.

Class Format: seminar

Requirements/Evaluation: class participation, weekly responses, 10- to 12-page final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: In-depth seminar on a difficult philosopher who we'll be reading closely.

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under COMP

Attributes: PHIL Related Courses

Not offered current academic year

REL 358 (S) Religion and Law (DPE)

Crosslistings: REL358 / GBST358

Primary Crosslisting

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of
religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

Class Format: seminar

Requirements/Evaluation: reading response, two essays, final research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of “rule of law,” “order,” and “justice” as a complex relationship between law and power

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm     Saadia Yacoob

REL 361 (F)  Zen and the Art of American Literature

Crosslistings: ENGL312 / REL361 / AMST361 / COMP361

Secondary Crosslisting

In 1844, the Transcendentalist magazine, The Dial, published an excerpt from the Lotus Sutra, translated into English by a young writer named Henry David Thoreau. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we’ll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We’ll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like Middle Passage, A Tale for the Time Being, and Lincoln in the Bardo. But we’ll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We’ll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we’ll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we’ll spend 20-30 minutes each week practicing and reflecting upon those practices during class hours. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Class Format: seminar

Requirements/Evaluation: a weekly meditation journal, various informal in-class and take-home writing assignments, a final 12- to 15-page essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any literature course at Williams or permission of the instructor

Enrollment Limit: 30

Enrollment Preferences: if the course is over-enrolled, students will be asked to send the instructor an email explaining their reasons for wanting to take this course; these expressions of interest will be used to determine the final course roster; no first year students

Expected Class Size: 30

Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under REL or AMST

Attributes: ENGL Literary Histories C;  EXPE Experiential Education Courses

Fall 2018
REL 388 (S)  Gandhi: Nationalism, Philosophy, and Legacy  (WI)
Crosslistings: HIST488 / ASST488 / GBST488 / REL388

Secondary Crosslisting
This course studies the work and ideas of M.K. Gandhi (1869-1948, one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. The tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: tutorial; students will meet with the instructor each week for one hour sessions in pairs

Requirements/Evaluation:  5 to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: upper level History majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia;

Not offered current academic year

REL 397 (F)  Independent Study: Religion

Religion independent study.

Class Format: independent study

Distributions: (D2)

Fall 2018
IND Section: 01  TBA  Jason Josephson Storm

REL 398 (S)  Independent Study: Religion

Religion independent study.

Class Format: independent study

Distributions: (D2)

Spring 2019
IND Section: 01  TBA  Jason Josephson Storm

REL 401 (F)  Issues in the Study of Religion
To be conducted as a working seminar or colloquium. Major issues in the study of religious thought and behavior will be taken up in a cross-cultural context enabling the student to consolidate and expand perspectives gained in the course of the major sequence. Topics will vary from year to year. In keeping with the seminar framework, opportunity will be afforded the student to pursue independent reading and research.

Class Format: seminar
Requirements/Evaluation: class reports, papers, and substantial research projects
Prerequisites: senior Religion major or permission of instructor
Enrollment Limit: 15
Expected Class Size: 15
Distributions: (D2)

Fall 2018
SEM Section: 01 TBA Jason Josephson Storm

REL 422 (S) Art, Architecture, and Poetry: Islamic Devotional Culture in South Asia
Crosslistings: ARTH422 / COMP422 / REL422
Secondary Crosslisting
How have scholars interpreted and classified terms such as "Islamic art" and "Muslim culture," and how have these classifications affected the interpretation of the arts in South Asia? There are different points of view regarding what constitutes as "Islamic" art and culture. Is an imperial wine cup with "God is Great" inscribed on it an "Islamic" object? How is an erotic epic narrating the romance of a Hindu prince understood as embodying the principles of Muslim devotion? This interdisciplinary seminar, focusing on South Asian Muslim devotional culture as articulated through the material culture, the arts of the book, architecture, and poetry, will navigate these questions from two perspectives. The first is to understand how Muslim devotional cultural expression in South Asia circumscribes and interprets itself. The second viewpoint is that of scholarship and the various interpretive voices that have framed the field over the last century.

Class Format: seminar
Requirements/Evaluation: class participation, 2-page response papers on class readings, leading class discussion, final 15-20-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Expected Class Size: 12
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under REL

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Murad K. Mumtaz

REL 493 (F) Senior Thesis: Religion
Religion senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Distributions: (D2)

Fall 2018
HON Section: 01 TBA Jason Josephson Storm
REL 494 (S)  Senior Thesis: Religion

Religion senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions:  (D2)

Spring 2019
HON Section: 01    TBA     Jason Josephson Storm

REL 497 (F)  Independent Study: Religion

Class Format: independent study

Distributions:  (D2)

Fall 2018
IND Section: 01    TBA     Jason Josephson Storm

REL 498 (S)  Independent Study: Religion

Class Format: independent study

Distributions:  (D2)

Spring 2019
IND Section: 01    TBA     Jason Josephson Storm
MAJOR—French Language and Literature

The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French-speaking world. Emphasis is placed on the changes in form and subject matter from the early modern period to the contemporary era.

The major consists of nine courses. One of these courses must be the 400-level senior seminar during the student's final year at the College.

Students entering the major program at the 200-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

MAJOR—French Studies

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time, they should submit a feasibility plan that articulates their projected program.

The French Studies major consists of ten courses satisfying the following requirements:

at least five RLFR courses in French language, literature, film, or culture;
the RLFR senior seminar during the student's final year at the College;

Electives: The remaining courses needed to complete the major must be drawn from at least three different departments and relate primarily to an aspect of the cultures, histories, societies, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

AFR 360 Political Thought Frantz Fanon
ARTH 254 Manet to Matisse
HIST 390 Haitian and French Revolutions
RLFR 101-450 All courses in French and Francophone language, literature, film, and culture

THE DEGREE WITH HONORS IN FRENCH

Students majoring in French may apply to be admitted to the Honors Program in French upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader). This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and
if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent reading, researching (in relevant archives or with field work), and compiling a more detailed bibliography.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in French and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in French. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

THE CERTIFICATE IN FRENCH

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher.

For students with no prior study of French, the course sequence will consist of RLFR 101-102, RLFR 103, RLFR 104, and three additional courses, with at least one of these at the 200-level or higher taken at Williams. For students starting the sequence at RLFR 103 or higher, six additional courses must be taken, including at least three French courses at the 200-level or higher. For these students starting at French 103 or higher, two electives may be taken in other departments: one elective should be in French or Francophone culture (art, literature, theatre, music) and the other in French or Francophone civilization (history, political science, philosophy).

PLACEMENT

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101 level must take this test, regardless of their previous preparation.

STUDY ABROAD

We encourage all students of French to complement their courses at Williams with the life-changing experience of studying abroad in a Francophone country. In particular, French majors and certificate students are strongly advised to complete part of the requirements for the major or certificate by studying abroad, for either a semester or a year. Most study abroad programs require applicants to have completed a fifth-semester French course in college (French 105) or higher before they go abroad. Credit for up to a total of 4 courses towards the major or certificate can be granted for either a semester or a full year abroad, at the discretion of the Romance Languages Department. Students who are planning to get credit for their study abroad courses should meet with a French faculty member in advance, to review the courses they intend to take abroad. Normally, only courses that focus on French language or Francophone literature, history, politics, art, and culture may be counted towards the major or certificate. The final assignment of course credit will be authorized in consultation with the student's French advisor, once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance; students should thus provide not only their study abroad transcript, but retain course materials (including syllabi, papers, exams, and other projects) for potential review back at Williams. While students can gain credit for 100-, 200-, and 300-level courses during their time abroad, the 400-level senior seminar must be taken during the senior year at Williams. Early planning is essential: Students interested in studying abroad are strongly urged to attend the yearly Francophone Study Away Information Session (held each October) during their first year or sophomore year. Students will receive credit for only those study abroad programs recommended and approved by the Dean of Study Away and the Romance Languages Department. Williams has long-term affiliations with the following programs: Hamilton College (Paris), Sweet Briar College (Paris), CUPA (Paris), Middlebury College (Paris), Wellesley College (Aix-en-Provence), Boston University (Grenoble), and both SIT and CIEE (in Morocco, Senegal, and Madagascar). For more on all approved study-abroad programs, see the webpages for the French program (french.williams.edu) and Study Away (study-away.williams.edu/programs). Finally, the Department does not administer proficiency exams (for study abroad, fellowships, or job applications) to students who have not completed a French course at Williams; and most study abroad programs will not accept students who have not taken any college courses in French (at Williams) prior to their application. Students should thus plan well ahead (as early as their first year and sophomore year) to take appropriate courses at Williams, before applying for and taking part in study abroad programs in the Francophone world.

RLFR 13 (W) Creative Portraiture in the Darkroom
Crosslistings: ARTS13 / RLFR13

Primary Crosslisting

In this course we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use a view camera (a large format camera used shortly after the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, and sensitive media and use them as tools to make creative portraits in the darkroom. By the end of the course students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. 

Adjunct Instructor Bio: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Photaumnales in Beauvais, France and at the Biennale Internationale des rencontres Photographiques de Guyane.

Class Format: mornings

Requirements/Evaluation: 2- to 3-page paper; formal public exhibit

Prerequisites: knowledge of black and white analog photography is preferred, but not required

Enrollment Limit: 10

Enrollment Preferences: Art major and minors then random

Materials/Lab Fee: $120

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01  WRF 10:00 am - 12:50 pm  PORG 10:00 am - 12:50 pm  Daniel Goudrouffe

RLFR 30 (W) Honors Essay: French
To be taken by candidates for honors other than by thesis route.

Class Format: honors essay

Distributions: (D1)

Winter 2019

HON Section: 01  TBA  Jennifer L. French

RLFR 31 (W) Senior Thesis: French
To be taken by students registered for French 493-494.

Class Format: thesis

Distributions: (D1)

Winter 2019

HON Section: 01  TBA  Jennifer L. French

HON Section: 02  TBA  Brian Martin

RLFR 99 (W) Independent Study: French
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
RLFR 101 (F) Introduction to French Language and Francophone Cultures
This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. Conducted in French.

Class Format: the class meets five hours a week
Requirements/Evaluation: evaluation in both semester-long courses will be based on active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams
Extra Info: students registered for RLFR 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLFR 101 and 102) are taken
Extra Info 2: not available for the fifth course option
Prerequisites: none; for students who have never formally studied French; students who have previously studied French must take the French Placement Test during First Days
Enrollment Limit: 20
Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission
Expected Class Size: 20
Distributions: (D1)

RLFR 102 (S) Introduction to French Language and Francophone Cultures
This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. Conducted in French.

Class Format: the class meets five hours a week
Requirements/Evaluation: evaluation in both semester-long courses will be based on active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams
Extra Info: students registered for RLFR 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLFR 101 and 102) are taken
Prerequisites: none; for students who have taken less than two years of high school French
Enrollment Limit: 20
Enrollment Preferences: first- and second-year students and those with compelling justification for admission
Expected Class Size: 20
Distributions: (D1)
RLFR 103 (F) Intermediate Studies in French Language and Francophone Cultures
As a continuation of French 101-102, this dynamic first-semester intermediate course is designed to help you improve your French, while at the same time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing your communication skills and learn to express your opinions and ideas; improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world. Conducted in French.

Class Format: lecture; the class meets five days per week
Requirements/Evaluation: active class participation, workbook and grammar exercises, short compositions, chapter tests, midterms, and final exam
Prerequisites: RLFR 101-102, or by placement test
Enrollment Limit: 20
Enrollment Preferences: all are welcome, but if overenrolled, preference is given to first-year and second-year students and those with compelling justification for admission
Expected Class Size: 20
Department Notes: students should seriously consider taking RLFR 103 AND 105 if they intend to enroll in more advanced French literature courses at the 200-level and above, or if they anticipate studying in France or a Francophone country during their junior year
Distributions: (D1)

Spring 2019
LEC Section: 01 M-F 9:00 am - 9:50 am Sophie F. Saint-Just

RLFR 105 (F) Advanced French: Advanced Studies in French Language and Francophone Culture
In this course, we will concentrate on expanding your vocabulary and polishing your written and oral skills while focusing on the analysis of French and Francophone cultures and the concepts that define them. In particular, we will explore three themes: *aimer, avoir peur, and le passé colonial* de la France as they relate to national identity in France, North Africa, and the French Caribbean. We will read short literary, theoretical and historical texts, and explore the production of popular culture and how it informs contemporary France. At the same time, we will review and practice advanced grammar concepts. *Conducted in French.*

**Class Format:** lecture/conference  
**Requirements/Evaluation:** class participation, short papers, presentations and quizzes, final project  
**Extra Info:** may not be taken on a pass/fail basis  
**Prerequisites:** RLFR 104, placement exam, or by permission of instructor  
**Enrollment Limit:** 20  
**Expected Class Size:** 15  
**Distributions:** (D1)

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**RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction**

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1830 to 2010, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. *Conducted in French.*

**Class Format:** seminar  
**Requirements/Evaluation:** active class participation, grammar exercises, two short papers, midterm, and final paper  
**Extra Info:** not available for the fifth course option  
**Prerequisites:** exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor  
**Enrollment Limit:** 20  
**Enrollment Preferences:** all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission  
**Expected Class Size:** 20  
**Distributions:** (D1)

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**RLFR 202 (F) War and Resistance: Two Centuries of War Literature in France (1804-2016)**

Crosslistings: RLFR202 / WGSS201

**Primary Crosslisting**

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to the recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will
focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, midterm exam, and two to three papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: exceptional performance in RLFR 105; successful performance in RLFR 106 or 107; or by French placement exam; or by permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission
Expected Class Size: 20
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS

Not offered current academic year

RLFR 203 (F)  Introduction to Francophone Literatures
Crosslistings: AFR204 / COMP282 / RLFR203

Primary Crosslisting

What is the Francophone world comprised of? Who speaks French today and why? What does the idea of Francophonie really mean? Is this term really relevant? Why, how, and by whom is this idea being criticized? How does the littérature-monde manifesto fit within these interrogations? Is the French-speaking world merely a linguistic community or is it also a political, cultural, and economic project? Last but not least, why is the idea of Francophonie so important for France? We will answer these questions through the lens of literary and cinematic texts from Québec, Sénégal, Vietnam, France (l'hexagone), and Haiti among others.

Class Format: seminar
Requirements/Evaluation: presentation, journaling, final project, participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 105 and above, placement exam or by permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors and certificate, Africana and Comp. Lit
Expected Class Size: 20
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Attributes: GBST African Studies Electives; GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

RLFR 204 (F)  Intro to French Literature: French Drama from Classicism to the Theatre of the Absurd

What can we learn about French society through its theater? This course proposes to examine the evolution of French plays from the 17th to the 20th century within their political, social and cultural contexts. Readings plays by Molière, Beaumarchais, Musset, Anouilh, Becket and Ionesco will allow students to see how the theater as a genre engages the public through self-reflection and analysis. Readings will be complemented by theoretical texts and film versions of the plays. Questions regarding the nature of the play itself (dramatic structure), the role of space and the role of language, the importance of acting and the public's involvement will be examined and will evolve, into a mini staging of our own.

Class Format: seminar
Requirements/Evaluation: one short response paper weekly; 2 short essays and one final paper
Prerequisites: RLFR 105 or permission of instructor

Enrollment Preferences: open to those who have completed RLFR 105, 107 or a 200 level course; if overenrolled, preference will be given to French majors

Distributions: (D1)

Not offered current academic year

RLFR 206 (F) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE) (WI)

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Class Format: seminar

Requirements/Evaluation: three response papers, one short essay on film adaptation, one video essay with a student partner

Extra Info: not available for the fifth course option

Prerequisites: students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity, race, class, gender) between cultural producers, in literary texts and their film adaptations. WI: This course is WI because students write three response, 4-page papers and one 7-page script for the narration in their video essay.

Attributes: FMST Core Courses;

Fall 2018

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

RLFR 215 (F) The French Adventure: Word, Sound, and Image in the Digital Age

The French Adventure examines celebrated French literary texts (from the Middle Ages to Modernity) that draw on the theme of adventure, putting them into dialogue with their graphic novel and filmic adaptations (from the twentieth and twenty-first centuries). This course seeks to explore the phenomena of word (written or spoken), image (still or moving), and sound, as well as their interactions in today's environment of multimedia and digital immersion. Why have we seen an explosion of graphic novels and films depicting French literary classics in recent decades? How can these visual and audiovisual renderings enhance our appreciation for and understanding of written texts, and what aspects of the written word remain untranslatable to the world of the image? To address these questions, we will study a series of literary texts that depict historical moments from the late Middle Ages, to Absolute Monarchy, to the Belle Époque. From our visual vantage point of the twenty-first century, we will gain familiarity with the defining figures and events that these texts represent, from the fifteenth to the twentieth centuries. At the same time, we will interrogate the French-language graphic novel adaptations of each text, as well as portions of American-made filmic representations to consider questions of patrimoine, visual culture, and (trans)national identity. Conducted in French.

Class Format: seminar

Requirements/Evaluation: active class participation, reading journal (with written reflections), quizzes, discussion leading, and final paper

Prerequisites: successful performance in RLFR 105, RLFR 106, or another RLFR 200-level course; or by placement test; or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 10
RLFR 220 (S) Fairy Tales: Love and Politics at the Sun King's Court

This course explores the literary and historical development of love and politics in 17th-century France. These two motifs dominated courtly life at Versailles during the reign of Louis XIV, the Sun King. Since cultural and artistic creations tend to dialogue with social circumstances, the literature of this time period—which critics have sometimes called the "Grand Siècle"—develops different schools of thought on the interactions between politics and love. Some authors approached these interactions from an idealistic or innocent perspective, while others had a more pessimistic or realistic outlook. Together, we will examine why and how each trajectory formed while also investigating the roles of literary genre and authorial gender. As part of our explorations, students will compose their own, original fairy tales and will also adapt a written tale into an in-class theatrical performance. Conducted in French.

Class Format: seminar

Requirements/Evaluation: active class participation, quizzes, a midterm paper, an original fairy tale, an in-class performance of the fairy tale in groups

Prerequisites: successful performance in RLFR 105, RLFR 106, or another RLFR 200-level course; or by placement test; or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 15

Distributions: (D1)

Spring 2019

SEM Section: 01      Cancelled

RLFR 224 (S) Sexuality and Seduction in Nineteenth and Twentieth-Century France (DPE)

Crosslistings: WGSS224 / RLFR224

Primary Crosslisting

In 1857, both Flaubert's Madame Bovary and Baudelaire's Les Fleurs du mal were put on trial for sexual indecency and "crimes against public morality." In 1868, Le Figaro attacked Zola's novel Thérèse Raquin as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers, a midterm, and a longer final paper

Extra Info: not available for the fifth course option

Prerequisites: exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if overenrolled, preference will be given to French majors and certificate students, Women's, Gender, and Sexuality Studies majors, and those with compelling justification for admission

Expected Class Size: 18
Spring 2019

SEM Section: 01    TR 11:20 am - 12:35 pm     Brian Martin

RLFR 225 (F) Remembering the Great War: The First World War in Literature and Film    (DPE)  
Crosslistings: RLFR225 / COMP224

Secondary Crosslisting

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. Readings and Discussions in English.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Distributions:  (D1) (DPE)

Distribution Notes:  As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Fall 2018

SEM Section: 01    MW 11:00 am - 12:15 pm     Brian Martin

RLFR 226 (S) Black France/France Noire

Crosslistings: RLFR226 / AFR226

Primary Crosslisting
On the eve of the new millennium, the year 1998 saw the emergence in France of “Black studies à la française” (Ndiaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority “made itself more visible” (Faes and Smith). This course examines a wide range of discursive practices through which athletes, artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone. It retraces the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of affirmation and contestation. Following a study of the interwar period (1918-1939), when the work of “negritude women” (Sharpley-Whiting) such as “afro-latinité” spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first century. Course material may include works by Suzanne Césaire, Jane and Paulette Ndaral, Aimé Césaire, Frantz Fanon, Achille Mbembé, François Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. Conducted in French.

Class Format: seminar
Requirements/Evaluation: response papers, midterm paper, TV show, colloquium
Extra Info: not available for the fifth course option
Prerequisites: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French and Africana Studies concentrators
Expected Class Size: 12
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR
Not offered current academic year

RLFR 228 (S) Introduction to French and Francophone Film
Crosslistings: COMP298 / RLFR228

Primary Crosslisting
In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, '30s and '40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, French collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembene, Mambety, Malle, Varda, Palcy, Peck, and Sissako. Conducted in French.

Class Format: seminar
Requirements/Evaluation: response papers, midterm paper, TV show, colloquium
Extra Info: not available for the fifth course option
Prerequisites: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Limit: 15
Enrollment Preferences: RLFR 201, 202, or 203, or by permission of instructor
Expected Class Size: 12
Distributions: (D1)
Attributes: FMST Core Courses
Not offered current academic year

RLFR 229 (S) Coffee, Sugar, Wigs, and Desks: Writing and Material Life in Early Modern France (WI)
Crosslistings: RLFR229 / COMP299

Primary Crosslisting
This tutorial considers the relationship between slavery, colonial commerce, and the burgeoning market in material and cultural goods. We look at France's "consumer revolution" through the lens of four material objects--sugar, coffee, wigs, and desks--to consider how eighteenth-century concepts
of race, gender, and social status related to taste, sociability, appearance, and writerly identity. Readings by Voltaire, Aulnoy, Genlis, Bernardin de Saint-Pierre, and others will be paired with critical texts from literary and material historians as well as objects found in local collections.

Class Format: tutorial

Requirements/Evaluation: five papers and five responses

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: RLFR 105, a 200-level course, or instructor permission

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 10

Distributions: (D1) (WI)

RLFR 240 (S)  The Banlieue in Literature, Music, and Film

Crosslistings: RLFR240 / AFR241 / COMP281

Primary Crosslisting

In this course we will read, watch, and listen to various constructions of the banlieue in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Class Format: seminar

Requirements/Evaluation: journaling, presentation, in-class discussion, and final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: RLFR 105 and above

Enrollment Limit: 20

Enrollment Preferences: French majors, certificate, Africana and Comparative literature students

Expected Class Size: 15

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR

Attributes: FMST Core Courses

Not offered current academic year

RLFR 250 (S)  Women in Print: Gender, Power, and Publishing in Seventeenth-and Eighteenth-Century France

What did it mean to publish—or not—“as a woman” in seventeenth- and eighteenth-century France? Why did writers adopt or reject a feminine pen name at a time of women’s legal, economic, and social subordination? Readings from Scudéry, La Fayette, Guilleragues, Graffigny, Gouges, and Duras will be informed by contemporary theoretical and historical work on gender, authorship, and women’s participation in political, religious, and public life. Conducted in French.

Class Format: seminar

Requirements/Evaluation: active class participation, two short presentations, two short papers, final paper

Prerequisites: RLFR 201, 202, or 203, or by placement test, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French, Comparative Literature, Women’s, Gender and Sexuality Studies majors, and those with compelling justification for admission

Expected Class Size: 20

Distributions: (D1)

Not offered current academic year

RLFR 260 (F)  Reading Comics from the French-Speaking World
Crosslistings: COMP260 / RLFR260

Primary Crosslisting

From political cartoons and satire of the 19th century to contemporary graphic novels, the bande dessinée has a long history in the French-speaking world. We will read classics such as Astérix and Tintin, and contemporary BD from France, Québec, Côte d'Ivoire, Morocco, Rwanda, and Guadeloupe to analyze how they tackle subjects such as nation, empire, sexuality, biography, war and human rights. We will pay attention to the visual form and critical theory of the genre. Conducted in French.

Class Format: seminar
Requirements/Evaluation: weekly response papers, two short papers, presentation and final research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors and certificate students, Comparative Literature majors
Expected Class Size: 15
Distributions: (D1)

Not offered current academic year

RLFR 261 (F) Haitian and French Caribbean Literatures and Films
Crosslistings: COMP283 / AFR261 / RLFR261

Primary Crosslisting

Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking Caribbean such as the idea of Haiti as the First Black republic and the poorest nation in the Western hemisphere and and of Martinique and Guadeloupe as the "French" Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling "intimist" stories (Ferly). This course focuses on the diverging paths by Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus gender, slavery, identity, exile, migration, imperialism, culture, and (non) sovereignty.

Class Format: seminar
Requirements/Evaluation: in-class discussions, journaling, steps towards final project, final project and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: French majors, French certificate, Africana and Comparative Literature students
Enrollment Limit: 15
Enrollment Preferences: 105 and above, French majors, French certificate, Africana and Comparative Literature students
Expected Class Size: 10
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Attributes: FMST Core Courses

Not offered current academic year

RLFR 300 (F) Albert Camus and the Philosophy of Living (DPE)

Why is Albert Camus so well known? Why has this XXth century humanist, writer and philosopher, touched so many lives? From exile to kinship, from despair to resistance and rebellion, Camus invites us to reflect on the human condition with lucidity and the knowledge that happiness and serenity can cohabit with incomprehension and injustice. We are like Sisyphus, as he rolls the rock back up the hill over and over again, he has time to think of his condition, realizing that in spite of the struggle and because of it, he can find meaning and happiness in life. What remains to define is what is "happiness"? We will examine in depth Camus' major works of fiction: the novels (L'Etranger, La Peste) and short stories (in L'Exil et le royaume, L'Envers et l'endroit), his philosophical essay (Le Mythe de Sisyphe) one political work (Lettres à un ami allemand) and his last posthumous novel (Le Premier Homme). Students must be prepared to actively discuss these works and their themes as we interpret them. Conducted in French.

Class Format: seminar
Requirements/Evaluation: oral presentations, two papers (5 pages each), one final paper (8-10 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: any RLFR 200 level at Williams or permission of the instructor
Enrollment Limit: 15
Enrollment Preferences: French majors or certificate candidates
Expected Class Size: 15
Materials/Lab Fee: packet
Distributions: (D1) (DPE)
Distribution Notes: DPE: In this course we will focus on the themes of exile, religion, social injustice and inequalities through the works of Camus. Many discussions will center on the responsibility individual has to refute injustice, rebel against it, and find a balance in a humanistic approach.

Fall 2018
SEM Section: 01 Cancelled

RLFR 305 (F) Where We Are & Where We Go: Spaces & Places of Contemporary France
How do people in France give meaning to the spaces they inhabit or move through? What does it mean to be from "here" or "there"? Through contemporary French literature and cultural analysis, we will explore these questions in the urban landscapes of major French cities, including Lyon, Marseilles, Nantes, and Angoulême. We will focus on literary representations of the home, the street, the park, the grocery store, and the train, and discuss the ways videos, press articles, photographs, and websites depict neighborhoods, festivals, and street theater. We will also examine a variety of theories that will help us conceptualize urban space and interpret these literary and cultural texts on city life in contemporary France. Readings to include texts by Annie Ernaux, Patrick Modiano, Leïla Sebbar, Didier van Cauwelaert, Yasmina Reza, Jean Rolin, Marie Darrieussecq, and Xavier Houssin. Conducted in French.

Class Format: seminar
Requirements/Evaluation: class participation, several short essays (1-2 pages), midterm essay (5 pages), digital mapping project, and final oral presentation (based on midterm)
Extra Info: not available for the fifth course option
Prerequisites: strong performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-level course; or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors & certificate students; those with compelling justification for admission; seniors returning from study abroad (Francophone countries) particularly welcome
Expected Class Size: 20
Distributions: (D1)

Fall 2018
SEM Section: 01 TR 9:55 am - 11:10 am Carl B. Cornell

RLFR 309 (F) Contemporary Short Stories from North Africa
Crosslistings: RLFR309 / AFR307

Primary Crosslisting
Short stories are the vibrant center of the literary landscape in North Africa today. Written in French, Arabic and sometimes Amazigh languages, short stories provide timely interventions in political and social discourse. In this course, we will read short stories that use humor and satire to address the effects of globalization on local communities, that experiment with language to portray war and revolution, and that seek to create a new space for the discussion of gender. We will also analyze films, sociological texts and Moroccan, Algerian and Tunisian online newspapers in order to explore contemporary transformations of life in North Africa. Readings by Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zalzaf, Ahmed Bouzfour, Soumaya Zahy and Fouad Laroui among others. Conducted in French.

Class Format: seminar/discussion
RLFR 310 (S) Le Moyen Âge en images: Decoding the Middle Ages

This seminar investigates questions of visual culture and textual analysis in the Middle Ages. Although different from today's multimedia and digital environment, the Middle Ages boasted its own form of visual culture that will enable us to draw meaningful connections between medieval literature and history and modern-day debates on gender and sexuality. To explore these connections, we will study literary texts from the 12th-16th centuries in modern French translation, making comparisons to bandes dessinées that seek to visualize each text from a twenty-first-century perspective. We will investigate the points of overlap and divergence between the original texts and accompanying comics to ask why and how today's artists are returning to the literature and culture of the Middle Ages, especially in a time of globalization and technological immersion. For example: How might our findings inform our outlook on international politics, as well as gender-based forms of activism, such as the #MeToo movement, among other forms of social and political engagement? Conducted in French

Class Format: seminar

Requirements/Evaluation: active class participation, reading journal (with written reflections), quizzes, mid-semester project: une bande dessinée, and final paper

Prerequisites: successful performance in RLFR 106 or another RLFR 200-level course; or by placement test; or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR

Attributes: GBST African Studies Electives

Not offered current academic year

RLFR 316 (S) Paris on Fire: Incendiary Voices from the City of Light (1830-2015)

Crosslistings: WGSS315 / RLFR316

Primary Crosslisting

During the 1830s, Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous urban energy, captured in countless paintings, photographs, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repetitively sparked with incendiary passion and political protest. As fires raged during the riots in 2005, many heard the echo of Hitler's ominous 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? And following the recent terrorist attacks in Paris in 2015, many wonder what lies ahead for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet.Conducted in French.
RLFR 318 (F)  Twentieth-Century French Novel: From Adversity to Modernity
Crosslistings: COMP318 / RLFR318
Primary Crosslisting

In his futurist novel Paris in the Twentieth Century (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor of bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth-century novels and their focus on adversity and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France's engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jelloun, Djébar. Films to include works by Fassbinder, Annaud, Loret, Ducastel, Martineau, Téchiné, Charef. Conducted in French.
RLFR 410 (S) Senior Seminar: Landscapes of Movement and Migration in French

How do migration and movement construct and disrupt landscapes of identity--home, city and nation--in the French-speaking world? How do migration and movement contribute to conditions of alienation, nostalgia and violence? This seminar explores such fundamental questions and asks us to think about how in an increasingly mobile and de-territorialized world, place is imagined, experienced and remembered. Over the course of the semester, we will examine theoretical texts on memory, space, identity and movement, and analyze literary and film narratives of migration that focus on: the immigration experience in France, the construction of an Atlantic identity between Africa, the Caribbean, Europe and the Americas, internal migration between the country and the city, clandestine migration between Africa and Europe, population displacement due to war, and the possibility of creating portable places of memory. Works by Nora, Benjamin, Deleuze, Barthes, Charef, Chamoiseau, Glissant, Diome, Condé, Mernissi, Poulain, Pineau, Sembene, and Binebine among others. Conducted in French.

Class Format: seminar
Requirements/Evaluation: weekly 1-page response papers, short mid-term paper and a final research paper
Extra Info: qualified students in first, second, or third years of their career at Williams can enroll in the Senior Seminar with the permission of the instructor; however, this will not replace the senior seminar requirement in the senior year of French majors
Prerequisites: any RLFR course above 203, or permission of instructor

Enrollment Limit: 15
Enrollment Preferences: seniors French majors or completing the certificate in French, but open to advanced students of French
Expected Class Size: 10
Distributions: (D1)
Not offered current academic year

RLFR 412 (S) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers

Crosslistings: RLFR412 / WGSS408

Primary Crosslisting

In 1834, Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, and the domestically-abused Gervaise became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present.
Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, midterm exam, and two to three papers
Prerequisites: a 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

Enrollment Limit: 16
Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission
Expected Class Size: 16
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Not offered current academic year

RLFR 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE) (WI)
Crosslistings: RLFR414 / COMP414

Primary Crosslisting
Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughèdir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

Class Format: seminar
Requirements/Evaluation: three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay
Extra Info: not available for the fifth course option
Prerequisites: 200 RLFR level courses
Enrollment Limit: 19
Enrollment Preferences: French and Comparative Literature majors and certificate students
Expected Class Size: 10
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. WI: This course is writing-intensive because it includes 9 pages of response papers; 1 page with a thesis statement, methodology, and works cited list; plus 10 pages of script for video essay

Spring 2019
SEM Section: 01    MR 1:10 pm - 2:25 pm     Sophie F. Saint-Just

RLFR 415 (S) Senior Seminar: Banned In France: Literature and Censorship in the Eighteenth-Century
This seminar will explore the role of censorship in eighteenth-century France, another complex period transformed in part by unprecedented access to knowledge. Students will critically assess a range of works that were, before or after publication, repressed or altered by various religious and civil authorities, editors, publishers, and, in some cases, audiences. Discussions will focus on the formal and thematic content of each work, as well as its broader place in Enlightenment and French Revolutionary literature and culture. Analysis of such historically-specific concepts as tolerance, obscenity, and public censorship will be supported by critical work and commentary from the eighteenth century and the present day. As a central feature of the course, students will conduct a semester-long research project that will draw on readings which may include Voltaire, Diderot, Rousseau, Sade, Beaumarchais, Chénier, Gouges, Charrière, Staël, and others. Key issues include copyright and the literary market, self-censorship, public opinion and public censure, gender and canon formation, blasphemy, pornography, and the politics of incitement. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, weekly online postings, semester-long research project involving an abstract and annotated bibliography at mid-term, and final research paper
Prerequisites: any 200-level RLFR course
Enrollment Limit: 15
Enrollment Preferences: senior French majors or students completing the Certificate in French, but open to advanced students of French
Expected Class Size: 15
Distributions: (D1)
Not offered current academic year

RLFR 493 (F)  Senior Thesis: French
French senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Distributions: (D1)

Fall 2018
HON Section: 01  TBA  Jennifer L. French

RLFR 494 (S)  Senior Thesis: French
French senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Distributions: (D1)

Spring 2019
HON Section: 01  TBA  Jennifer L. French

RLFR 497 (F)  Independent Study: French
French independent study.
Class Format: independent study
Distributions: (D1)

Fall 2018
IND Section: 01  TBA  Jennifer L. French

RLFR 498 (S)  Independent Study: French
French independent study.
Class Format: independent study
Distributions: (D1)

Spring 2019
IND Section: 01  TBA  Jennifer L. French

RLFR 511 (F)  Intensive French Grammar and Translation
This course is designed to offer students a thorough and systematic review of sentence structures and grammar to develop a reading knowledge of French. Through this intensive study, students will learn to decipher the subtleties of the written language, and as they become more confident they will start translating a variety of short excerpts. Students are also expected to learn and develop a wide lexical range centered on art history and criticism, but not limited to it.
Class Format: classes meet twice weekly and are conducted in English
Requirements/Evaluation: evaluation will be based on class participation, papers, a midterm, and a final examination
Prerequisites: a strong interest and need to learn French
Enrollment Preferences: although this course is to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll by permission of the instructor.

Distributions: (D1)

Fall 2018
LEC Section: 01    TR 8:30 am - 9:45 am     Pramila Kolekar

RLFR 512 (S) Readings in French Art History and Criticism
This course is designed to provide Graduate Program students and interested others with knowledge of French acquired through translation and interpretation. The core of this course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of art history. The material read (excerpts from museum catalogues; the Gazette des Beaux-Arts and other publications; Salons by Diderot, Baudelaire, and Thoré; artists on their works; and critics such as Francastel, Ch. Sterling, M. Faré, Valéry, Focillon) will be analyzed in form and content, translated or summarized, in order to develop the skills and understand the techniques necessary for reading French accurately. Grammar will be reviewed in context.

Class Format: seminar

Requirements/Evaluation: evaluation is based on class participation, papers, a midterm, and a final examination

Prerequisites: RLFR 511 or permission of instructor; undergraduates are welcome with permission of instructor

Distributions: (D1)

Spring 2019
LEC Section: 01    TR 8:30 am - 9:45 am     Pramila Kolekar
The study of Italian in the target language encourages students to gain a deep appreciation of the language, culture and literature through active participation and meaningful experience with the culture on its own terms. Italian courses at Williams are therefore conducted exclusively in Italian in order to enhance and reinforce the emotive and cognitive involvement of the students as they are introduced to the Italian world-view in a lively and natural manner. Students desirous of more contact with Italian are encouraged to attend the weekly Italian Table in the designated college dining hall. More information can be found at cflc.williams.edu/italian.

RLIT 99 (W) Independent Study: Italian
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D1)

Winter 2019
IND Section: 01    TBA     Jennifer L. French

RLIT 101 (F) Elementary Italian
This course is designed for beginners. Its goal is to give students the opportunity to develop a basic oral/aural and reading-writing proficiency in Italian. During the semester you will be given training in grammar, pronunciation, aural-oral skills, reading and writing in Italian through the study of a wide range of communication patterns and real-life situations. At the end of the semester you will be able to use Italian to talk about yourself, to describe your family, your town, your friends and to discuss about your interests. You will also be able to talk in Italian about present and past events and to converse with your peers about your daily activities. Your listening skills will allow you to understand short dialogues and conversations, to watch clips from mainstream Italian films, and to write short compositions. Conducted entirely in Italian.

Class Format: five hours a week with the professor
Requirements/Evaluation: evaluation will be based on participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams
Extra Info: students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; not open to those who have had one year or more of high school Italian
Enrollment Limit: 20
Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams
Distributions: (D1)

Fall 2018
RLIT 102 (S)  Elementary Italian
This course is designed for beginners who have already some basic knowledge of Italian. Its goal is to give students the opportunity to review and expand their oral/aural and reading/writing proficiency in Italian. During the semester you will continue to learn grammar, vocabulary, pronunciation, while improving your aural-oral skills, reading and writing in Italian. To achieve these goals, you will be presented with a wide range of communication patterns and real-life situations. At the end of the semester you will be able to use Italian to talk about yourself, your life, to describe your town and its history, your dreams and interests, and to express your opinion on complex topics. You will also be able to talk in Italian about present, past, and future events and to express doubts and hopes. You will be able to understand more complex conversations and clips from mainstream Italian films, and to write longer compositions. Conducted entirely in Italian.

Class Format: five hours a week with the professor

Requirements/Evaluation: evaluation will be based on participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

Extra Info: students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: RLIT 101; not open to those who have had one year or more of high school Italian

Enrollment Limit: 20

Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams

Distributions: (D1)

Spring 2019

LEC Section: 01  M-F 10:00 am - 10:50 am  Michele Monserrati

RLIT 105 (F)  Pathway to Proficiency
The course taught in Italian aims primarily at fine-tuning the student's speaking, reading and writing ability, while providing an introduction to the formal study of Italian culture and society through the analysis of short literary texts, articles, films, and plays. Students will review and expand the grammar structures learned in the previous semesters with the goal of achieving a higher level of fluency and sophistication in language production. Italian 105 is intended for study-abroad returnees and other advanced speakers; students who have been particularly successful in Italian 101-102 are also encouraged to enroll.

Class Format: seminar

Requirements/Evaluation: oral presentations, midterm and final exams, tests, compositions, participation

Prerequisites: RLIT 101/102 or by permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D1)

Fall 2018

SEM Section: 01  MWF 11:00 am - 11:50 am  Michele Monserrati
THE MAJOR IN SPANISH

Students who major in Spanish can expect to acquire linguistic fluency along with in-depth knowledge of the cultures of Spain and Latin America. Through the study of the major writers and historical events of the Spanish-speaking world, our program offers training in literary analysis and linguistic expression, as well as a deep appreciation of Hispanic civilizations.

The major consists of nine courses above the 102 level. In exceptional circumstances, the Department may decide to accept RLSP 101-102 for the Spanish major. One of the nine courses must be the 400-level senior seminar taken during the student’s final year at the College; another must be a course that substantially focuses on literature or cultural texts produced before 1800. Students entering at the 200-level may, with the permission of the Department, choose as part of their major program one course not conducted in Spanish but offered by faculty in Romance Languages or another Department or Program, such as Latino/a Studies, Comparative Literature, History, etc., provided that the subject matter relate to and broaden their study of Spanish. Students entering at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program. Working with a member of the Spanish faculty, the student will formulate a curricular plan that will ensure balance and coherence in courses taken prior to declaring a major in Spanish. This is especially imperative for students who are planning to spend a part or all of their junior year in Latin America or Spain.

THE DEGREE WITH HONORS IN SPANISH

Students majoring in Spanish may apply to be admitted to the Honors Program in Spanish upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal. Two routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in Spanish and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as
History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 30) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department’s recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

THE CERTIFICATE IN SPANISH

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. Those who graduated should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

Electives may be considered from a variety of departments and programs. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

PLACEMENT

Students come to study Spanish at Williams with a wide range of backgrounds and prior experiences. Some will have studied Spanish for many years in high school and earlier. Others will have grown up speaking Spanish with family and friends but had little opportunity to study the language at school. Others have lived in Spanish-speaking countries or otherwise studied in immersive contexts. And for others, Spanish is a brand-new language that they are eager to begin learning.

Whatever your previous experience with Spanish, ¡Bienvenida! ¡Bienvenido! We are glad to have you with us. In order to figure out the most appropriate point of entry, we ask that all students who wish to begin their study of Spanish in the new academic year take the department's placement exam when it is offered during First Days. The only students who don't need to take the placement exam are those who qualify as “true beginners,” those with no previous experience of Spanish and for whom 101-102 is obviously the right choice. Everyone else should take the placement test. After you do, the Registrar's Office will notify you of the level and/or course the Spanish faculty have recommended for you. You should free to reach out to the department chair, your recommended instructor, or any other faculty member if you have questions or concerns about your placement.

STUDY ABROAD

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to study in Spain or Latin America for either a semester or a full year. We recommend that you start planning for study abroad as early as possible, and that you speak to our faculty early on to go over the many possible destinations and programs available to you. In recent years, Williams students have studied in such varied and far-flung locations as Buenos Aires, Havana, Lima, Barcelona, and Madrid. Those who are interested in Madrid may wish to consider the Hamilton College program, with which we maintain consortial ties. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Those four courses count towards the certificate or the major in Spanish. Students interested in study abroad should consult with a member of the department at their earliest convenience.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, provisional approval can be granted (students should be sure to contact the department for details).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments. If it is a program we are familiar with, the course title and description are enough. If it is a new program/new type of course we need all the available materials (syllabus, assignments, etc.).

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Four maximum.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be courses that focus on language, culture, history, or politics of the target language/culture.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. They have to be courses that focus on language, culture, history, or politics of the target language/culture.
Yes. Our Senior Seminars are required for the major.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

This hardly ever happens but could happen if a student doesn’t seek out pre-approval from a faculty member.

RLSP 16 (W)  The Ayn Rand Cult
Crosslistings: COMP16 / ANSO16 / RLSP16
Primary Crosslisting
The broad, "underground" influence of publicist-novelist Ayn Rand stands as one of the more curious sociocultural phenomena to have emerged out of post-War America. Examples: A youthful Alan Greenspan was a dedicated disciple of Rand's in the 1940s and 50s; Michael Milken was reported to have kept twenty-six copies of Atlas Shrugged in his jail cell while serving time for securities fraud; Congressman Paul Ryan and Exxon CEO (and current Secretary of State) Rex Tillerson both are avowed fans of Ayn Rand; each year to this day, Rand's books sell hundreds of thousands of copies; and, in a crowning instance of "canonization," the U.S. Postal Service issued a commemorative stamp in Rand's honor (as part of its "Great American Authors" series) in April 1999. This course will examine the nature and origins of the Rand phenomenon through reading of relevant works of journalism, fiction, and philosophy. Titles to be studied: Jeffrey Walker, The Ayn Rand Cult; Mary Gaitskill, Two Girls: Fat and Thin; Gene H. Bell-Villada, The Pianist Who Liked Ayn Rand (selections) and On Nabokov, Ayn Rand and the Libertarian Mind; and John Locke, Second Treatise of Government. We will also view two films: the movie version of The Fountainhead (1949) and the 1996 documentary Ayn Rand: A Sense of Life. No books by Rand will be read in this class! It is a course not "about" Rand but rather about the cultural sociology and anthropology of Randism.

Requirements/Evaluation: class attendance and participation, short weekly journal entries, and a final 10-page paper

Prerequisites: some previous acquaintance with Rand's novels

Enrollment Limit: 30

Enrollment Preferences: by seniority (i.e. first seniors, then juniors, then sophomores, etc.)

Materials/Lab Fee: approximately $90 for books

Distributions: (D1)

Winter 2019
LEC Section: 01  MWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm  Gene H. Bell-Villada

RLSP 30 (W) Honors Essay: Spanish
To be taken by candidates for honors other than by thesis route.

Class Format: honors essay

Distributions: (D1)

Winter 2019
HON Section: 01  TBA  Jennifer L. French

RLSP 31 (W) Senior Thesis: Spanish
To be taken by students registered for Spanish 493-494.

Class Format: thesis

Distributions: (D1)
Winter 2019
HON Section: 01    TBA     Jennifer L. French

RLSP 99 (W) Independent Study: Spanish
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D1)

Winter 2019
IND Section: 01    TBA     Jennifer L. French

RLSP 101 (F) Elementary Spanish
This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

Class Format: the class meets five hours a week; students will complete workbook and lab exercises weekly
Requirements/Evaluation: evaluation will be based on participation, regular homework exercises, quizzes, a midterm, and a final exam
Extra Info: students registered for RLSP 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLSP 101 and 102) are taken
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: This course is for students who have no previous background in Spanish.
Enrollment Limit: 20
Distributions: (D1)

Fall 2018
LEC Section: 01    M-F 10:00 am - 10:50 am     Soledad  Fox

RLSP 102 (S) Elementary Spanish
This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

Class Format: the class meets five hours a week; students will complete workbook and lab exercises weekly
Requirements/Evaluation: evaluation will be based on daily preparation and participation, regular homework assignments, and frequent tests
Extra Info: students registered for RLSP 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLSP 101 and 102) are taken
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLSP 101; this course is for students who have studied less than two years of Spanish in secondary school
Enrollment Limit: 20
Distributions: (D1)

Spring 2019
LEC Section: 01    M-F 10:00 am - 10:50 am     Leyla  Rouhi

RLSP 103 (F) Intensive Intermediate Spanish
This course is a continuation of Spanish 101-102. It is designed to help students improve their proficiency in each of the major skill-groups (listening, speaking, reading and writing) while providing an introduction to the cultures of the Spanish-speaking world. Classroom activities and homework are designed to increase vocabulary and improve your ability to handle daily life in a Spanish-speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural traditions of Latin America and Spain. Film screenings and readings in Hispanic literature, culture and politics will provide material for in-class discussion and some writing assignments. This course provides the linguistic and cultural training that is necessary to engage the diverse Spanish-speaking communities of Latin America, Spain and the US; it will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education. 

Conducted in Spanish.

Class Format: class meets four hours a week

Requirements/Evaluation: regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: RLSP 101-102 or by Spanish placement exam

Enrollment Limit: 20

Expected Class Size: 20

Distributions: (D1)

Fall 2018
LEC Section: 01 MR 2:35 pm - 3:50 pm Kathryn Ringer-Hilfinger
CON Section: 02 F 2:35 pm - 3:50 pm Kathryn Ringer-Hilfinger
LEC Section: 03 MWF 11:00 am - 11:50 am Gene H. Bell-Villada
CON Section: 04 W 2:10 pm - 3:00 pm Gene H. Bell-Villada

RLSP 104 (S) Upper Intermediate Spanish
This course is a continuation of Spanish 103. It focuses on the review of grammar as well as on refining writing and speaking skills. A variety of written and audiovisual journalistic media will enable students to deepen their understanding of Hispanic cultures.

Class Format: class meets four hours a week

Requirements/Evaluation: weekly 1- to 2-page compositions, regularity of class participation, oral reports, frequent quizzes, a midterm and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: RLSP 103 or by Spanish placement exam

Enrollment Limit: 22

Expected Class Size: 22

Distributions: (D1)

Spring 2019
LEC Section: 01 MWF 8:00 am - 8:50 am Carolina Melgarejo-Torres
CON Section: 02 W 1:10 pm - 2:00 pm Carolina Melgarejo-Torres
LEC Section: 03 MWF 9:00 am - 9:50 am Carolina Melgarejo-Torres
CON Section: 04 W 2:10 pm - 3:00 pm Carolina Melgarejo-Torres

RLSP 105 (F) Advanced Grammar, Composition, Conversation
In this course students will refine their knowledge of Spanish grammar and vocabulary towards further fluency in speaking and writing. The focus of the class is grammar through active engagement with relevant cultural, literary, and political materials centered for the most part on Spain. Students will produce regular grammar and composition exercises as well as oral reports.

Class Format: seminar; students are required to participate in the TA sessions once a week in addition to two class sessions
**Requirements/Evaluation:** regular grammar and composition assignments, a mid-term, a final exam, occasional quizzes, oral reports; active participation and regular attendance required

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** RLSP 104, or results of the Williams College Placement Test, or permission of instructor

**Enrollment Limit:** 22

**Enrollment Preferences:** first-year students, potential majors

**Expected Class Size:** 22

**Distributions:** (D1)

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**RLSP 107 (F) Advanced Grammar and Conversation**

This course focuses on the development of Spanish linguistic accuracy and oral communication skills. Emphasis is on increasing oral fluency through exposure to media, interaction with native speakers, and participation in a variety of communicative activities. In addition, students will perform regular exercises to improve writing and syntax skills. Throughout the course, they will read journalistic and literary texts in order to stimulate oral and written response and to analyze complex grammatical structures within authentic target language contexts.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on homework, class participation, quizzes, a midterm and final exam and a series of communicative projects

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** RLSP 104, placement exam results, permission of instructor or Department Chair

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors and certificate students, current and potential

**Expected Class Size:** 19

**Department Notes:** if you have taken RLSP 105 you can not take RLSP 107

**Distributions:** (D1)

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**RLSP 200 (S) Advanced Grammar and Composition through Literature (WI)**

This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 105, by placement exam results, or even after students have begun to sample the Department's literature and culture offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities. *Conducted in Spanish.*

**Class Format:** lecture/discussion

**Requirements/Evaluation:** a weekly essay based on the stories read in class, written lab exercises, participation in the grammatical and literary discussions, quizzes, a mid-term and a final

**Prerequisites:** RLSP 105, any course 201+, placement exam or permission of instructor

**Enrollment Limit:** 19

**Expected Class Size:** 10-19

**Distributions:** (D1) (WI)
RLSP 201 (F)  The Spanish Labyrinth
Do Spaniards really dance flamenco and have dinner at 10:00 pm? Does everyone in Barcelona speak Catalan? How can you learn to separate the stereotypical images of Spain from reality? How can we talk about one “Spain”, when the country a complex composite of ancient and diverse cultural remnants mixed with recent influxes of immigrants and separatist movements? How has the vulnerable peninsula survived centuries of violent upheavals and divisiveness; dramatic economic rises and collapses? In this course we will approach Spain by studying examples of its literary and artistic production, from periods of brilliant cultural exchange, and times of censorship and repression. Some topics of focus will be the Inquisition, the Civil War, and contemporary Spain's obsession with its own recent past. Secondary texts will also be provided for historical and socio-political background and reference. Conducted in Spanish.

Class Format: seminar
Requirements/Evaluation: active participation in class discussions, oral presentations, short writing assignments, and a final essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 18
Enrollment Preferences: Spanish majors and certificate candidates
Expected Class Size: 18
Distributions: (D1)

Fall 2018
SEM Section: 01    TR 11:20 am - 12:35 pm     Soledad Fox

RLSP 202 (S) Spain's Fin de Siglo and the Crisis of Ideas
In this class we will read the works of some of modern Spain's influential writers from the late part of the nineteenth century and the first three decades of the twentieth. Our aim is to understand how fiction and philosophy represented this significant time in Spain's history. The loss of the war with the U.S. in 1898, the turbulent shifts of power within the country, Spanish regional identities, and the cultural and intellectual movements that shaped Spain on the eve of the Civil War are among the key issues we will address. Our primary sources--largely fiction and poetry by artists such as Miguel de Unamuno, Azorín, Antonio Machado, Pío Baroja--will be complemented with a rigorous study of the cultural landscape of Spain at that time. Our principal engagement with philosophy will be through José Ortega y Gasset, in particular his output from the 1920s.

Class Format: seminar
Requirements/Evaluation: 2 short papers, one long research paper, and oral presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 25
Expected Class Size: 15
Distributions: (D1)

Not offered current academic year

RLSP 203 (F) From Modernismo to El Boom de la Novela  (WI)
A survey of some of the leading imaginative writers of Ibero America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lispector, and García Márquez. Conducted in Spanish.

Class Format: seminar
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
RLSP 205 (F) The Latin-American Novel in Translation (DPE)

Crosslistings: COMP205 / RLSP205

Primary Crosslisting

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude. Conducted in English

Class Format: lecture

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 22

Department Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

Attributes: GBST Latin American Studies Electives

Fall 2018

LEC Section: 01    MR 2:35 pm - 3:50 pm    Gene H. Bell-Villada

RLSP 206 (S) Latin-American Civilizations

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. Conducted in Spanish.

Class Format: seminar

Requirements/Evaluation: two essays on assigned topics, one oral presentation, active discussion of the ideas and the facts presented in class, a midterm, and a final

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Expected Class Size: 20

Distributions: (D1)

Not offered current academic year

RLSP 208 (S) The Spanish Civil War in Literature and Film

The Spanish Civil War (1936-1939) has generated a vast bibliography and filmography that to this day reflect widely antagonistic interpretations of the conflict itself, its roots, and its impact. From the Spanish perspective, the war is the most important single event in understanding modern Spain. The ideals, passions, and consequences of the Spanish Civil War still divide Spaniards and have been recreated and relived by writers, artists, and filmmakers, and debated by historians. The course will begin with a historical introduction to the origins, development, and outcome of the war. Was the Spanish war a national struggle or an international struggle played out on Spanish soil? Along with studying internal Spanish political divisions, we will also consider the impact of the foreign policy positions of other countries-including Germany, Italy, the United States, and Russia--vis-a-vis Spain,
as well as the role of the thousands of foreign volunteers who formed the International Brigades and came from all over the world to fight against Franco. With this historical basis, we will see how the themes and issues of the war are reflected in Spanish poetry, short fiction, novels, and films from the time of the war up through the present day. Readings will include works by Ayala, Cernuda, Neruda, Goytisolo, Sender, Fernan-Gomez, and Matute. Films will include documentaries as well as classic and contemporary features. Conducted in Spanish.

Class Format: seminar

Requirements/Evaluation: evaluations will be based on lively class participation, an oral report, short written assignments, and two papers

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

RLSP 209 (F) Spanish for Heritage Speakers

This course is intended for students of Latino/a heritage. It will address the unique needs of students whose knowledge of Spanish comes primarily from informal and family situations rather than a conventional classroom experience. The goal of the course is to build on and expand students' existing knowledge of Spanish while developing skills for using the language in more formal/academic contexts.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on homework, class participation, and a series of communicative projects

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: potential Spanish majors/certificate students and LATS concentrators

Expected Class Size: 19

Distributions: (D1)

Fall 2018

SEM Section: 01 MWF 12:00 pm - 12:50 pm Carolina Melgarejo-Torres

RLSP 211 (F) A Survey of Spanish Literature from the 11th to the 17th Centuries

This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include selected canonical prose, poetry, and drama of the periods; special emphasis will be given to the myth of the coexistence of three religions in Iberia and the often misguided idea of dividing this literature into the categories of 'medieval' and 'Renaissance'. Conducted in Spanish. This course fulfills the pre-1800 requirement for the Spanish major

Requirements/Evaluation: evaluation will be based on class participation, short paper assignments, and a final paper

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Distributions: (D1)

Not offered current academic year

RLSP 214 (S) "Ecologismo": Literature, Culture and the Environment in Latin America (DPE)

Crosslistings: ENVI218 / RLSP214

Primary Crosslisting

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies--including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism--inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider
short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

**Class Format:** seminar

**Requirements/Evaluation:** brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** RLSP 105, placement exam results, or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish and Environmental Studies majors

**Expected Class Size:** 12

**Distributions:** (D1) (DPE)

**Distribution Notes:** DPE: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"--economic, ecological, and cultural--informs Latin American responses to environmental degradation.

Spring 2019

SEM Section: 01    MWF 12:00 pm - 12:50 pm     Jennifer L. French

RLSP 220 (S)  Women on the Verge

Crosslistings: RLSP220 / WGSS222

**Primary Crosslisting**

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.

**Class Format:** seminar

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Spanish and Comparative Literature majors

**Expected Class Size:** 20

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under RLSP; meets Division 2 requirement if registration is under WGSS

Not offered current academic year

RLSP 225 (F)  Subalternity, Dictatorship, and the Dream of Emancipation: Paraguay, 1811-Present  (WI)

Paraguay is at once the most "typical" of Latin American countries and the most enigmatic. With a predominantly Guarani-speaking population, enormous disparities of wealth and poverty, and a political tradition that favors authoritarian dictatorship, Paraguay is also celebrated, in certain circles, as the only Latin American nation that actually achieved economic and political independence when the other republics were fast becoming economic dependencies of Britain and the US in the 19th century. This course explores the subjects of subalternity, dictatorship, and the "dream of emancipation" in Paraguay's cultural production of the 19th, 20th, and 21st centuries. We will examine together the writings of the brilliant novelist Augusto Roa Bastos, especially *Son of Man* and *I the Supreme*, stories and poems by Teresa Lamas, Josefina Pla, and others; Paraguay's rich and vibrant tradition of visual art; and works of classic and contemporary film. *Conducted in Spanish.*

**Class Format:** seminar

**Requirements/Evaluation:** three essays of 5-7 pages, shorter writing assignments, discussion-leading, active and engaged class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Spanish majors
Expected Class Size: 10
Distributions: (D1) (WI)

Not offered current academic year

RLSP 228 (S) Velázquez, Goya, and Picasso (WI)
Crosslistings: RLSP228 / ARTH228
Primary Crosslisting

This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Class Format: tutorial
Requirements/Evaluation: 3- to 5-page weekly assignment
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students and sophomores
Expected Class Size: 10
Distributions: (D1) (WI)
Distribution Notes: WI: The tutorial format offers students an intensive opportunity to improve their writing by demanding regular writing assignments that the student has to read out loud to their partner and professor. Students write biweekly papers throughout the semester. These papers are then analyzed during the tutorial session by the other student's response

Spring 2019
TUT Section: T1    TBA    Soledad  Fox

RLSP 230 (F) Mexican Literature and Film

This course will offer a survey of the rich and varied cultural production of Mexico, from the colonial period to the present. Students will explore a variety of literary genres (novels and shorter works of prose fiction, poetry and essays) as well as film, journalism and other kinds of cultural production within a framework of historical contextualization and formal analysis. Conducted in Spanish.

Class Format: seminar
Requirements/Evaluation: essays, oral presentations, active and engaged class participation
Prerequisites: Spanish 105, placement exam results, permission of instructor or Department Chair
Enrollment Limit: 19
In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucia Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

Class Format: lecture

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: Spanish 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under WGSS

W: There will be one-page long written exercises every week and two 7-8 pages essays. D:We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Attributes: LATS Countries of Origin + Transnationalism Elect;
Class Format: lecture/discussion
Requirements/Evaluation: active class participation; two to three short projects and one final research project
Prerequisites: any 200-level RLSP course at Williams that is conducted in Spanish, or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: Spanish majors and Comp Lit majors with the appropriate command of Spanish
Expected Class Size: 15
Distributions: (D1) (WI)
Not offered current academic year

RLSP 303 (S)  Cervantes’ “Don Quixote” in English Translation
Crosslistings: COMP350 / RLSP303 / ENGL303
Secondary Crosslisting
A close study of one of the most influential and early European novels. Don Quixote by Miguel de Cervantes (1547-1616 C.E) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the Quixote: the point of fiction in real life, the complications of relationships between men and women, the meaning of madness, the experience of religious co-existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine modern English-language translation, and set it in several relevant contexts to better understand its original intellectual horizon—seventeenth-century Spain—as well as the reasons for its continuing relevance.
Class Format: seminar
Requirements/Evaluation: active participation, at least two short papers, and a final project designed in consultation with the instructor
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any 200-level literature course in foreign languages, COMP, or ENGL, or permission of the instructor.
Enrollment Limit: 30
Enrollment Preferences: Spanish and Comparative Literature majors and upper-class students
Expected Class Size: 30
Department Notes: can count toward the major in Spanish, but consult Dept for details
Distributions: (D1)
Attributes: ENGL Literary Histories A

Spring 2019
SEM Section: 01    TF 1:10 pm - 2:25 pm     Leyla Rouhi

RLSP 306 (S) Latino Writing: Literature by U.S. Hispanics  (WI)
Crosslistings: RLSP306 / COMP302
Primary Crosslisting
Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomas Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Oscar Hijuelos, Cristina Garcia, Junot Diaz and historical texts by Carey McWilliams, and Rodolfo Acuña. Given the absence of a critical consensus around these recent titles, our task is to gain some sense of their common traits as a tradition, and place them within the larger body of literature of the Americas and the world. The tutorial will examine one work or set of authors per week. A student will bring, written out in full, an oral presentation focusing on the artistic features and sociocultural content of the assigned reading. Questioning of the presenter, on the part of the second tutee and the tutor, will follow. The course is designed to accommodate both Spanish and English speaking students. A student able to read and speak Spanish will be paired with another student of similar proficiency. Students who neither read nor speak Spanish will be paired together.
Class Format: tutorial
Requirements/Evaluation: five short oral presentations/papers (about 20-25 minutes) and a final longer one (about 40-45 minutes)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: some previous course work in any literature beyond the 100 level is helpful; students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200-level RLSP course or seek permission of the tutor

Enrollment Limit: 10

Distributions: (D1) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; LATS Countries of Origin + Transnationalism Elect;

Not offered current academic year

RLSP 308 (S) The Subject of Empire: Race, Gender and Power in the Colonial Era

This class studies Latin American literature of the colonial era (1492-1898) from the perspective of the constitution of the subject: the autobiographical 'yo' that is both the subject of discourse and the object of sovereign power. Our readings will include the most outstanding texts of the group collectively known as the Chronicles of the Conquest—the letters of Christopher Columbus and Hernán Cortés and Bernal Díaz del Castillo's True History of the Conquest of New Spain, among others—whose authors endeavor to establish their historical authority and legitimate their actions before the Spanish king. We will also read later works in which racially and sexually marginalized subjects struggle to contest the identities and the conditions imposed on them by a distant sovereign through far-reaching institutional networks: the mestizo historian known as El Inca Garcilaso de la Vega, the cross-dressed soldier Catalina de Erauso, the poet Sor Juana Inés de la Cruz, and the slave Juan Francisco Manzano.

Class Format: seminar

Requirements/Evaluation: one short (7-page) paper, one longer (15-20 page) paper, proposal, bibliography, discussion-leading

Prerequisites: one RLSP course at the 200-level or above or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 12

Distributions: (D1)

Attributes: GBST Latin American Studies Electives

Not offered current academic year

RLSP 319 (S) Dictatorship and the Latin-American Novel (DPE)

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martinez will be closely studied. Students will also read Absalom! Absalom! by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound.

Class Format: seminar

Requirements/Evaluation: three 8-page papers, an oral report, a final 3-page paper, and class participation

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 5-10

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course focuses on the ultimate sort of power-namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence—Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada
RLSP 322 (S) Islam in Spain
Crosslistings: ARAB322 / RLSP322

**Primary Crosslisting**
The presence of Islam--in all its diverse manifestations--is not new to Europe, least of all to Spain. In this course we will focus for the most part on the medieval and early modern periods, and study several works--primarily of literature, though we will supplement with other texts--in which Muslims and Islam have been portrayed in the Iberian Peninsula. We will cover a wide range of perspectives that include Christian and Muslim writers as well as converts on both sides. While the bulk of the course is focused on the period prior to 1700 CE, we will devote the final few weeks of class to the study of Islam in contemporary Spain using fiction, legal debates, and issues related to immigration. *Conducted in Spanish*

**Class Format:** seminar

**Requirements/Evaluation:** two short papers, oral presentations, one final project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** any RLSP 200-level class, or results of the Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Spanish majors, Arabic Studies majors

**Expected Class Size:** 15

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under ARAB

Not offered current academic year

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RLSP 402 (S) Senior Seminar Madrid: 1939-2004

In this course we will examine life in Madrid during two key periods: the Franco Dictatorship (1939-1975), and the first four decades of democracy (1975-2016). We will consider how representations of urban landscapes (churches, convents, prisons, museums, slums, bars and schools) have shaped and reflected the lives of madrileñas and madrileños past and present. We will study works by 20th century and contemporary Spanish authors, filmmakers, photographers, and journalists, as well as period advertisements and examples of popular culture. How was Madrid's image as international capital of art, sun, soccer and bullfighting forged? What remnants of the past lurk behind this appealing façade? How do the Atocha train Station bombings of 2004 relate to unresolved political tensions from 1939?

**Class Format:** seminar

**Requirements/Evaluation:** active participation in class discussions, oral presentations, short writing assignments, and a final essay

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** any 300 level RLSP course or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Spanish majors and certificate candidates

**Expected Class Size:** 10

**Distributions:** (D1)

Not offered current academic year

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RLSP 403 (F) Senior Seminar: Early Modern Love and Marriage

We might think that love is a natural human feeling and marriage its happiest consequence, but in fact these two conditions are among the most carefully constructed phenomena in any society, highly dependent on time period and place. In this senior seminar we will focus on pre-modern Iberia to study the many manifestations and constructions of love (and marriage), several of which continue to influence definitions of both to this day. We will look at sacred, profane, family, and married love through treatises, medical writings, plays, short stories, poems. Our theoretical underpinnings will come from reflections on love from the time period under consideration as well as contemporary critiques of love and marriage. Primary sources will include early lyrical traditions, the poetry of King Alfonso X, the works of Santa Teresa, Lope de Vega, Calderón de la Barca, Cervantes, among others. Conducted in Spanish.

**Class Format:** seminar

**Requirements/Evaluation:** regular presentations, two to three short papers, one research paper preceded by class presentation, active participation and regular attendance required
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** any 300-level RLSP course or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Spanish majors and Comparative Literature seniors with Spanish focus

**Expected Class Size:** 15

**Distributions:** (D1)

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**Fall 2018**

**SEM Section:** 01    TF 1:10 pm - 2:25 pm   Leyla Rouhi

**RLSP 493 (F) Senior Thesis: Spanish**

Spanish senior thesis

**Class Format:** independent study

**Extra Info:** this is part of a full-year thesis (493-494)

**Distributions:** (D1)

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**Fall 2018**

**HON Section:** 01    TBA   Jennifer L. French

**RLSP 494 (S) Senior Thesis: Spanish**

Spanish senior thesis

**Class Format:** independent study

**Extra Info:** this is part of a full-year thesis (493-494)

**Distributions:** (D1)

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**Spring 2019**

**HON Section:** 01    TBA   Jennifer L. French

**RLSP 497 (F) Independent Study: Spanish**

Spanish independent study.

**Class Format:** independent study

**Distributions:** (D1)

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**Fall 2018**

**IND Section:** 01    TBA   Jennifer L. French

**RLSP 498 (S) Independent Study: Spanish**

Spanish independent study.

**Class Format:** independent study

**Distributions:** (D1)

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**Spring 2019**

**IND Section:** 01    TBA   Jennifer L. French
RUSSIAN (Div I)
Chair: Professor Helga Druxes

Professors: J. Cassiday, J. van de Stadt. Assistant Professor: B. Aliev. Visiting Assistant Professor: J. Cieply, V. Ivantsov. Teaching Associate: Moskalenko.

On leave Fall/Spring: Professor Janneke van de Stadt. Assistant Professor C. Koné.

LANGUAGE STUDY
The department provides language instruction to enable students to acquire all five linguistic skills: understanding, speaking, reading, writing, and culture. Russian 101-W88-102 covers the basics of Russian grammar. Russian 151 through 252 offer additional instruction in grammar and vocabulary acquisition, and provide extensive practice in reading and conversation.

STUDY ABROAD
The department strongly encourages students who want fluency in Russian to spend a semester or year studying in Russia or one of the former Soviet republics. Students generally apply to one of several approved foreign study programs. Russian 152 or the equivalent and junior standing are normally prerequisite for study abroad.

FAQ
Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?
No, generally not until after a student returns and can provide course material for review (e.g. completed work such as exams, portfolios, lab reports and the like).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
In addition to course title and description, we always have a conversation with our students about the actual work they completed since sometimes syllabi are vague, or not followed with complete thoroughness.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
Yes, four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
No.

Are there specific major requirements that cannot be fulfilled while on study away?
No, the only candidate for this would be the Senior Seminar, and it has never been an issue.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
None to date.

LITERATURE AND CULTURE IN TRANSLATION
The department regularly offers courses on Russian literature, culture, and politics in English for those students who have little or no knowledge of Russian, but who wish to become acquainted with Russian literary, cultural, and social history.

THE CERTIFICATE IN RUSSIAN
To enhance a student’s educational and professional profiles, the Certificate in Russian offers a useful tool for using the language in a wide variety of disciplines. The sequence of language and culture courses is designed to supplement a student’s major at Williams by enabling the student to expand their knowledge in a related field.

Students who enter Williams with previous training in Russian may substitute more advanced courses for all the 100-level courses; they can also be exempted from up to two of the required courses. Thus, in order to earn a certificate a student must take no fewer than five courses (including three
After enrolling at Williams, the student must achieve proficiency at the level of a B in RUSS 251 or the equivalent.

**Required Courses**

101
102
103 or 151
104 or 152
one additional course conducted in Russian

**Elective Courses**

- at least one course on Russian cultural history
- at least one course on Russian intellectual, political, or social history, or post-Soviet economics

**THE MAJOR**

The Russian major offers students an interdisciplinary approach to the intellectual and cultural history of Russia and the former Soviet republics. Students complete the major by combining courses in Russian language and literature with courses in history, political science, music, economics, and art. The major requires a minimum of ten courses of which at least six must be conducted in Russian, at least two must be at the 300-level, and one at the 400-level. In addition, students may take up to four related courses offered by other departments and taught in English.

**Examples of appropriate courses in other departments are:**

- HIST 140 Fin-de Siècle Russia: Cultural Splendor, Imperial Decay
- HIST 240 Muscovy and the Russian Empire
- HIST 241 The Rise of the Soviet Union
- HIST 438 Religion and Secularism in Modern Europe and Russia

Students selecting the major must typically complete Russian 104 or 152 (or the equivalent) by the end of the junior year. Majors will normally be expected to take the 400-level seminar offered in their senior year, even if they have previously taken another version of it. Russian majors may receive major credit for summer language study (in consultation with the department) and for as many as four courses taken during study abroad.

**THE DEGREE WITH HONORS IN RUSSIAN**

At the beginning of the second semester of the senior year, students may nominate themselves to candidacy for the degree with honors. By the end of the junior year at the latest, however, they will have established in consultation with the department their qualifications for embarking on the project, the pattern of study to be followed, and the standards of performance.

Students earn a degree with honors by submitting a senior thesis (493-W31-494) of honors quality.

**RUSS 11 (W) Queer Russia**

Crosslistings: RUSS11 / WGSS11 / COMP11

**Primary Crosslisting**

A 2013 law banning “homosexual propaganda” represents the latest in a long series of efforts by the Russian state to erase the existence and experience of its LGBTQ citizens. This course will explore Russia’s suppressed queer archive from the imperial, Soviet, and post-Soviet eras, focusing on the vibrant literature, art, and film about LGBTQ Russians. We will examine works produced by and about queer Russians in an attempt to understand distinctly Russian notions of gender and sexual identity, as well as how LGBTQ Russians have formed their own identity within the country's evolving gender regime. Our survey will include works of fiction, poetry, visual art, and film from before and after the Bolshevik revolution, Stalinism and its aftermath, and the post-Soviet era. Throughout our discussions, we will work towards an alternative cultural history of Russia that will allow us to determine how and why the country’s queer citizens have become the despised Other under Putin. Knowledge of Russian is not required.

All readings will be in English, and all films will include English subtitles.

**Class Format:** afternoons

**Requirements/Evaluation:** completion of reading and viewing assignments, attendance in class, active participation in discussions, and completion
of a collaborative project with other members of the class

Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: preference to Comparative Literature, Russian, and Women's, Gender, and Sexuality Studies majors
Materials/Lab Fee: $10 plus cost of books

Winter 2019
LEC Section: 01 MTR 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Julie A. Cassiday

RUSS 16 (W) Russian Spies in DC: FX's "The Americans"
From the beginning of the Cold War to the present, the presence of Russian intelligence operatives in the nation's capital has been the subject of fascination and speculation. In this course, we will examine the FX channel's series The Americans, in light of both the popular imaginary about Russian spies in the United States and the actual history of intelligence wars in Washington. How does the series represent the lives of Russian political and intelligence operatives during the Reagan presidency, and how does it interpret the larger events of the Cold War in its final decade?
Readings will draw from accounts on both side of the Cold War, focusing on signature developments such as Jewish immigration from the Soviet Union, the covert biological weapons programs, and Soviet attempts to build relations with progressive movements in the United States. Adjunct Instructor Bio: Alexander Mihailovic has taught at Bennington College, Williams College, and Brown and Columbia Universities. His books include *Corporeal Words: Mikhail Bakhtin's Theology of Discourse,* *Mitki: The Art of Postmodern Protest in Russia*, and the edited volume *Tchaikovsky and His Contemporaries: A Centenary Symposium.* He has also published articles about cultural relations during the Cold War, African-American studies, art history, and cinema studies.
Class Format: mornings
Requirements/Evaluation: class participation and presentations, and a final 10-page paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: none

Winter 2019
LEC Section: 01 MW 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Alexandar Mihailovic

RUSS 25 (W) Williams in Georgia
Crosslistings: RUSS25 / SPEC25
Primary Crosslisting
Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at The Georgian Times, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their internship experience. Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics, including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makanin.
Class Format: travel
Requirements/Evaluation: 10-page paper
Prerequisites: none; knowledge of Russian or Georgian is not required; not open to first-year students
Enrollment Limit: 8
Enrollment Preferences: interested students must attend an informational meeting and submit a short essay about their interest in the course
Materials/Lab Fee: $2785
Distributions: (D1)
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01    TBA    Vladimir Ivantsov

RUSS 30 (W) Honors Project: Russian
May be taken by candidates for honors other than by thesis route.
Class Format: independent study
Distributions: (D1)

Winter 2019
HON Section: 01    TBA    Helga Druxes

RUSS 31 (W) Senior Thesis: Russian
To be taken by students registered for Russian 493-494.
Class Format: thesis
Distributions: (D1)

Winter 2019
HON Section: 01    TBA    Helga Druxes

RUSS 99 (W) Independent Study: Russian
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D1)

Winter 2019
IND Section: 01    TBA    Helga Druxes

RUSS 101 (F) Elementary Russian I
An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills--listening comprehension, speaking, reading, writing, and culture--through immersion, intensive use of authentic materials, and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 252.
Class Format: seminar, the class meets five times a week
Requirements/Evaluation: active class participation, completion of all assignments, quizzes, tests, and a final exam
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: students expressing an interest in the Russian major or certificate

Expected Class Size: 10

Department Notes: students registered for RUSS 101-102 are required to attend and to pass the sustaining program during the winter study period; credit granted only if both semesters (RUSS 101 and 102) are taken.

Distributions: (D1)

Fall 2018

SEM Section: 01 MWF 10:00 am - 10:50 am TR 9:55 am - 11:10 am Julie A. Cassiday

RUSS 102 (S) Elementary Russian II

An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills-listening comprehension, speaking, reading, writing, and culture-through immersion, intensive use of authentic materials, and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 252.

Class Format: seminar, the class meets five times a week

Requirements/Evaluation: active class participation, completion of all assignments, quizzes, tests, and a final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students expressing an interest in the Russian major or certificate

Expected Class Size: 10

Department Notes: students registered for RUSS 101-102 are required to attend and to pass the sustaining program during the winter study period; credit granted only if both semesters (RUSS 101 and 102) are taken

Distributions: (D1)

Spring 2019

SEM Section: 01 MWF 10:00 am - 10:50 am TR 9:55 am - 11:10 am Jason A. Cieply

RUSS 140 (S) Crime and Punishment in Russian History (WI)

Crosslistings: RUSS140 / HIST140

Secondary Crosslisting

For centuries, people have used crime in Russia and the Russian state's response to crime as lenses through which to examine Russian history and the Russian experience. This tutorial will follow in this tradition, but will adopt a more critical approach to question how or if crime and deviance can speak to the nature of the Russian state and its relationship to Russian society writ large. To answer this question, we will read a combination of original historical sources and recent scholarship that cover the entirety of Russian history: from the creation of the first legal code in Medieval Muscovy to the publication of Alexander Solzhenitsyn’s Gulag Archipelago in 1962 and beyond. By semester's end, students will have developed an understanding of both the major historical actors and events in Russian criminal and legal history, and the intellectual debates that they sparked among contemporaries and present day scholars alike.

Class Format: tutorial

Requirements/Evaluation: A student either will write and present orally a 3- to 5-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Distributions: (D1) (WI)
RUSS 151 (F) Continuing Russian I
This course develops all five skills—listening comprehension, speaking, reading, writing, and culture—for students who have completed at least one year of college-level Russian. Coursework includes a systematic review of Russian grammar, as well as an examination of a variety of authentic materials from Russian and Soviet culture, current events, and daily life. Intermediate students will concentrate on expanding their vocabulary, while more advanced students will focus on reading and writing about unabridged texts in Russian. Students who complete the yearlong sequence of RUSS 151 and RUSS 152 should be well prepared to undertake study abroad in Russia and are encouraged to do so. Each year this course is custom-designed to meet the needs of those students who enroll, so that both intermediate and advanced students can benefit from taking RUSS 151 and/or RUSS 152 more than once, which may be done with the permission of the instructor.

Class Format: seminar; the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged)
Requirements/Evaluation: active class participation, completion of all assignments, quizzes, and a final exam
Prerequisites: completion of at least one year of college-level Russian (RUSS 101-102) or permission of instructor
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 4-6
Distributions: (D1)

RUSS 152 (S) Continuing Russian II
This course develops all five skills—listening comprehension, speaking, reading, writing, and culture—for students who have completed at least one year of college-level Russian. Coursework includes a systematic review of Russian grammar, as well as an examination of a variety of authentic materials from Russian and Soviet culture, current events, and daily life. Intermediate students will concentrate on expanding their vocabulary, while more advanced students will focus on reading and writing about unabridged texts in Russian. Students who complete the yearlong sequence of RUSS 151 and RUSS 152 should be well prepared to undertake study abroad in Russia and are encouraged to do so. Each year this course is custom-designed to meet the needs of those students who enroll, so that both intermediate and advanced students can benefit from taking RUSS 151 and/or RUSS 152 more than once, which may be done with the permission of the instructor.

Class Format: seminar, the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged)
Requirements/Evaluation: active class participation, completion of all assignments, quizzes, and a final exam
Prerequisites: RUSS 151 or permission of instructor
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 4-6
Distributions: (D1)
RUSS 203 (F) Nineteenth-Century Russian Literature: Rebels and Rebellion  
Crosslistings: RUSS203 / COMP203

Primary Crosslisting

"God save us from seeing a Russian revolt, senseless and merciless," famously proclaimed Alexander Pushkin. But is revolt always senseless? And if it's not, what is the meaning behind it? Throughout the nineteenth century, Russian literature gave different answers to these questions. In this course, students will familiarize themselves with the masterpieces of the Golden Age of Russian literature with a particular focus on rebellion understood in its broadest sense: philosophical, psychological, social, sexual, and aesthetic. We will examine the confrontation of the archetypal figure of Russian literature, the "superfluous man," with his milieu in Pushkin, Lermontov, Turgenev, and Goncharov. The social and psychological revolt of another key figure--the "little man"--will be addressed in the works of Pushkin and Gogol. We will then discuss woman's sexual rebellion in Nikolai Leskov and the forms of spiritual rebellion in Leo Tolstoy and Dostoevsky. Finally, we will examine the aesthetic revolution of Chekhov's plays, which challenged the principles of the old theater and marked the turn to new modernist drama. All readings are in English.

Class Format: lecture

Requirements/Evaluation: participation, writing assignments, written exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: students majoring or considering a major in Russian or Comparative literature

Expected Class Size: 15

Distributions: (D1)

Attributes: GBST Russian + Eurasian Studies Electives

Not offered current academic year

RUSS 204 (S) Russia's Long Revolution: a Survey of Twentieth- and Twenty-First-Century Russian Culture  
Crosslistings: RUSS204 / COMP204

Primary Crosslisting

With the one-hundredth anniversary of Russia's October Revolution just behind us and the uncertain future of post-Soviet Russia unfolding before us, we can now take stock of the long century of revolutions in art, politics, and society that has brought Russia to Putin. This course takes a comprehensive look at twentieth- and twenty-first-century Russian culture, focusing on the literature, film, theater, and visual art that defined this transformative period in Russia's modern history. Students will explore the radical aesthetic and political ideas that motivated this change, especially the utopian visions of the Russian avant-garde and early-Soviet Marxists, as well as key works that examine the tragic consequences of the failures of these revolutionary experiments for those who, willing or not, became their active participants. As we move on to the late-Soviet years, we will consider the emergence of a new, "conceptualist" avant-garde, which attempted to dismantle Soviet ideology and the totalitarian logic they attributed to the historical avant-garde using postmodern aesthetics. We will conclude the course by surveying literature, film, and performance that capture the traumatic experience of Russia's transition to market capitalism in the 1990s and its slide into authoritarian "stability" under Putin. Readings include works by Babel, Bulgakov, Platonov, Pasternak, Nabokov, Solzhenitsyn, Prigov, Pelevin, Sorokin, and recent Nobel laureate Svetlana Alexievich. Films screenings include the cinema of avant-garde masters Eisenstein and Vertov. All readings are in English.

Class Format: mixed lecture/discussion

Requirements/Evaluation: class participation, discussion leading, papers

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: declared or prospective Russian or Comparative Literature majors

Expected Class Size: 10

Distributions: (D1)

Attributes: GBST Russian + Eurasian Studies Electives

Spring 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm     Jason A. Cieply
Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. All readings will be in English, and all films with have English subtitles.

Class Format: seminar

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS. This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2018

SEM Section: 01    TF 2:35 pm - 3:50 pm    Julie A. Cassiday
RUSS 220 (S)  World War II in Russian Culture
Crosslistings: RUSS220 / COMP285 / GBST220

Primary Crosslisting

This course traces the development of state-sponsored collective memory of the Great Patriotic War, as the Eastern front of World War II is called in Russia, and its counter-narratives. The veritable cult of the war, as it was shaped by the late Soviet period, took decades to coalesce and went through multiple stages. The relative disregard in the immediate post-war years under Stalin was followed by the striking re-enactments in literature and film of the period of Khruschev's Thaw. The memory of the war for new generations was further defined in state-sponsored memorials, museums and public events under Brezhnev. While Soviet ideology was discredited in the wake of the USSR's collapse, ordinary Russians and politicians alike continue to this day to see Russia's victory over Nazi Germany with pride and as part of their national identity. This course explores the contradictory elements that make up the images and narratives of the war -- in novels, short stories, feature films, and oral histories -- which bring together state violence and individual freedom, patriotism and oppression, remembrance and forgetting. After an initial acquaintance with the colossal human cost of the war, we will examine the artistic, cultural and political traditions of addressing the national trauma that have evolved in the official and unofficial discourses of the war. The search for a "usable past" of the war continues in contemporary Russia, breaching previously suppressed topics yet also obfuscating public attempts to critically examine people's experiences of the war beyond the inherited Soviet myths.

Class Format: seminar
Requirements/Evaluation: class participation, research paper, final exam
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: RUSS and COMP majors
Expected Class Size: 10-15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST
Attributes: GBST Russian + Eurasian Studies Electives

Not offered current academic year

RUSS 222 (S)  Russian Literature and European Existentialism
Crosslistings: COMP270 / RUSS222

Primary Crosslisting

Existentialism was a highly influential movement in twentieth-century European literature and thought. Nowadays the terms existentialism and existentialist are broadly used to describe the worldview and literary style of writers and thinkers as different as Fyodor Dostoevsky, Leonid Andreyev, Martin Heidegger, Franz Kafka, and Jean-Paul Sartre. Reflecting the shift to irrationalism in early twentieth-century philosophy and psychology, as well as the global cataclysms of the twentieth century, existentialism focuses on the problem of human alienation in the modern world, suggesting ways of overcoming it. In this course addressing the key concepts of existentialist philosophy (angst, borderline situation, the absurd, freedom), we will examine the origins of the existentialist worldview in nineteenth and early twentieth-century Russian literature (Dostoevsky, Chekhov, Leonid Andreyev); read and discuss existentialist texts by Kafka, Albert Camus, and Sartre; and look at the existentialist legacy in contemporary Russian and Western culture, including rock music. All readings are in English.

Class Format: lecture
Requirements/Evaluation: participation, 3 writing assignments, oral presentation, final paper
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: students majoring or considering a major in Russian or Comparative Literature
Expected Class Size: 15
Distributions: (D1)
Attributes: PHIL Related Courses

Spring 2019
RUSS 233 (S)  Time, Memory, and Narrative: Twentieth-Century Literature and Film
Crosslistings: COMP233 / RUSS233

Primary Crosslisting

Time and space belong to the most fundamental categories that define our conceptualization of the world we live in. Overcoming the restrictions that these dimensions impose on our existence has always been humanity’s major preoccupation. Is there a way to break with time's linearity and irreversibility? One magic tool of overcoming time that we all possess is our memory. Another is art; specifically, such spatial-temporal forms of art as literature and film. Memory, literature, and film are similar in their use of narrative. In order to recast the past we pull out memories and "narrate" them to ourselves or others. A literary character's recollections and reminiscences often constitute the plot of a literary work or film. The sequence of cinematic images in film creates the visual narrative, while one of its main techniques "montage" replicates the seemingly random association of memories in our mind. Apart from its structural significance, time constitutes an important subject of artists' philosophical reflection in both literature and film. In this course, we will explore the themes of time and memory in their relation to different narrative strategies by way of a few masterpieces of 20th-century Russian/Soviet literature and film. How can trains on the Railroad around Moscow annihilate time? What happens if Tsar Ivan the Terrible finds himself in Soviet Moscow? Where does the Russian Ark float and whom does it carry? To answer these and other questions we will read the novels of Vladimir Nabokov and his most congenial successor Sasha Sokolov; a play by Mikhail Bulgakov, and a novella by Vladimir Makanin, among others. We will also watch and discuss the famous films by Leonid Gaidai, Andrey Tarkovsky, and Aleksander Sokurov. In addition, we will read a few scholarly essays on time, memory, and narrative, relating them to our primary material. Readings, films, and discussions are in English.

Class Format: seminar
Requirements/Evaluation: participation, writing assignments, discussion prompts, a final project
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: students majoring or considering a major in Russian or Comparative Literature
Expected Class Size: 10
Distributions: (D1)
Not offered current academic year

RUSS 240 (F)  The Soviet Experiment
Crosslistings: RUSS240 / HIST240

Secondary Crosslisting

In 1917, the former Russian Empire became the site of the world's first socialist revolutionary government and the twentieth century's largest multiethnic state. Over the next quarter century, the Soviet Union witnessed the rise of one of history's most violent dictatorships, an apocalyptic war that claimed upwards of 26 million lives, and communist expansion into Eastern Europe and the decolonizing world. It also became the site of vibrant and optimistic utopian cultural projects, flights into space, bitter and hilarious political satire, and a society that was, for the most part, economically equal. Then in 1991, everything fell apart. This course will survey the origins, life, and collapse of the Soviet Union, paying particular attention to the ideas that shaped its development, the mark its architects' and leaders' policies left both at home and abroad, and the impact it had on the people who lived and didn't live to tell the tale.

Class Format: lecture
Requirements/Evaluation: evaluation based on active class participation, two short essays (3-5 pages), one in-class midterm, and one take-home final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History Majors
Expected Class Size: 15-20
Distributions: (D1)
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under RUSS
Attributes: HIST Group C Electives - Europe and Russia
RUSS 248 (F)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WI)
Crosslistings: SOC248 / GBST247 / RUSS248

Secondary Crosslisting
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial
Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Anthropology, Sociology, and Russian majors
Expected Class Size: 10
Distributions:  (D1) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

RUSS 251 (F)  Continuing Russian I
The same course as RUSS 151 but for students at the advanced level. See RUSS 151/152 for full course description.

Class Format: seminar, the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged)
Requirements/Evaluation: active class participation, completion of all assignments, quizzes, and a final exam
Prerequisites: RUSS 152 or permission of instructor
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 4-6
Distributions:  (D1)
RUSS 252 (S)  Continuing Russian II
The same course as RUSS 152 but for students at the advanced level. See RUSS 151/152 for full course description.

Class Format: seminar, the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged)

Requirements/Evaluation: active class participation, completion of all assignments, quizzes, and a final exam

Prerequisites: RUSS 251 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 4-6

Distributions: (D1)

Spring 2019
SEM Section: 01    MWF 11:00 am - 11:50 am     Vladimir Ivantsov

RUSS 275 (S)  Russian and Soviet Cinema
Crosslistings: COMP287 / RUSS275

Primary Crosslisting

In this course, we will survey over a hundred years of Russian and Soviet film to explore how cinema has reflected and, at times, created the country's most important historical events and cultural myths. We will pay close attention to Russian filmmakers' varied reactions to Hollywood cinema, as well as to the lively body of cinema theory that these reactions generated. Our survey will begin in the pre-Revolutionary era and include representative films from the time of the Bolshevik Revolution, Stalinism and World War II, the Thaw and Stagnation, Glasnost, and the Putin era. In addition to studying films by auteur filmmakers, such as Sergei Eisenstein, Andrei Tarkovsky, and Aleksandr Sokurov, we will watch movies made for the masses, which have helped to form Russians' understanding of their country and themselves. All readings will be in English and all films will be viewed with English subtitles

Class Format: seminar

Requirements/Evaluation: completion of all viewing and reading assignments, active participation in class discussions, two short papers, and a final research project

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 15

Distributions: (D1)

Attributes: INST Russian + Eurasian Studies Electives

Spring 2019
SEM Section: 01    TF 2:35 pm - 3:50 pm     Julie A. Cassiday

RUSS 277 (F)  The Self Under Stalin: a Genealogy of Soviet Subjectivity  (DPE)
Crosslistings: COMP269 / RUSS277

Primary Crosslisting

In this course, students will explore a variety of cultural artifacts (literature, film, song, visual art, and architecture), personal documents (diaries and letters), and secondary literature, which speaks to the real, subjective experience of life in the Soviet Union under Stalin. Throughout his reign, Stalin spurned basic human values like freedom and democracy in favor of class hatred, discipline, and conformity. He unleashed unthinkable violence on the Soviet population, provoking mass famine and instigating campaigns of political terror, all in the name of transforming impoverished, agricultural Russia into the world's first industrially advanced, socialist society. The underlying logic of this social experiment has been diagnosed as totalitarian, a distinction designating systems of governance in which the state uses a combination of coercion and propaganda to achieve total control over the
thoughts and actions of its subjects. The opening of borders and archives since the fall of the Soviet Union, however, has shown the image of the passive, brainwashed automaton to be inadequate in relation to the everyday cares, aspirations, fears, joys and sorrows, ethical dilemmas, personal narratives, and forms of covert resistance that shaped the identities of ordinary Soviet people. Scholars of Soviet subjectivity have worked to bring these stories to light in an attempt to achieve a more nuanced understanding of the Soviet experience. Students will apply insight from this field to their own investigations of Soviet selfhood in discussions, short response papers, and a final research paper. All readings are in English.

Class Format: seminar

Requirements/Evaluation: class participation, short response papers, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Russian majors, History majors, Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course is part of the Difference, Power, and Equity initiative not only because it explores the formation of identity in situations in which the state wields extreme power over the actions and speech of its subjects, but also because it confronts the limitations of the concept of totalitarianism in representing the experience of such subjects. Special attention will be devoted to issues of class, gender, ethnicity, and non-human actors as they relate to the problem of Soviet subjectivity.

Fall 2018

SEM Section: 01    TR 11:20 am - 12:35 pm    Jason A. Cieply

RUSS 286 (F)  Russian Politics under Vladimir Putin

Crosslistings: RUSS286 / PSCI286

Secondary Crosslisting

In 1939, Winston Churchill has famously characterized Russia as a riddle wrapped in a mystery inside an enigma. In the 75 years that followed, Russian politics has continued to defy expectations and conventional explanations. The collapse of the Soviet Communist dictatorship in 1991 has caught most observers by surprise, and has led Russia on a path of political and economic liberalization of an unprecedented scope. But despite the initial optimism, these processes produced an economic system characterized by crony capitalism and an electoral authoritarian regime—a political system that formally espouses institutions like multipartyism, parliaments and elections, but violates democratic norms in practice. Why did Russia follow this particular trajectory? Why did Russia's political and economic transition fail to produce the intended results? What are the factors that gave rise to and sustain Vladimir Putin's system? And as Russia faces extraordinary challenges again—marked by the protest wave in 2011-12, the country's economic crisis, the wars in Ukraine and Syria, and the renewed confrontation with the West—what lessons can we draw for the future? This course will explore the key perspectives on these issues. The first part of the course will provide a concise overview of Russia's historical background, the roots of the communist collapse, and the country's subsequent trajectory. It will place particular emphasis on the events, processes and legacies that shaped Russia's transition, and its cataclysms and distortions. The second part of the course will look into the rise of the Putin regime, its key pillars, and its contradictions. The third part of the course will survey the impact of Putin's regime on Russia's economy, governance, identity politics and foreign relations. In this segment, we will also examine how protests and civil society activism shaped post-Communist Russian politics, and conclude with a discussion of the scenarios for the future trajectory of Russia. The course will approach many of these topics from a comparative perspective, contrasting how political, economic and social processes in Russia diverged from other countries in post-Communist East Europe and the Former Soviet Union. The course will also take an interdisciplinary approach, integrating perspectives from political science, economics, history, anthropology, social psychology and other disciplines, as it attempts to address the key puzzles of contemporary Russian politics. To provide a more intimate understanding of the social changes and political processes affecting Russia, we will also survey key films, documentaries and other relevant sources and materials in the media and popular culture.

Class Format: lecture

Requirements/Evaluation: mid-term exam, term paper, class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science and Russian majors
RUSS 305 (F)  Dostoevsky: Navigating Through the Underground

Crosslistings: COMP305 / RUSS305

Primary Crosslisting

In this course, students will acquaint themselves with Dostoevsky's oeuvre--from his early masterpieces to his artistic testament, The Brothers Karamazov. The key concept through which we will approach Dostoevsky's various writings will be the underground--a powerful metaphor of spiritual decay, angst, resentment, and rebellion against the whole of creation shared by many Dostoevsky characters, from the anonymous protagonist of Notes from Underground, to Raskolnikov (Crime and Punishment), to all the brothers Karamazov. Inheriting Dostoevsky's own existential doubts, his major characters strive to find an exit from their various "undergrounds," some with and some without success. What are the philosophical, psychological, and artistic foundations of the underground? How does one end up there in Dostoevsky's view? And what is the way out? These are just a few of the questions to be answered as we explore the primary genius of Russian literature. All readings are in English.

Class Format: seminar

Requirements/Evaluation: attendance and participation in discussion, one 1-page writing assignment, two research papers, digital project, final project (paper)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: RUSS and COMP majors

Expected Class Size: 15

Distributions: (D1)

Fall 2018

SEM Section: 01    TF 1:10 pm - 2:25 pm     Vladimir Ivantsov

RUSS 306 (S)  Rise and Shine with Tolstoy

Crosslistings: COMP306 / RUSS306

Primary Crosslisting

Prepare to alternately fall in love and lock horns with this illustrious nineteenth-century Russian author. He is worth it! This course will examine the life and major works of Leo Tolstoy in the context of Western intellectual history. Readings will include his two great novels, War and Peace and Anna Karenina, as well as a number of shorter works, such as The Cossacks and Hadji Murad. We will also consider some of Tolstoy's aesthetic and didactic works as we examine his broad, rich, and sometimes unexpected development as an artist and thinker.

Class Format: seminar

Requirements/Evaluation: active and substantive class participation; short papers; leading class discussion

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: RUSS and COMP majors

Expected Class Size: 7

Distributions: (D1)

Attributes: GBST Russian + Eurasian Studies Electives

Not offered current academic year
RUSS 331 (S)  The Brothers Karamazov  (WI)
Crosslistings: COMP331 / ENGL371 / RUSS331

Primary Crosslisting

Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of *The Brothers Karamazov*.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one 200-level literature class

Enrollment Limit: 10

Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English

Expected Class Size: 10

Distributions: (D1) (WI)

Attributes: JLST Interdepartmental Electives;

Spring 2019
TUT Section: T1  TBA  Julie A. Cassiday

RUSS 337 (F)  After Stalin: Soviet History from "Thaw" to Collapse
Crosslistings: HIST337 / RUSS337

Secondary Crosslisting

When Joseph Stalin died in 1953, the crowd of people that gathered to view his embalmed body on Moscow's Red Square grew so large, it provoked a stampede that killed nearly 500 people. This moment embodies the uncertainty and challenges that ordinary citizens and state officials faced when they imagined what a post-Stalin future might bring to the Soviet Union. For all the suffering that his rule infected on the Soviet people, Stalin remained for many a reliable constant in a life dominated by revolution and war. Stalin's successors faced a classic dilemma: how to reform and breathe new life into a system without disturbing the foundation it needs to stand intact? Despite superpower status and some stunning achievements at home and abroad, the fault lines in Soviet society ran deep. This course will consider the experiences that grew out of the uncertainty that emerged after Stalin's death. We will examine how the "Soviet experiment" evolved - politically, legally, socially, culturally - once the last of the original Bolshevik revolutionaries left the Kremlin. What opportunities did the post-Stalin moment open up for political elites, members of the professional class, the intelligentsia, and citizens from Soviet republics and satellite states? What obstacles did they face, and how successful were they at overcoming them? In what ways did the spirit of the October and Stalinist Revolutions persist or erode from 1953 until 1991? Most importantly, how did the "children of the revolution" participate in, check out of, or contest the socialist system whose birth their parents witnessed first hand? After all, more generations experienced the Soviet Union without Stalin as their leader than generations who only knew a life with the "Vozhd" in power. Through secondary and primary source readings, we will attempt to recover the voices of those whose lives both shaped and were shaped by the nearly four decades after Joseph Stalin's death.

Class Format: seminar

Requirements/Evaluation: evaluation based on active class participation, three short essays (2-3 pages), and one long essay (8-10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25
RUSS 341 (S)  **Collapse: The Fall and Afterlife of the Soviet Union**

Crosslistings: RUSS341 / HIST341

Secondary Crosslisting

On Christmas Day 1991, Mikhail Gorbachev ended two things: his tenure as President of the Soviet Union, and the Soviet Union itself. The following day, Boris Yeltsin entered office as the first president of the Russian Federation, and without delay, began to institute radical economic and social reforms. Under his watch, the country privatized national industry, cut the state budget, and courted foreign multinational businesses. The world most commonly used to describe Russia in the early 1990s is “disappear”: money, jobs, food, and people. The very things that Soviet-style socialism had committed itself to providing for started to vanish as a result of invisible and market forces. This course will explore what emerged in the spaces left empty after Soviet-style socialism's demise in three parts. The first part of the semester will examine the origins of the Soviet Union's collapse and its breakup into fifteen successor states. The second part of the semester will survey the political, economic, and social processes that followed the collapse. Finally, the third part of the course will focus on Putin's ascendancy to the presidency and its consequences for Russian citizens at home and Russia's image abroad. By semester's end, students will have acquired the content and analytical literacy to place present-day Russia in its specific historical context and identify multiple sources of causation that may help explain Russia's transition from socialism to capitalism to Putinism during the past quarter century.

Class Format: seminar

Requirements/Evaluation: evaluation based on active class participation, three short essays (3-5 pages), and one long essay (10-12 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History Majors

Expected Class Size: 15-20

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under RUSS

Attributes: HIST Group C Electives - Europe and Russia

Spring 2019

RUSS 401 (F)  **Senior Seminar: The Myth of Lenin**

Lenin lived, Lenin lives, Lenin will live Forever! So proclaimed the Soviet slogan, pointing out the mythological status of the Communist leader. This course, conducted in Russian, aims to demonstrate that the Lenin myth was so powerful that it survived the collapse of the state and ideology he created. We will explore the development of the myth and cult of Lenin by way of a variety of texts and media, from classical poems by Mayakovsky, to children's stories, folklore, conceptualist art, and Soviet and post-Soviet film.

Class Format: seminar

Requirements/Evaluation: attendance and participation in class discussions, three written essays, oral presentation, final creative project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: RUSS 202, or equivalent, or permission of the instructor
Fall 2018
SEM Section: 01    MR 1:10 pm - 2:25 pm    Vladimir Ivantsov

**RUSS 402 (S)  Senior Seminar: Russia under Putin**

This course is conducted in Russian and explores cultural and political trends of Russian society since 2000. We will work with authentic print and audiovisual media reports, feature and documentary films, analytical and research materials to develop a wide-ranging understanding of ordinary Russians' lives, their outlook and political views. In 2018, the course includes a trip to Russia, paid for by the College, during which students will interact with Russians, visit key sites of interest, and conduct a study project within the parameters of the course.

**Class Format:** seminar

**Requirements/Evaluation:** attendance and participation in class discussions; preparation of video questions; three 3-page written essays; two 10-minute oral presentations; final 5-page research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** RUSS 202 or equivalent

**Enrollment Limit:** 6

**Enrollment Preferences:** Russian majors

**Expected Class Size:** 2

**Distributions:** (D1)

Not offered current academic year

**RUSS 493 (F)  Senior Thesis: Russian**

Russian senior thesis.

**Class Format:** independent study

**Extra Info:** this is part of a full-year thesis (493-494)

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Distributions:** (D1)

Fall 2018
HON Section: 01    TBA    Helga Druxes

**RUSS 494 (S)  Senior Thesis: Russian**

Russian senior thesis.

**Class Format:** independent study

**Extra Info:** this is part of a full-year thesis (493-494)

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Distributions:** (D1)

Spring 2019
HON Section: 01    TBA    Helga Druxes

**RUSS 497 (F)  Independent Study: Russian**
Russian independent study.

**Class Format:** independent study

**Distributions:** (D1)

**Fall 2018**
IND Section: 01  TBA  Helga Druxes

**RUSS 498 (S) Independent Study: Russian**

Russian independent study.

**Class Format:** independent study

**Distributions:** (D1)

**Spring 2019**
IND Section: 01  TBA  Helga Druxes
Science and Technology Studies (SCST) is an interdisciplinary program concerned with science and technology and their relationship to society. In addition to the historical development and a philosophical understanding of the ideas and institutions of science and technology; Science and Technology Studies also examines their ethical, economic, social, and political implications.

The role that science and technology have played in shaping modern industrial societies is generally acknowledged, but few members of those societies, including scientists and engineers, possess any understanding of how that process has occurred or much knowledge of the complex technical and social interactions that direct change in either science or society. The Science and Technology Studies Program is intended to help create a coherent course of study for students interested in these questions by providing a broad range of perspectives. At present, courses are offered which examine the history or philosophy of science and technology, the sociology and psychology of science, the economics of research and development and technological change, science and public policy, technology assessment, technology and the environment, scientometrics, and ethical-value issues.

To complete the requirements of the program, students must complete six courses. The introductory course and senior seminar are required and three elective courses are chosen from the list of designated electives. Students may choose to concentrate their electives in a single area such as American studies, philosophy, history of science, economics, environment, sociology, current science, or current technology, but are encouraged to take at least one elective in history, history of science, or philosophy. The sixth course necessary to complete the program is one semester of laboratory or field science in addition to the College’s three-course science requirement. Other science courses of particular interest include Chemistry 110 and Biology 134.

The program is administered by a chair and an advisory committee of faculty who teach in the program. Students who wish to enroll normally register with the chair by the fall of their junior year.

Elective Courses
Students can check with the program chair to see if other courses not listed here might count as electives.

- ASTR 336/HSCI 336 Science, Pseudoscience, and the Two Cultures
- BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
- CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science
- ENVI 101F Nature and Society: an Introduction to Environmental Studies
- ENVI 307/PSCI 317 Senior Seminar: Perspectives on Environmental Studies
- HIST 374 American Medical History
- PHIL 209 Philosophy of Science
- PHIL 213T(F) Biomedical Ethics
- PHIL 244T(S) Environmental Ethics
- SOC 368 Technology and Modern Society

Courses of Related Interest
- AMST 216(S) Environmental Humanities: Theory and Practice
- ANSO 205 Ways of Knowing
- ANTH 271 (F) Medicine, Technology, and Power
- ARTH 257 Architecture 17001900
- ASTR 340 Great Astronomers and Their Publications
- BIOL 218T DNA, Life, and Everything
CHEM 115 AIDS: The Disease and Search for a Cure
CSCI 102T(F) The Socio-Techno Web
ECON 230 The Economics of Health and Health Care
ENGL 286(S) Writing about Science and Nature
ENGL 378(F) Nature/Writing
ENVI 208 Science and Politics in Environmental Decision Making
ENVI 210 Governing Nature
ENVI 302 Environmental Planning Workshop
GEOS 103/ENVI 103 Global Warming and Natural Disasters
GEOS 215 Climate Change
GEOS 226 The Oceans and Climate
HIST 165/LEAD 165 Going Nuclear: American Culture in the Atomic Age
HIST 475/LEAD 475 Modern Warfare and Military Leadership
NSCI 317T Nature v. Nurture: Topics in Developmental Psychology
PHYS 107 Spacetime and Quanta
PHYS 108 Energy Science and Technology
REL 281 Religion and Science
SOC 303(F) Cultures of Climate Change
SOC 300 Measuring Truth
WGSS 238 Science, Gender, and Power

STUDY ABROAD

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Be sure to check record of enrollment in Div 3 (sciences with labs) to satisfy program.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
SCST 99 (W)  Independent Study: Science and Technology Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D2)

Winter 2019
IND Section: 01    TBA     Jason Josephson Storm

SCST 101 (S)  Science, Technology, and Human Values
Crosslistings: HSCI101 / SOC201 / SCST101

Primary Crosslisting
This course offers an introduction to science and technology studies, or STS. A radically interdisciplinary field of inquiry, the roots of STS stretch through the philosophy, history, and sociology/anthropology of science and technology. Students will become acquainted with major STS schools, methodological strategies and research trajectories through intensive reading and analysis of classical and contemporary works in the field. Considerable attention will be devoted to exploring the nature of science and technology, their relationships to and interactions with one another, society and the natural world, and the influences these interactions exert in shaping what humans value. A fundamental goal of the course is to cultivate awareness and understanding of the social organization of technology and scientific knowledge production, and the technoscientific structuring of modern social life broadly. The course as such is aimed at attracting from all divisions those students who are intellectually adventurous and inclined to think critically about the place and prominence of science and technology in the modern world.

Class Format: seminar

Requirements/Evaluation: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-years and sophomores

Expected Class Size: 20

Distributions: (D2)

Spring 2019
SEM Section: 01    MWF 8:30 am - 9:45 am     Grant Shoffstall

SCST 135  Politics after the Apocalypse
The zombies are coming! Climate change will destroy us! Bird-flu pandemic! To our horror and delight, reminders are everywhere that the end is near. Some of these projected apocalypses are alarmist, some fanciful...and others all too realistic. What shape will politics take after the apocalypse? What aspects of politics will endure the ravages of fire or pestilence? What new political realities might emerge on ground cleared by disaster? And what does it say about politics today that we are so eager to consume stories of states falling and bands of survivors scraping together a nasty, brutish and short existence? In this class, we reconsider what politics is and should be by contemplating accounts of its destruction and rebirth in television, film, literature, activism, social science, and critical theory. We will approach these sources as analogous to political theory's classic thought experiment of the "state of nature" and social contract. And we will consider what it tells us about our time that we are so eager to imagine ourselves at the beginning of the end. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. Two papers, one close-reading assignment, and one post-apocalyptic short story or video are required.
Class Format: seminar
Requirements/Evaluation: formal and informal writing assignments, including a "close reading" assignment of 3-5 pages, two 5- to 7-page papers, one short story (approximately 12-20 pages and including an explanatory cover letter), and class participation
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: first-year students
Expected Class Size: 15
Distributions: (D2)
Attributes: PSCI Political Theory Courses
Not offered current academic year

SCST 153 (S) Androids, Cyborgs, Selves (WI)
Crosslistings: ENGL153 / SCST153
Secondary Crosslisting
In this expository writing course, we will analyze and argue about how near-human or partly human bodies and intelligences are imagined in fiction and film. When do these bodies, these intelligences, improve the worlds in which they appear, and when do they threaten them? How are they gendered, how are they raced, and why? And what do they want? As we will see, authors in different cultural and technological contexts have imagined not-quite-human selves for different ends and in radically different ways. This course focuses on articulating these differences and developing significant claims about them in clear, argumentative prose. We will spend half or more of our class time discussing and practicing writing skills. Texts may include R.U.R., "The Bicentennial Man," Blade Runner, Metropolis (Suite 1: The Chase), and Her.
Class Format: seminar
Requirements/Evaluation: writing (four 5-page essays in multiple drafts) and discussion/participation
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Expected Class Size: 12
Distributions: (D2) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under SCST WI: This writing-intensive course is geared towards improving students’ analytical and argumentative prose in the context of studying literary and filmic fictions.
Spring 2019
SEM Section: 01    TR 8:30 am - 9:45 am     Ezra D. Feldman

SCST 209 (S) Philosophy of Science
Crosslistings: SCST209 / PHIL209
Secondary Crosslisting
It is a generally held belief, in our time and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive. The course will begin with the "received view" of science, advanced by logical empiricists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science which emerged out of various criticisms of this view - especially those of Popper, Lakatos, Kuhn and Feyerabend - and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about cognitive credentials of science and proper approach to the study of science, which came to be known as "the science wars."
Class Format: seminar with a short lecture component in each class
Requirements/Evaluation: class attendance, preparedness and participation; three short assignments; three 5 pages long papers, the last of which will be the final paper, due a week after the end of classes
Extra Info: may not be taken on a pass/fail basis

Prerequisites: one PHIL course, or declared major in a natural science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Philosophy majors and prospective majors

Expected Class Size: 10-15

Distributions: (D2)

Attributes: COGS Related Courses; HSCI Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses; SCST Elective Courses

Spring 2019

SEM Section: 01    MR 1:10 pm - 2:25 pm    Bojana  Mladenovic

SCST 210 (S)  Networks of Power: Technology in Human Affairs

Crosslistings: SCST210 / SOC210

Secondary Crosslisting

Do we control our technologies, or do our technologies control us? This course will explore different philosophies of technological progress, particularly the constructivist and determinist theories, by examining major technological innovations that shaped society over the past century, including electrification, automobiles and the highway system, radio and television broadcasting, and the internet and social media. Each of these innovations entailed the construction of a complex network designed to serve a mix of public and business interests, and each resulted in wide-ranging and often unforeseen changes to people's lives. Guided by pertinent readings in the history and philosophy of technology, we will look critically at the forms and consequences of technological change, seeking answers to a series of complex and important questions: Is the course of technological progress an inevitable byproduct of scientific and engineering advances, or is it contingent on social and political circumstances and choices? Does technological change reinforce the social and political status quo or challenge it? Are technological and social progress synonymous, or is there a tension between the two? One of the goals of the course will be to provide students with a more informed and critical perspective on the technological upheavals that continue to shape society today.

Class Format: seminar

Requirements/Evaluation: attendance and participation, two 5-page writing assignments, 15- to 20-page seminar paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 18

Distributions: (D2)

Spring 2019

SEM Section: 01    TR 11:20 am - 12:35 pm    Nicholas  Carr

SCST 212 (S)  Ethics and Reproductive Technologies  (WI)

Crosslistings: WGSS212 / SCST212 / PHIL212

Secondary Crosslisting

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that “[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace—or to let us think we can replace—chance with choice.” Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as “motherhood” and “parenthood,” family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of “mundane” technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, and post-mortem gamete
procurement. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

**Class Format:** discussion

**Requirements/Evaluation:** active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

**Prerequisites:** none, but introductory-level course in PHIL and/or WGSS recommended

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS and PHIL majors or prospective majors

**Expected Class Size:** 19

**Department Notes:** meets Contemporary Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WI)

**Attributes:** PHIL Contemporary Value Theory Courses; PHLH Bioethics + Interpretations of Health;

Spring 2019

**LEC Section:** 01    TF 2:35 pm - 3:50 pm     Julie A. Pedroni

**SCST 213 (S) Race, Gender, and the Alien Body: Octavia Butler’s Science Fiction (WI)***

**Crosslistings:** SCST213 / AFR213 / WGSS213

**Secondary Crosslisting**

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on--and often disrupt--modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

**Class Format:** tutorial

**Requirements/Evaluation:** attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AFR Core Electives; WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

**TUT Section:** T1    TBA     Rhon S. Manigault-Bryant

**SCST 228 Feminist Bioethics (WI)**

In this course we'll explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist
theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we'll explore topics that might traditionally be considered "women's issues" in health care, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** active participation in class discussions, two mid-length papers (5-7 and 7-10 pages, respectively), one oral presentation, and three or four periodic short writing assignments (2-3 pages each)

**Prerequisites:** none, although previous coursework in WGSS is desirable

**Enrollment Limit:** 19

**Enrollment Preferences:** Women's, Gender and Sexuality Studies and Philosophy majors

**Expected Class Size:** 10-15

**Department Notes:** meets Contemporary Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WI)

**Attributes:** AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; PHIL Contemporary Value Theory Courses; PHLH Bioethics + Interpretations of Health;

Not offered current academic year

**SCST 229 (F) The Panopticon: Surveillance, Power, and Inequality** (DPE)

Crosslistings: SOC228 / SCST229

Secondary Crosslisting

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

**Class Format:** seminar

**Requirements/Evaluation:** discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 10

**Distributions:** (D2) (DPE)

**Distribution Notes:** DPE: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.

Fall 2018

SEM Section: 01    MR 2:35 pm - 3:50 pm     Ben  Snyder
SCST 233 (F) Chemical Intimacies (DPE)

Crosslistings: ENGL243 / WGSS233 / ARTH243 / SCST233

Secondary Crosslisting

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Class Format: seminar

Requirements/Evaluation: individual research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS OR SCST; meets Division 1 requirement if registration is under ARTH or ENGL. DPE: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Attributes: WGSS Theory Courses

Fall 2018

SEM Section: 01  M 7:00 pm - 9:40 pm  Mel Y. Chen

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SCST 235 (F) Innovation, Gender, and Sustainable Development (DPE)

Crosslistings: SCST235 / WGSS235

Secondary Crosslisting

Technological innovation is vital for communities, businesses and nations seeking to adapt to a globalized, competitive world. But any innovation also has impacts on all three dimensions of sustainability: the ecological, the economic, and the social. For example, such impacts may either exacerbate or mitigate gender inequalities. This course uses a gender studies lens to study innovation in the development of sustainable practices in the present and for the future. We will look at the impact of gender stereotypes on innovation, including the co-construction of gender and technology. Since the course is taught by a visiting scholar from Sweden, a particular focus will be the EU's policy of "Gender Mainstreaming" which requires all proposed policies to be assessed for their impact on gender inequality. The course looks at technical development as necessary and valuable, while investigating power relations and taken-for-granted views embedded in the particular forms it takes. The course will rely largely on analysis of case studies, and students will be encouraged to apply the analytic tools of the course to develop US-based case studies of their own.

Class Format: seminar, combination of lecture and discussion

Requirements/Evaluation: reading journal, mid-term exam, and a final research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Environmental Studies majors, students who have taken WGSS 101

Expected Class Size: 10
SCST 236 (F) Automatic Culture: From the Mechanical Turk to A.I.

Crosslistings: HSCI236 / SCST236

Primary Crosslisting

Using literary writing and visual representation as our primary points of entry, we will study the history of automation, exploring its effects as idea and as material implementation upon public and private spheres, craftsmen and courts, wage-laborers, artists, and inventors. Readings from such authors as E.T.A. Hoffman, Kurt Vonnegut, Roald Dahl, and Sydney Padua will be supplemented with studies in the history and historiography of technology. The objects we examine will be as different from one another as the dulcimer-playing android presented as a gift to Marie Antoinette, IBM's Deep Blue, and contemporary devices like Amazon's Echo.

Class Format: seminar

Requirements/Evaluation: students will be evaluated based on mid-term and final essays, discussion participation, and brief in-class writing exercises.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: SCST concentrators

Expected Class Size: none

Distributions: (D2) (DPE)

Fall 2018

SEM Section: 01    TF 1:10 pm - 2:25 pm     Maria K. Udén

SCST 240 (F) Great Astronomers and Their Original Publications

Crosslistings: ASTR240 / LEAD240 / SCST240 / HSCI240

Secondary Crosslisting

We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialogue , 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (Miscellanea curiosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

Class Format: seminar

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper

Enrollment Limit: 12
Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Distributions: (D2) (WI)

Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI, LEAD or SCST

Attributes: LEAD Facets or Domains of Leadership; SCST Related Courses;

Fall 2018
SEM Section: 01  W 1:10 pm - 3:50 pm  Jay M. Pasachoff

SCST 250 (S) Environmental Justice  (DPE)
Crosslistings: ENVI250 / SCST250

Secondary Crosslisting
How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Class Format: seminar

Requirements/Evaluation: several short essays, final essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses

Spring 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  Laura J. Martin

SCST 265 (F) Digital Performance Lab
Crosslistings: THEA265 / SCST265

Secondary Crosslisting
A collaborative laboratory investigating the intersection of live art and new media, this studio course explores the opportunities for (and problems of) performing through various media. Using audio, video, web-based, interactive, algorithmic, and analog platforms, students will perform research and create performances that examine liveness, broadcasting, digital stages, networking, and what it means to be both a spectator and a maker in the digital age. Students will develop technical and collaborative skills in artistic and new media production, gain fluency in contemporary theories of liveness, performance, and visual culture, and will research historical and current trends in mediatized performance practices. Platforms/technologies/media forms that may be considered include Twitter, live radio, in-ear monitors, algorithmic composition, bots, video games, live streaming, VJ software, interactive audio, sensors, soundwalks, Snapchat, VR, and surveillance.

Class Format: studio and lab

Requirements/Evaluation: bi-weekly projects and presentations, bi-weekly 2-page critical writing assignments, class participation, work ethic, and collaborative skills
SCST 273 (F) Politics without Humans?
Crosslistings: SCST273 / PSCI273 / ENVI273

Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of “the human” become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which “posthuman” or “transhuman” entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called “singularity” (the merger of humans with computers), science and technology studies, evolutionary anthropology, “new materialist” philosophy, and feminist theory.

Class Format: lecture/seminar
Requirements/Evaluation: class participation, three 6- to 8-page papers

Extra Info: please note that this is an introductory-level course with no prerequisites. First year students and those with no background in political theory are welcome, as are more experienced students

Prerequisites: none
Enrollment Limit: 35
Expected Class Size: 15
Distributions: (D2)
Attributes: AMST Critical and Cultural Theory Electives; ENVI Environmental Policy; PHIL Related Courses; PSCI Political Theory Courses

Fall 2018
LEC Section: 01 Cancelled

SCST 276 Music and the Internet

Since the release of Napster in 1999, the Internet’s relationship with music has been sometimes elevating and sometimes adversarial. While it has granted listeners access to broad music libraries and musicians access to large audiences, the Internet has also exposed listeners to legal action, taxed artists with dwindling royalties, and disrupted and reshaped the recording and publishing industries. This course examines how the Internet has affected music at every level, from its creation to its distribution and consumption. Topics will include music written for online spaces, musical performances that take place online, music and online gaming, live music that refers to the Internet, the financial and philosophical background of music file formats, changing notions of musical ownership, censorship of music online, music's place in memes, and the user experience in (and attitudes toward music projected by) services like iTunes, YouTube, Spotify, and musically.
SCST 281 (F) Religion and Science
Crosslistings: REL281 / SCST281
Secondary Crosslisting

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

Class Format: seminar
Requirements/Evaluation: full attendance and participation, two essays
Prerequisites: none
Enrollment Limit: 18
Distributions: (D2)
Attributes: SCST Related Courses

Fall 2018
SEM Section: 01 M 7:00 pm - 9:40 pm Georges B. Dreyfus

SCST 301 (F) Social Construction (DPE)
Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301
Secondary Crosslisting

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of
the course, we will change gears and explore cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Jason Josephson Storm

SCST 312 (S) Philosophical Implications of Modern Physics  (QFR)

Crosslistings: PHIL312 / SCST312 / PHYS312

Secondary Crosslisting

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

Class Format: lecture

Requirements/Evaluation: attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

Prerequisites: MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors and Physics majors

Expected Class Size: 20

Distributions: (D2) (QFR)

Distribution Notes: meets the Division 2 requirement if registration is under PHIL or SCST; Division 3 requirement if registration under PHYS

Attributes: PHIL Contemp Metaphysics & Epistemology Courses;

Spring 2019

LEC Section: 01    TR 11:20 am - 12:35 pm     Frederick W. Strauch, Keith E. McPartland

SCST 315 (S) Blackness 2.0: Race, Film and New Technologies

Crosslistings: AMST315 / AFR315 / SCST315

Secondary Crosslisting

Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of ‘new’ technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the ‘real’ vs ‘virtual’ world; emoji wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.
Class Format: seminar

Requirements/Evaluation: evaluation based on participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an original multimedia project.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

Distributions: (D2)

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am     Rhon S. Manigault-Bryant

SCST 319 Neuroethics  (WI)

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on five 5-page position papers and five short response papers as well as participation in discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under PSYC; meets Division 3 requirement if registration is under NSCI

Attributes: NSCI Group B Electives; PSYC Area 1 - Behavioral Neuroscience;

Not offered current academic year

SCST 330 (S) Technology, Culture and Society

Crosslistings: SCST330 / SOC330

Secondary Crosslisting

An introduction to major trajectories of theory and empirical research in the sociology and history of technology: the Social Construction of Technology (SCOT), Large Scale Technological Systems (LTS), Actor-Network Theory (ANT), and cultural studies of technoscience broadly. Students will also become acquainted with a number of philosophical positions on technology: instrumentalist, Marxist, cultural/ substantivist, humanist and posthumanist. Topics to be explored include technology, (post)industrial capitalism, and the nature of modern power; the role of technology in giving shape and weight to social institutions and forms of agency; technology, individualism, and everyday life in the modern world; technological determinism; resistance and accommodation to technological change; technology as a point of view and total way of life (culture); language, quantification, computerization, and (tele)visual media; and technology and environment. The course is furthermore designed to allow students to explore and research topics not appearing on the syllabus in the main.

Class Format: seminar
SCST 338 (F) Transhumanism: Religion, Technoscience, Obsolescence
Crosslistings: SOC338 / REL338 / HSCI338 / SCST338

Secondary Crosslisting
This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the so-called "transhumanist movement" and its overriding aim: the transformation and eventual transcendence of human biological constitution; the realization, through highly speculative technoscientific means, of an enhanced or even "postbiological" existence, the so-called "posthuman condition," "Humanity 2.0." Through close readings of historical documents, transhumanist texts, scholarship on transhumanism, and relevant works of science-fiction film and literature, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas have emerged, circulated, and taken up residence. To this end, we will consider transhumanism's ties to some of the most objectionable aspects of modern technology and late capitalism: eugenics, the commodification of health, and massive investments pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and Euro-American (cyber) libertarian politics; and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, artificial intelligence, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of magical beliefs, practices, and forms of expectation and association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about embodiment, culture, and ways of being human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, informal weekly writing, 15- to 20-page seminar paper
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators
Expected Class Size: 20
Distributions: (D2)

Not offered current academic year

SCST 348 (S) Women, Men and Other Animals (DPE)
Crosslistings: SCST348 / WGSS348 / ARTH348 / ENGL348

Secondary Crosslisting
In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.
**Class Format:** seminar

**Requirements/Evaluation:** individual research project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

**Expected Class Size:** 15

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS or SCST; meets Division 1 requirement if registration is under ARTH or ENGL

Spring 2019

SEM Section: 01    M 7:00 pm - 9:40 pm     Mel Y. Chen

**SCST 370 (F) Medicine, Pathology, and Power: An Ethnographic View**  (DPE) (WI)

Crosslistings: SCST370 / ANTH371 / WGSS371

**Secondary Crosslisting**

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

**Class Format:** seminar

**Requirements/Evaluation:** four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

**Attributes:** EXPE Experiential Education Courses; PHLH Methods in Public Health; SCST Related Courses;

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Kim Gutschow
SCST 371 (S)  Medicine, Technology, and Modern Power
Crosslistings: HSCI371 / SOC371 / SCST371

Secondary Crosslisting

Medicalization: those processes by which previously non-medical problems, once defined as ethical-religious, legal or social (e.g. drug and alcohol addition, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder." Part I: The history of the medicalization thesis; medicalization as a technical process; modern medicine as a form of social control; critiques of the medicalization thesis. Part II: From medicalization to biomedicalization; from the management of human life to the transformation of "life itself" by way of post-World War II technoscientific interventions aimed at "optimizing" human vitality. Empirical cases for consideration will be drawn from those technoscientific developments having made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques, robotics, and transplant medicine, among others. Finally, a consideration of how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "destiny" than it is of possibility. The course will to this end conclude with a survey of emerging issues in speculative technoscience and the ethics and politics of human enhancement.

Class Format: lecture

Requirements/Evaluation: weekly discussion précis, science-fiction book review essay, class presentations, and a take-home midterm

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference will be given to Anthropology and Sociology students

Expected Class Size: 20-25

Distributions: (D2)

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

SCST 376 (F)  Human-Computer Interaction
Crosslistings: SCST376 / CSCI376

Secondary Crosslisting

Human-Computer Interaction (HCI) principles are practiced in the design and evaluation of most software, greatly impacting the lives of anyone who uses interactive technology and other products. There are many ways to design and build applications for people, so what methods can increase the likelihood that our design is the most useful, intuitive, and enjoyable? This course provides an introduction to the field of human-computer interaction, through a user-centered approach to designing and evaluating interactive systems. HCI draws on methods from computer science, the social and cognitive sciences, and interaction design. In this course we will use these methods to: ideate and propose design problems, study existing systems and challenges, explore design opportunities and tradeoffs, evaluate and improve designs, and communicate design problems and solutions to varying audiences.

Class Format: lecture

Requirements/Evaluation: course projects, in-class group work/participation, and exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Distributions: (D2)

Distribution Notes: meets Division 3 requirement if registration is under CSCI; meets Division 2 requirement if registration is under SCST

Fall 2018

LEC Section: 01   TF 1:10 pm - 2:25 pm   Iris Howley
SCST 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions
Crosslistings: AFR380 / ENGL381 / AMST380 / WGSS380 / SCST380

Secondary Crosslisting

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Class Format: seminar

Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, SCST or AMST; meets Division 1 requirement if registration is under ENGL

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01    TR 11:20 am - 12:35 pm    Kai M. Green

SCST 397 (F) Independent Study: Science and Technology Studies

Independent Study: Science and Technology Studies

Class Format: Independent Study

Distributions: (D2)

Fall 2018

IND Section: 01    TBA    Jason Josephson Storm

SCST 398 (S) Independent Study: Science and Technology Studies

Independent Study: Science and Technology Studies

Class Format: Independent Study

Distributions: (D2)

Spring 2019

IND Section: 01    TBA    Jason Josephson Storm

SCST 401 (F) Senior Seminar: Critical Perspectives on Science and Technology

A research-oriented course designed to give students direct experience in evaluating and assessing scientific and technological issues. Students initially study particular techniques and methodologies by employing a case study approach. They then apply these methods to a major research project. Students may choose topics from fields such as biotechnology, computers, biomedical engineering, energy, and other resource development. Students will apply their background of historical, philosophical, and technological perspectives in carrying out their study.

Class Format: studio
SCST 401 (F) Cold War Technocultures

Crosslistings: SOC363 / SCST401

Secondary Crosslisting

In this seminar students will pursue sociohistorical analyses of Cold War American culture(s) by attending to key points of intersection between politics, aesthetics, and major technoscientific developments during this period. Part I will focus principally on the emergence of the computer and its role in shaping American infrastructure and styles of thought aimed at Soviet "containment." We will trace the historical threads connecting MIT's "Whirlwind" computer project and the SAGE continental air defense system; nuclear wargaming at the RAND Corporation and the aesthetics of "thinking the unthinkable"; the science of cybernetics and the prospect of automation; and ultimately the role of computation, intermedia, and systems logic in perpetrating the atrocities of the Vietnam War. Part II will take up the Cold War space race--from Luna 2, Sputnik I, and Yuri Gagarin to Projects Mercury, Gemini, and the Apollo moon landing. Within this context we will also consider the Club of Rome's Limits to Growth report; plans backed by NASA for the industrialization and colonization of outer space; and the place of science-fiction as a Cold War aesthetic (print, televisual, cinematic). Part III, finally, will explore key moments of conflict, resistance, appropriation, and unintended consequences of Cold War technoscientific developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural casualty of the U.S./CIA-backed Chilean coup of 1973; the New Left, the American counterculture, new social movements, and the countercultural roots of new media and neoliberalism.

Class Format: seminar

Requirements/Evaluation: two 5-page book review essays, weekly 1-page papers, midterm essay exam, final essay exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: SCST 101 or instructor consent; prior coursework in Anthropology and Sociology and/or History

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Science and Technology Studies concentrators

Expected Class Size: 15

Department Notes: SCST Senior Seminar

Distributions: (D2)

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Grant  Shoffstall

On leave Fall/Spring: Assistant Professors: J. Lee, C. Simko.

On leave Fall only: Professor J. Nolan.

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens’ habits of mind, worldviews, and values to broader audiences.

Anthropology critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. Archaeology extends this analysis to social formations of the historical and prehistorical past. Sociology studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated “ANSO.”

Requirements

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

Core Courses

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

Anthropology
ANTH 101 How to Be Human

Sociology
SOC 101 Invitation to Sociology

Joint Courses
ANSO 205 Ways of Knowing
ANSO 305 Social Theory
ANSO 402 Senior Seminar

Elective Courses

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.
STATISTICS AND DATA ANALYSIS
In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

AREA STUDIES CONCENTRATION
Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student’s departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY
Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

FAQ
Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?
Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don’t have access to all the salient information until AFTER they have taken the course.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
Yes. We credit two, and in special cases three courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

Are there specific major requirements that cannot be fulfilled while on study away?
Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY
Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.
SOC 15 (W) Photographic Literacy and Practice
Crosslistings: ANTH15 / SOC15
Primary Crosslisting

When you look at a photograph, what is it really saying? How can you make photographs that say what you mean? This course will educate students on the concepts of photographic seeing and visual literacy, while also training students to apply these concepts to their own photography. In class we will review historical and contemporary photography, photobooks, and other sources of visual inspiration. Students will conceptualize and photograph a project of their own choosing. Students will learn to defend their work during in-class critiques, and at the end of the course the class will design and produce an exhibition of their photography. Outside of class, students will be expected to photograph on their own in the Williamstown area and access to a car may be helpful.

Class Format: three times per week--Mondays and Fridays from 10am-12pm and Wednesdays from 1pm-5pm
Requirements/Evaluation: final project; formal public exhibit
Prerequisites: none, but students must own or borrow a digital camera (a DSLR with a 35mm lens is ideal, but compact cameras will also work)
Enrollment Limit: 12
Enrollment Preferences: students can email me
Materials/Lab Fee: $0
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    MF 10:00 am - 11:15 am W 1:00 pm - 6:00 pm PORG 1:00 pm - 5:00 pm Ben Brody

SOC 31 (W) Senior Thesis: Sociology
To be taken by students registered for Sociology 493-494.
Class Format: independent study
Distributions: (D2)

Winter 2019
HON Section: 01    TBA    Peter Just

SOC 99 (W) Independent Study: Sociology
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D2)

Winter 2019
IND Section: 01    TBA    Antonia E. Folas

SOC 101 (F) Invitation to Sociology
An introduction to sociological analysis. The course focuses on the relationship of individual men and women to the social world and introduces students to systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Veblen, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict.
Class Format: lecture/discussion
Requirements/Evaluation: a take-home midterm exam, a class presentation and a final
Prerequisites: none
Enrollment Limit: 35
Enrollment Preferences: first-year students and sophomores
Expected Class Size: 35
Distributions: (D2)

Fall 2018
LEC Section: 01    MW 11:00 am - 12:15 pm     Grant Shoffstall
LEC Section: 02    TF 1:10 pm - 2:25 pm     Lisa A. Koryushkina

Spring 2019
LEC Section: 01    MW 11:00 am - 12:15 pm     Grant Shoffstall

SOC 201 (S) Science, Technology, and Human Values
Crosslistings: HSCI101 / SOC201 / SCST101
Secondary Crosslisting
This course offers an introduction to science and technology studies, or STS. A radically interdisciplinary field of inquiry, the roots of STS stretch through the philosophy, history, and sociology/anthropology of science and technology. Students will become acquainted with major STS schools, methodological strategies and research trajectories through intensive reading and analysis of classical and contemporary works in the field. Considerable attention will be devoted to exploring the nature of science and technology, their relationships to and interactions with one another, society and the natural world, and the influences these interactions exert in shaping what humans value. A fundamental goal of the course is to cultivate awareness and understanding of the social organization of technology and scientific knowledge production, and the technoscientific structuring of modern social life broadly. The course as such is aimed at attracting from all divisions those students who are intellectually adventurous and inclined to think critically about the place and prominence of science and technology in the modern world.
Class Format: seminar
Requirements/Evaluation: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: first-years and sophomores
Expected Class Size: 20
Distributions: (D2)

Spring 2019
SEM Section: 01    MWF 8:30 am - 9:45 am     Grant Shoffstall

SOC 210 (S) Networks of Power: Technology in Human Affairs
Crosslistings: SCST210 / SOC210
Primary Crosslisting
Do we control our technologies, or do our technologies control us? This course will explore different philosophies of technological progress, particularly the constructivist and determinist theories, by examining major technological innovations that shaped society over the past century, including electrification, automobiles and the highway system, radio and television broadcasting, and the internet and social media. Each of these innovations entailed the construction of a complex network designed to serve a mix of public and business interests, and each resulted in wide-ranging and often unforeseen changes to people’s lives. Guided by pertinent readings in the history and philosophy of technology, we will look critically at the forms and consequences of technological change, seeking answers to a series of complex and important questions: Is the course of technological progress an inevitable byproduct of scientific and engineering advances, or is it contingent on social and political circumstances and choices? Does technological change reinforce the social and political status quo or challenge it? Are technological and social progress synonymous, or is there a tension between the two? One of the goals of the course will be to provide students with a more informed and critical perspective on the technological upheavals that
continue to shape society today.

Class Format: seminar

Requirements/Evaluation: attendance and participation, two 5-page writing assignments, 15- to 20-page seminar paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 18

Distributions: (D2)

Spring 2019

SEM Section: 01   TR 11:20 am - 12:35 pm   Nicholas Carr

SOC 211 (F)  Race and the Environment

Crosslistings: AFR211 / SOC211 / AMST211 / ENVI211

Secondary Crosslisting

In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address “environmental racism,” like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions--like literature, film, and music--to understand how people of color respond to environmental injustice and imagine the natural world.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Distributions: (D2)

Attributes: AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; PHLH Nutrition,Food Security+Environmental Health; PHLH Social Determinants of Health

Fall 2018

LEC Section: 01   MW 11:00 am - 12:15 pm   James A. Manigault-Bryant

SOC 216 (F)  The City

Modern humans have moved to the city, a site with concentrated powers of various kinds, this move has effected irreversible change in human life. We will examine these forces through readings in urban theories as well as ethnographic studies. We will address themes such as the organization of urban life, the political economy of cities, housing and homelessness, and urban planning. The city is also the chief site of cultural production and meaning, and our scope of interest will range from studying subcultures, to reading graffiti, to analyzing monuments. Bearing in mind the inexorable social change of past decades, we will reconsider some classical thought on urban life in the context of postmodern discourse, conceptualize the post-industrial and global city, and conclude with an examination of the problems faced by cities in developing countries. This course is designed to provide students with a comprehensive introduction to urban studies. Students will become familiarized with both classical and modern urban theories, and in reading ethnographies they will have an opportunity to understand some fundamental methodological approaches to the study of the city.

Class Format: seminar

Requirements/Evaluation: response papers, mid term exam and final research paper
SOC 218 (F) Law and Modern Society
This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject, including Durkheimian, Marxist, Foucauldian, and Weberian analyses of law and society; as well as the work of those following in the different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers empirical research in selected areas of law, including tort law, criminal trial procedures, abortion and divorce law, "community justice," and the adjudication of drug offenses. Recognizing that understandings of our own legal practices are enlightened through comparisons to other legal systems, the second half of the course is primarily historical/comparative in focus. In this section, through an exploration of several case studies, American legal processes and habits are compared with related legal practices in such places as England, Scotland, Ireland, Australia, Germany, Norway, and Canada.

Class Format: lecture/discussion
Requirements/Evaluation: a short paper and midterm and final exams
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 35
Enrollment Preferences: none
Expected Class Size: 35
Distributions: (D2)
Not offered current academic year

SOC 219 (S) Images and Society
"This is obvious!" is what we say when we believe our point is irrefutable. But images are far less obvious than we may like to think. This course will create a forum for discussing the role of images in our lives, as well as the place of the visual in social inquiry. It will explore the variety of ways in which images—and even vision itself—are shaped by the social and cultural context in which they are embedded, develop skills for critical analysis of existing representations, and address the analytical possibilities and limitations of the study of signs and images. The course will touch upon a range of visual material, from advertising to paintings, but the bulk of the course is dedicated to photography, both as an object of visual analysis and as, increasingly, a research method in social sciences. Topics for discussion include debates around truth in photography and the politics of representation, changing uses of photography in institutional settings, different photographic cultures and their anthropological and sociological significance, as well as the use of photography in social research. Primary sources for the discussions will be drawn from a variety of spheres, from Soviet propaganda posters to Indian studio portraiture, and will include the images we encounter in everyday life, media, politics, academia, "high" art and pop culture.

Class Format: seminar
Requirements/Evaluation: active class participation, several response papers, a midterm paper and a take-home final
Prerequisites: none; open to all
Enrollment Limit: 19
Expected Class Size: 19
Distributions: (D2)
Attributes: FMST Related Courses
Not offered current academic year
SOC 221 (S) Money and Intimacy
Can money buy love and care? The course will consider this taboo question from a sociological perspective. We will look into how relevant this question has been over the course of history, what forces have contributed to the shift in thinking about it, and, most importantly, how sociological research helps us understand its current ramifications. We will discuss a wide range of aspects of family life: the relationship between arranged marriage and romantic relationship, the role of inheritance in family and social life, the distribution of resources in the context of modern family forms (most notably remarriages), and the outsourcing of care for dependents. Intimacy bears different value and content in these changing contexts. The course will further look into the changing character of new economy where "people's skills" are ever more required from employees (emotional labor) and where intimacy, care, and/or sex constitute purchasable commodities. A reflection on the growth of new technologies will complicate some of the discussed concepts and notions, but throughout a common denominator of our discussion will be the role of social inequality.

Class Format: seminar
Requirements/Evaluation: classroom participation and a final research paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Distributions: (D2)

Spring 2019
SEM Section: 01 Cancelled

SOC 228 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)
Crosslistings: SOC228 / SCST229
Primary Crosslisting
Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In Discipline and Punish, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

Class Format: seminar
Requirements/Evaluation: discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.
SOC 230 (S) Memory and Forgetting

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include self-identity, memoirs, and oral history; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

Class Format: seminar
Requirements/Evaluation: active class participation, several short papers, one class presentation, and an 8-10 page final paper
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 19
Distributions: (D2)
Not offered current academic year

SOC 232 (S) Symbols and Society

Human beings, as Kenneth Burke put it, are "symbol-using, symbol-making, and symbol-misusing" animals. Indeed, among humans, symbols help to substitute for "instincts." Symbols guide our actions, shape our emotions, and enable us to coordinate with others. Symbols may generate solidarity across wide spaces and among people who have never encountered one another face-to-face. They may also inflame conflicts and exaggerate distinctions, even promote violence. This course will examine the role of symbols and symbolism in modern society, exploring how words, gestures, images, and icons give shape and form to social life. The first part of the course will provide a broad introduction to the sociological study of symbols. The second part of the course will pay particular attention to the role that symbols play in politics and nationhood. How do symbols such as flags, anthems, values, ideals, monuments, and memorials promote solidarity and common identity across space and time? When and why do nations struggle over symbols, and what influence do these symbolic struggles have on collective life? What role do symbols play in war, conflict, and violence? Topics will include the Vietnam Veterans Memorial, the 1995 Enola Gay exhibit at the Smithsonian, the Holocaust Museum in D.C., the "Ground Zero cross," and the recent debates over the Confederate flag in South Carolina and beyond. We will focus primarily on the U.S., but will also work to make comparisons.

Class Format: seminar
Requirements/Evaluation: active class participation, several response papers, a short midterm essay, and a final paper with class presentation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Distributions: (D2)
Not offered current academic year

SOC 234 (S) How Emotions Work

What could be more personal and unique than one's own emotions? Over the last century, sociologists, anthropologists, historians, and social psychologists have challenged this taken for granted view of emotion, revealing just how much context, institutional structures, and history shape feeling. Emotion does not just emerge from an individual's brain and body; it is also a product of intersubjective dynamics outside the individual. In this
deeply interdisciplinary course, students explore how societies shape emotion. Beginning with psychological research on the brain/body connection, we build a capacious model for how social context, norms, and institutions interact with individual psychology to produce both conscious and unconscious forms of feeling. As the course progresses, we zoom further out from the individual level and unpack emotional dynamics at the national, cross-cultural, and civilizational levels. Along the way, we take a deeper look at specific emotions, including love, shame, sympathy, sadness, and happiness. The course concludes by focusing on a pressing social problem—the seemingly global crisis of mental illness on college and university campuses. What is causing this crisis? What can we do to address this issue right here in our community?

Class Format: seminar
Requirements/Evaluation: participation, reflective essay (3-5 pages), emotion map activity, open space meeting, policy memo (1-2 pages), final paper (8-10 pages)
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Distributions: (D2)

Spring 2019
SEM Section: 01    MR 2:35 pm - 3:50 pm     Ben Snyder

SOC 236 (S) Making Things Visible: Adventures in Documentary Work
Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Primary Crosslisting
Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian’s role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether “objective representation” is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Class Format: seminar
Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 12

Department Notes: In addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work.

Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AMST or SOC; meets Division 1 requirement if registration is under ARTH or ENGL
Attributes: EXPE Experiential Education Courses; FMST Related Courses

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Olga Shevchenko, Barry Goldstein
LAB Section: 02    F 1:00 pm - 4:00 pm     Barry Goldstein, Olga Shevchenko
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes - had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar
Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited
Expected Class Size: 20
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Attributes: EXPE Experiential Education Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

SOC 241 (S) Meritocracy
Crosslistings: SOC241 / PSCI241
Secondary Crosslisting
Although an infinitesimal number of Americans have degrees from Harvard or Yale Universities, 33% of the top decision makers in the second Obama administration did. So do eight of the country’s nine sitting Supreme Court Justices. Is this a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy --- rule by the intellectually talented --- in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

Class Format: seminar
Requirements/Evaluation: two papers, take-home final exam, class participation
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major
Expected Class Size: 19
Distributions: (D2)
Attributes: POEC Comparative POEC/Public Policy Courses; PSCI American Politics Courses; PSCI Comparative Politics Courses

Spring 2019
SOC 244 (S)  What They Saw in America

Crosslistings: HIST366 / AMST244 / SOC244

Primary Crosslisting

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider’s view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors’ respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern. * Please note atypical class hour Monday, 4:45-8:30 pm.

Class Format: seminar; * Please note atypical class hour Monday, 4:45-8:30 pm.
Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 9
Enrollment Preferences: juniors and seniors; final selection for the course will be made on the basis of an interview with the instructor
Expected Class Size: 9

Department Notes: * Please note atypical class hour Monday, 4:45-8:30 pm.
Distributions: (D2)
Attributes: HIST Group F Electives - U.S. + Canada
Not offered current academic year

SOC 248 (F)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WI)

Crosslistings: SOC248 / GBST247 / RUSS248

Primary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial
Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Anthropology, Sociology, and Russian majors
Expected Class Size: 10

Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS
DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018
TUT Section: T1    TBA     Olga Shevchenko

SOC 252 (F)  Moral Life in the Modern World
Crosslistings: REL286 / SOC252

Primary Crosslisting
This interdisciplinary seminar attempts to locate and examine modern moral life (i.e., the ethical dimension of modern culture) in its broader historical and cultural context. The aim of the course is less to analyze and debate the theoretical moralities of philosophers and theologians, than it is to interpret and attempt to understand the lived moralities that people actually practice and carry out; that shape conduct and selfhood in the modern world. Part I of the course will provide a guided introduction to a range of contested issues in the study of ethics and morality: moralism, moral relativism, and the nature of modern moral discourse; moral truth, and value freedom; the differences between normative and descriptive ethical inquiry; "thick" and "thin" moral concepts, and the historically variable relationships between lived moralities, theoretical moralities, and moral customs. In Part II we will work through a series of case studies that take up the following issues: moral life in corporate, urban, and suburban contexts; media, moralism, and moral panics; business ethics; race and racism; depersonalization, war and genocide. The course will furthermore examine ethics and morality "in," "through," and "of" literature, as students will select, read, and critique a work of fiction.

Class Format: lecture
Requirements/Evaluation: weekly discussion précis, film screenings, two book review essays, class presentations, and a take-home midterm
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Sociology and Anthropology students
Expected Class Size: 19
Distributions: (D2)
Not offered current academic year

SOC 264 (F)  Transnational Activism: Practice, Problems, Ethics  (DPE)
Crosslistings: WGSS263 / SOC264

Secondary Crosslisting
As more and more people, goods, ideas, and health hazards circulate across borders, transnational institutions and organizations proliferate, and problems recognized as regional or global intensity, there is both increasing need and opportunity for transnational activism. In such a context, it is vital to understand how activists have engaged peoples around the world and/or have influenced transnational institutions, as well as to attune oneself to the ethical and practical difficulties associated with this kind of activism. This course examines the different forms that transnational activism takes and how transnational activists have advanced their goals. We also look into why and how transnational activists' efforts have failed, focusing in particular on the issue of neo-imperialism and the problems created by the "white savior." Orienting our exploration is the following question: what is the relationship between ethics and efficacy in activism that crosses borders? What does "ethical" transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Class Format: seminar
Requirements/Evaluation: class facilitation, assessment construction, essay proposal (3- to 4-pages), group portfolio (6- to 8-pages), group presentation, final essay (10- to 12-pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements. It builds the skill to engage across difference by requiring students to work together to develop a transnational activist action plan.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01    MW 11:00 am - 12:15 pm     Greta F. Snyder

SOC 283 (S)  Religion and Capitalism  (WI)

Crosslistings: REL282 / PSCI140 / SOC283

Secondary Crosslisting

Up through the 1960s it was popular to claim that the world was becoming increasingly and inevitably secular, with the development of modern capitalist social relations as a signature cause. Today the 'secularization thesis' is largely defunct. Instead one sees the vibrant return of religion to social, economic, and political prominence in most parts of the world--at the very same time we are experiencing through globalization and the information revolution the most dramatic economic advances in a century. This course investigates the historical and contemporary relationship between culture and economics, religion and capitalism, in their most encompassing forms. In investigating this theme, our cornerstone will be Max Weber's famous argument from The Protestant Ethic and the Spirit of Capitalism. Along the way we will discuss both the origins of capitalist society as well as its more recent transformations through the rise of the welfare state, consumerism, and globalization. We will also discuss changes in religion under the influence of capitalism including romanticism, Pentecostalism, moralistic therapeutic Deism, and the 'God gap' between largely theist Africa, South and West Asia, and the Americas on the one hand and largely atheist Europe and East Asia on the other. The focus of the course is on Christianity in Western countries both historically and in the present, but we will spend time discussing religion (particularly Pentecostalism) and capitalism in the contemporary Global South as well.

Class Format: seminar

Requirements/Evaluation: regular discussion questions, three 5- to 6-page papers, in-class paper workshops, 20- to 24-page final term paper incorporating earlier papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: open to first-years and sophomores only

Expected Class Size: 14

Distributions: (D2) (WI)

Attributes: PSCI Comparative Politics Courses; PSCI Political Theory Courses;

Not offered current academic year

SOC 291 (S)  Religion and the American Environmental Imagination  (WI)

Crosslistings: ENVI291 / REL291 / SOC291

Secondary Crosslisting

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of 'eco-spirituality' and popular 'nature religion.' Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present,
taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?

Class Format: seminar

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives;

Not offered current academic year

SOC 301 (F) Social Construction (DPE)

Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

Secondary Crosslisting

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Fall 2018

SEM Section: 01  W 1:10 pm - 3:50 pm     Jason Josephson Storm
SOC 303 (S) Cultures of Climate Change  
(WI)
Crosslistings: ENVI303 / SOC303
Secondary Crosslisting
This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can’t we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Class Format: seminar
Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second
Expected Class Size: 19
Distributions: (D2) (WI)
Attributes: ENVI Humanities, Arts + Social Science Electives; SCST Related Courses;

Spring 2019
SEM Section: 01    TR 11:20 am - 12:35 pm     Nicolas C. Howe

SOC 314 (S) The Social Ecology of Racial and Gender Inequity  
(DPE)
Crosslistings: SOC314 / WGSS314
Secondary Crosslisting
Why the political furor over monuments? What would a feminist city look like? Does gentrification promote racial justice? This course trains your focus on space and place, asking you to take a socioecological perspective on race and gender. In it, we examine how ideas about race and gender shape space as well as how the location, demographic composition and design of cities, neighborhoods, parks, and uncultivated spaces reinforce ideas about race and gender and racial/gender power relations. What is distinctive about this perspective, as compared with other analytical lenses through which we approach race and gender, and what is its value? What does a socioecological perspective suggest about the efficacy of different types of efforts to facilitate greater equity in social relations?

Class Format: seminar
Requirements/Evaluation: class facilitation, critical responses (four 2- to 3-page responses), late-term exam, final essay (10-12 pages) or essay-equivalent (video essay, photo essay, or other)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: Women's, Gender, and Sexuality Studies majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course introduces students to social psychology's socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.
Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019
SOC 315 (F)  Culture, Consumption and Modernity  (WI)
How do lifestyles, fashions and trends appear and evolve? Are we authors of our own taste? What structures our choices of goods and activities? What is it that gives meaning to objects and makes them desirable? Are there non-consumer societies in the modern world? How has globalization changed the ways people consume in different parts of the globe? This course will explore consumption and consumer practices as products of modernity and will analyze the political, cultural and social agendas that have transformed consumption over time. Politics of consumption (the way in which seemingly free and independent consumption choices aggregate into the existing system of global capitalism) will be treated alongside its symbolic element: the role of consumer practices in creating and articulating identities, building relationships and creating solidarities. We will look at fashion, advertising, arts and shopping in places as varied as nineteenth-century France, socialist Russia, and in contemporary United States, tracing both the mechanisms that structure patterns of consumption, and the consequences that these patterns have for the larger social order.

Class Format: seminar
Requirements/Evaluation: full participation, ten journal entries and a 15-page term paper that will go through a draft and revision stage
Extra Info: not available for the fifth course option
Prerequisites: none; open to first year students
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Distributions: (D2) (WI)
Attributes: ENVI Humanities, Arts + Social Science Electives; GBST Urbanizing World Electives;
Not offered current academic year

SOC 324 (S)  Memory and Identity  (DPE)
Our sense of self is inextricably tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from natural; it itself has its origins in the debates and politics of the time, and evolves under an array of influences. This course analyzes discourses of collective and individual identity and the mechanisms involved in the formulation of the individuals’ sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective forgetting, narratives of trauma and of a “golden age,” the invention of tradition, and battles over remembrance and heritage, such as the struggles over the proper way to face the difficult past around the world, with a particular emphasis on the United States and on the memory wars in the post-Soviet space.

Class Format: seminar
Requirements/Evaluation: extensive class participation, several short papers, and a final research project with class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course fulfills the DPE requirement because it explores the diversity of the ways in which communities imagine and engage with their past, and puts struggles over memory in the context of groups’ struggles for power and visibility.

Spring 2019

SOC 326 (S)  Being Mortal
One of the defining features of the human condition is our awareness of our own mortality. How do we cope with this awareness? How does it influence our social institutions? We will begin by exploring how social theorists such as Emile Durkheim, Max Weber, Ernest Becker, and Peter...
Berger grappled with mortality and its significance for human social life. We will then turn to the social institutions that structure our confrontation with mortality today. How, why, and with what consequences has death been "sequestered" in modern Western societies and set aside from the social world of the living? What rites and rituals remain for coping with death and dying, and how do our cultural assumptions influence the experiences of grief, loss, and mourning? How does modern medicine—which is oriented toward cure but must ultimately confront the inescapable realities of aging and death—deal with mortality? How have hospice, palliative care, and debates over physician-assisted suicide changed the landscape in recent years? Our focus will be on the United States, but we will also consider cross-cultural comparisons.

Class Format: seminar

Requirements/Evaluation: three 6- to 7-page papers; an in-class presentation; thoughtful and consistent participation in class discussion

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: if overenrolled, Sociology and Anthropology majors will receive preference

Expected Class Size: 15

Distributions: (D2)

Not offered current academic year

SOC 328 (F) American Social Dramas (WI)

Crosslistings: SOC328 / THEA328 / AMST328 / COMP325

Primary Crosslisting

As Shakespeare wrote memorably in As You Like It, "All the world's a stage, and all the men and women merely players." Sociologists have heeded Shakespeare's wisdom, arguing that social and political events are "performances" that take shape in accordance with familiar cultural scripts, and indeed that social actors implicitly interpret real-world events using plot structures from literary and dramatic genres such as romance, irony, comedy, and tragedy. We will explore this thesis through the lens of contemporary American political events, including the Clinton-Lewinsky scandal, September 11, Hurricane Katrina, the 2012 presidential election, and current debates over Confederate symbolism. We will also pay careful attention to the unfolding drama associated with the 2016 presidential election. How do social performances and struggles to "control the narrative" shape the meanings and outcomes of political events? Are they merely "spectacles," or wellsprings for genuine civic participation? What role do political comedy, satire, and social media play in shaping the trajectory of contemporary events? Major authors will include Victor Turner, Clifford Geertz, J.L. Austin, Erving Goffman, and Jeffrey Alexander. Throughout the semester, each student will develop a significant project on a political event of their choosing.

Class Format: seminar

Requirements/Evaluation: active participation, five 2-page response papers, a 12-page paper that will go through draft and revision stage, and a presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or AMST; meets Division 1 requirement if registration is under COMP or THEA

Not offered current academic year

SOC 329 (F) Work and Future of Capitalism (WI)

What does it mean to work? How does capitalism shape the way we work? What might work look like in the future? In this three-part course, students engage with global capitalism's past, present, and future, asking analytic and normative questions about work and the trajectory of capitalism. The first part of the course examines the historical origins of capitalism and leading theories about what capitalism is and how it stratifies the world into social classes. A central theme in part one will be how capitalist labor relations shape meaning and subjectivity, particularly the experience of dignity. In part two, we examine recent and emerging trends in capitalist labor, such as global commodity chains, the death of the career, the rise of the "gig" economy, platform capitalism, and even the seemingly inevitable end of work itself as entire occupations become automated by machine learning. A key question will be how these transformations exacerbate and/or alleviate longstanding inequalities from capitalism's 19th century past. Through a
series of essays, culminating in a final paper, the course concludes by asking students to imagine what work might look like in the next century. Should we continue to work at all? What kinds of productive activity should we value, and how would we go about restructuring (or even overturning) capitalism to allow them to flourish?

Class Format: seminar

Requirements/Evaluation: participation, three utopia essays (3-5 pages), paper workshop, final paper (10-12 pages)

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Distributions: (D2) (WI)

Distribution Notes: WI: This course requires a series of 3- to 5-page essays that work toward a paper workshop and final paper on the topic of the future of work. Students will use the essays to research "real utopias"—currently existing organizations, workplaces, and policy regimes that challenge traditional capitalist labor relations. This research will inform a workshop and final paper, which will ask them to envision their own organization, workplace, or policy regime.

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm    Ben Snyder

SOC 330 (S) Technology, Culture and Society

Crosslistings: SCST330 / SOC330

Primary Crosslisting

An introduction to major trajectories of theory and empirical research in the sociology and history of technology: the Social Construction of Technology (SCOT), Large Scale Technological Systems (LTS), Actor-Network Theory (ANT), and cultural studies of technoscience broadly. Students will also become acquainted with a number of philosophical positions on technology: instrumentalist, Marxist, cultural/substantivist, humanist and posthumanist. Topics to be explored include technology, (post)industrial capitalism, and the nature of modern power; the role of technology in giving shape and weight to social institutions and forms of agency; technology, individualism, and everyday life in the modern world; technological determinism; resistance and accommodation to technological change; technology as a point of view and total way of life (culture); language, quantification, computerization, and (tele)visual media; and technology and environment. The course is furthermore designed to allow students to explore and research topics not appearing on the syllabus in the main.

Class Format: seminar

Requirements/Evaluation: weekly discussion precis, class presentations, a midterm essay and final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

Distributions: (D2)

Not offered current academic year

SOC 332 (F) Life and Death in Modernity

Death is a biological fact. Death is also one of the few universal parameters in and through which social worlds and individual lives are created. Death, in other words, is a primary source of the material and symbolic activities through which humans work to construct, legitimate, and maintain social realities. To attend to "ways of death", then, is to attend simultaneously, if only indirectly, to "ways of life"—the hopes and fears, the ways and wants of a people. In this course we will ask: How, why, and with what manner of consequence has it come to be that, under late-western modernity, the aged, the sick, the dying, the bereaved, and indeed death itself, are routinely "set aside", hidden from view and thus awareness, institutionally sequestered from those of us among the living? We will attend to the historical emergence of the institutional forms that perpetrate this sequestration, and show how they have become tightly articulated with one another: hospitals, nursing homes, hospice centers, funeral homes, cemeteries. We will furthermore examine the peculiar bodies of expert knowledge that have arisen in tandem with these institutional forms, among them gerontology, thanatology, and bereavement therapy, showing how they have conspired in the (bio)medicalization of aging, death, and grief. Other topics to be explored include the commodification and consumption of health and well-being; the emergence of anti-aging medicine and "popular" rationalities of human life extension;
cryonic suspension, zombies, and the paranormal.

Class Format: seminar

Requirements/Evaluation: weekly journal entries, film screenings, take-home midterm, class presentations, and a final 12- to 15-page paper to be decided in consultation with the instructor

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Sociology and Anthropology students

Expected Class Size: 19

Distributions: (D2)

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

SOC 338 (F) Transhumanism: Religion, Technoscience, Obsolescence

Crosslistings: SOC338 / REL338 / HSCI338 / SCST338

Primary Crosslisting

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the so-called "transhumanist movement" and its overriding aim: the transformation and eventual transcendence of human biological constitution; the realization, through highly speculative technoscientific means, of an enhanced or even "postbiological" existence, the so-called "posthuman condition," "Humanity 2.0." Through close readings of historical documents, transhumanist texts, scholarship on transhumanism, and relevant works of science-fiction film and literature, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas have emerged, circulated, and taken up residence. To this end, we will consider transhumanism's ties to some of the most objectionable aspects of modern technology and late capitalism; eugenics, the commodification of health, and massive investments pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and Euro-American (cyber) libertarian politics; and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, artificial intelligence, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of magical beliefs, practices, and forms of expectation and association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about embodiment, culture, and ways of being human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, informal weekly writing, 15- to 20-page seminar paper

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators

Expected Class Size: 20

Distributions: (D2)

Not offered current academic year

SOC 350 (S) Max Weber & Critical Theory or Rationalization & Its Discontents

Crosslistings: SOC350 / REL350 / COMP349

Secondary Crosslisting

We live in an age characterized by unprecedented technological and scientific progress--we have unraveled the building blocks of life, witnessed the birth of stars at the edge of the galaxy, and harnessed the power of the atom--and yet modern life often appears fundamentally meaningless and lacking in ultimate value--we work, we eat, we excrete, we die, perhaps in the interim shuffling paperwork, sucking up to our boss, and asking ourselves, "What kind of dining set defines me as a person?" Few thinkers have explored the roots of this modern ennui as thoroughly as Max Weber, a German sociologist often regarded as the single most important social theorist of the twentieth century. Weber wanted to know why it was European
Weber's key innovation was to trace the grand trajectory of Western "rationalization"--the historical attempt to produce a world in which "one can, in principle, master all things by calculation." Further, he demonstrated how this rationalization produced not just mastery over nature, but also "the disenchantment of the world" - value fragmentation, hyper-specialization, bureaucracy, and ultimately the "iron cage" of modernity. The first part of this course will follow in Weber's footsteps by studying his theory of rationalization and by exploring it in different social spheres, such as the economy, the law, the professions, and the secularization of religion. The second half of the course will look at Weber's legacy in Critical Theory. It will show how thinkers such as Theodor Adorno, Georges Bataille, Jürgen Habermas, Max Horkheimer, Michael Löwy, and Alasdair MacIntyre suggested various lines of flight from the iron cage of modernity.

Class Format: seminar
Requirements/Evaluation: attendance and participation, weekly critical reflections, 5- to 6-page midterm paper, 10- to 15-page final essay
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: preference will be given to REL, ANSO and COMP majors
Expected Class Size: 15
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under REL or SOC; meets Division 1 requirement if registration is under COMP
Attributes: AMST Critical and Cultural Theory Electives;
Not offered current academic year

SOC 362 (F) Story, Self, and Society  (WI)
Crosslistings: COMP362 / SOC362

Primary Crosslisting

From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"-that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives. Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This tutorial will grapple with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? Specific topics will include illness narratives, confessional culture, digital stories, oral history, and memoir. As a capstone exercise, each student will construct a narrative analysis focused on a memoir that we will select collectively. The course will conclude with a final seminar meeting during which each student will tell a story of their own, and we will work together to consider how the theories we have encountered throughout the semester might illuminate our own narratives.

Class Format: tutorial
Requirements/Evaluation: 5-page paper every other week; comments on the partner's paper in alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest; priority consideration will be given to ANSO and COMP majors
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under SOC; meets Division 1 requirement if registration is under COMP
Not offered current academic year

SOC 363 (F) Cold War Technocultures
Crosslistings: SOC363 / SCST401

Primary Crosslisting

In this seminar students will pursue sociohistorical analyses of Cold War American culture(s) by attending to key points of intersection between
politics, aesthetics, and major technoscientific developments during this period. Part I will focus principally on the emergence of the computer and its role in shaping American infrastructure and styles of thought aimed at Soviet "containment." We will trace the historical threads connecting MIT's "Whirlwind" computer project and the SAGE continental air defense system; nuclear wargaming at the RAND Corporation and the aesthetics of "thinking the unthinkable"; the science of cybernetics and the prospect of automation; and ultimately the role of computation, intermedia, and systems logic in perpetrating the atrocities of the Vietnam War. Part II will take up the Cold War space race–from Luna 2, Sputnik I, and Yuri Gagarin to Projects Mercury, Gemini, and the Apollo moon landing. Within this context we will also consider the Club of Rome’s Limits to Growth report; plans backed by NASA for the industrialization and colonization of outer space; and the place of science-fiction as a Cold War aesthetic (print, televisual, cinematic). Part III, finally, will explore key moments of conflict, resistance, appropriation, and unintended consequences of Cold War technoscientific developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural casualty of the U.S./CIA-backed Chilean coup of 1973; the New Left, the American counterculture, new social movements, and the countercultural roots of new media and neoliberalism.

Class Format: seminar

Requirements/Evaluation: two 5-page book review essays, weekly 1-page papers, midterm essay exam, final essay exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: SCST 101 or instructor consent; prior coursework in Anthropology and Sociology and/or History

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Science and Technology Studies concentrators

Expected Class Size: 15

Department Notes: SCST Senior Seminar

Distributions: (D2)

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm     Grant Shoffstall

SOC 368 (F) Technology and Modern Society

Crosslistings: ENVI368 / SOC368

Primary Crosslisting

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Class Format: seminar

Requirements/Evaluation: two short papers, a midterm exam, and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

Distributions: (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives; FMST Related Courses; HSCI Interdepartmental Electives; SCST Elective Courses

Not offered current academic year

SOC 371 (S) Medicine, Technology, and Modern Power
Medicalization: those processes by which previously non-medical problems, once defined as ethical-religious, legal or social (e.g. drug and alcohol addition, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder." Part I: The history of the medicalization thesis; medicalization as a technical process; modern medicine as a form of social control; critiques of the medicalization thesis. Part II: From medicalization to biomedicalization; from the management of human life to the transformation of "life itself" by way of post-World War II technoscientific interventions aimed at "optimizing" human vitality. Empirical cases for consideration will be drawn from those technoscientific developments having made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques, robotics, and transplant medicine, among others. Finally, a consideration of how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "destiny" than it is of possibility. The course will to this end conclude with a survey of emerging issues in speculative technoscience and the ethics and politics of human enhancement.

Class Format: lecture
Requirements/Evaluation: weekly discussion précis, science-fiction book review essay, class presentations, and a take-home midterm
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: preference will be given to Anthropology and Sociology students
Expected Class Size: 20-25
Distributions: (D2)
Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

SOC 372 (S) Time and Temporality

Duration, rhythm, speed, pace, trajectory, sequence, articulation, busyness, boredom, flow--time is one of the most fundamental categories of our experience of reality. Since the founding of the discipline, sociologists have been interested in how time, while seemingly given and natural, is deeply influenced by history and society. This two-part course will introduce students to the sociological analysis of time and temporality. In part one, students will explore the emergence of the so-called "modern western temporal order"--the sense of time that many people take for granted as the way things are. We will excavate the historical roots of schedules, clocks, calendars, and time zones; examine how capitalism and colonial conquest disseminated particular notions of time around the globe; and discuss leading theories of how constructions of time change through history and vary among communities. In part two, we will focus on one of the most frequently lamented and celebrated qualities of modern temporality: acceleration. Is the world speeding up? Why do so many people feel always pressed for time? What are the promises and limits of speed, acceleration, and ceaseless change for building a robust democratic society?

Class Format: seminar
Requirements/Evaluation: participation, time diary analysis (3-5 pages), final paper (10-12 pages)
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 15
Distributions: (D2)

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Ben Snyder

SOC 386 (S) Living with the Bomb: American Culture in the Nuclear Age

Crosslistings: SOC386 / HIST387
Primary Crosslisting
Following the first use of nuclear weapons against Japan at the end of World War II, atomic science has fueled Americans' fears, hopes, nightmares, and fantasies. This course will examine various aspects of American nuclear culture in the early-Cold War period. It will consider topics ranging from the Manhattan Project to delivery of the bombs for combat, scientists' movements to abolish atomic weapons and expand peaceful atomic energy production, and the destructive consequences of the bomb's initial use and subsequent testing. The class will also investigate the role of the nuclear arms race in the Cold War, the development of civil defense and bomb shelter culture in the United States, and dystopian fiction about the nuclear apocalypse. Employing both historical and sociological perspectives, we will explore the interactions between science, diplomacy, politics, and culture in the nuclear age.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on a midterm, a final exam, and a 10- to 12-page research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 35

**Expected Class Size:** 35

**Distributions:** (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year
MAJOR IN STATISTICS

The major in Statistics is designed to meet three goals: to introduce some of the central ideas of information and data science, to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning, and to develop interdisciplinary skills by applying statistics to an application area of interest.

REQUIREMENTS (10 courses plus colloquium)

The major in Statistics consists of ten courses plus a colloquium requirement. The major includes courses in mathematics, computer science and statistics.

Mathematics (2 courses)

MATH 150 or 151 Multivariable Calculus or equivalent high school course
MATH 250 Linear Algebra

Except in unusual circumstances, students planning to major in statistics should complete the calculus sequence (MATH 130, 140, 150/151) before the spring of the sophomore year, at the latest. MATH 150 is a prerequisite for STAT 201 and MATH 250 is a prerequisite for STAT 346.

Computer Science (1 course)

CSCI 134 Intro to Computer Science or CSCI 135 Diving into the Deluge of Data or CSCI 136 Data Structures and Advanced Programming or some other course in the Computer Science Department with prior approval of the Math/Stat department.

Core Courses (4 courses)

STAT 201 Statistics and Data Analysis or STAT 202 Introduction to Statistical Modeling
STAT 346 Regression and Forecasting
STAT 341 Probability
STAT 360 Inferential Statistics

Continuation (2 courses)

Any two courses among the 300 or 400 level courses in the department with a STAT prefix.

Capstone Course (1 course)

The capstone course is a 400-level STAT course taken in the senior year. Although the specific methodological emphasis of the course may vary from year to year, an in-depth project with both a written report and an oral presentation is typically part of the capstone course.

Colloquium Requirement

Participation in the Department Colloquium series, in which all senior majors present and attend talks on statistical topics of their choice. Majors have to attend at least 20 colloquia in their senior year and present one themselves.

PLACEMENT

Students with an AP Stat score of 5 or 4 are placed in the advanced introductory course Stat 202.

NOTES

Substitutions, Study Abroad, and Transfer Credit: In some cases, and with prior permission of the Mathematics and Statistics Department,
appropriate courses from other institutions may be substituted for the application and continuation requirements, but at least eight courses must be taken from the Department of Mathematics and Statistics at Williams.

These can, with prior permission, include courses taken away. Students with transfer credit should contact the department about special arrangements.

**Double Counting:** No course may count towards two different majors.

**Early Senior Capstone Course:** In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Capstone Course requirement in the junior year, provided that the student has completed at least three 300-level statistics courses before enrolling in the capstone course.

**Planning Courses:** Core courses are normally offered every year. Other 300 and 400 level statistics courses are offered on an irregular basis. Students should check with the department before planning far into the future.

**Course Admission:** Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

**FAQ**

**Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.**

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. They have to be approved MATH/STAT courses.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. Colloquium requirement, Senior Seminar requirement.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. The highly cumulative structure of the major.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:**

None to date.

**THE DEGREE WITH HONORS IN STATISTICS**

The degree with honors in Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. One of STAT 493 or STAT 494 can count as a continuation course, but not both. Neither counts as the 400-level senior capstone course.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis or pursued actuarial honors. In all cases, the award of honors and highest honors is the decision of the Department.

STAT 12 (W) writing sample and brief application
The Sacred Harp is a tunebook, a style, a community, and a tradition. One of the most distinctly American forms of music, with a continuous tradition dating back over 150 years, shape-note music continues to be sung in amateur communities around the country—and increasingly, the world. In the reading portion of the course, we will study the history and current culture of shape-note singing. We will discuss issues of tradition and community, including shifts and tensions with respect to geographical region, religious affiliation, and race. Meanwhile, we will engage in the actual practice of shape-note singing. For those with little formal training in music, this will include a quick introduction in the basics of music, but it will also highlight unique aspects of the Sacred Harp style in comparison to Western classical music, including the four-shape system of solfège. In addition to singing in class, we will visit one of the regular weekly singings in Northampton (mandatory). For the final project, students will have the opportunity to write a paper analyzing the tradition or stylistic aspects of the music; to write one or more tunes and compare them stylistically to those found in The Sacred Harp; or to undertake a quantitative analysis of the tunebook's music and its use in recorded singings. Assignments throughout the course will include smaller versions of these varied options, including short composition exercises and responses to the readings. Adjunct Instructor Bio: Micah Walter received his A.M. in Music from Harvard University and his B.A. in Music and Linguistics from Haverford College. He is interested particularly in non-performative forms of music, and the impact music and community have on each other. He feels strongly that all people, regardless of training, should be able to participate in music-making in a fulfilling way. An active Sacred Harp singer, he has attended all-day singings and conventions in seven states and written over thirty tunes.

Requirements/Evaluation: 10-page paper; final project; musical composition with commentary
Prerequisites: some previous singing or music-reading experience helpful
Enrollment Limit: 30
Enrollment Preferences: seniority
Materials/Lab Fee: $10 plus cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 Cancelled

STAT 30 (W) Senior Project: Statistics
To be taken by candidates for honors in Statistics other than by thesis route.
Class Format: senior project

Winter 2019
HON Section: 01 TBA Susan R. Loepp

STAT 31 (W) Senior Honors Thesis
Statistics senior honors thesis.
Class Format: thesis
Distributions: (D3)

Winter 2019
HON Section: 01 TBA Laurie L. Tupper

STAT 99 (W) Indep Study: Statistics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
STAT 101 (F) Elementary Statistics and Data Analysis (QFR)

It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on performances on quizzes and exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 50

Expected Class Size: 40

Department Notes: Students with calculus background and social science interest should consider STAT 161. Students with MATH 150 should enroll in STAT 201. Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stat should consult the department.

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses; COGS Related Courses; PHLH Statistics Courses;

Fall 2018
LEC Section: 01  MWF 9:00 am - 9:50 am  Xizhen Cai
LEC Section: 02  MWF 10:00 am - 10:50 am  Xizhen Cai

Spring 2019
LEC Section: 01  MWF 11:00 am - 11:50 am  Xizhen Cai

STAT 161 (F) Introductory Statistics for Social Science (QFR)

This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences and sciences. Topics include exploratory data analysis, elements of probability theory, basic statistical inference, and introduction to statistical modeling. The course focuses on the application of statistics tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

Class Format: lecture

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 130 (or equivalent). Not open to students who have completed STAT 101 or equivalent.

Enrollment Limit: 40

Enrollment Preferences: Economics majors, sophomores

Expected Class Size: 40

Department Notes: Students with MATH 150 should consider STAT 201. Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stats should consult the department. Students without any calculus background should consider STAT 101.

Distributions: (D3) (QFR)

Distribution Notes: QFR: It is a quantitative course

Fall 2018
LEC Section: 01  TF 1:10 pm - 2:25 pm  Richard D. De Veaux

Spring 2019
STAT 201 (F) Statistics and Data Analysis  (QFR)

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, “Data, data, data! I can’t make bricks without clay.” In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on performance on quizzes and exams

Prerequisites: MATH 150 or equivalent. Not open to students who have completed STAT 101 or STAT 161 or equivalent.

Enrollment Limit: 40

Expected Class Size: 40

Department Notes: Students with a 5 on AP Stats should enroll in STAT 202. Students with a 4 on AP Stats should consult the department. Students with MATH 130/140 background should consider STAT 161. Students with no calc. should consider STAT 101.

Distributions: (D3) (QFR)

Attributes: BGNP Recommended Courses; COGS Related Courses; EVST Methods Courses; PHLH Statistics Courses;

Fall 2018
LEC Section: 01  TR 8:30 am - 9:45 am  Anna M. Plantinga
LEC Section: 02  TR 9:55 am - 11:10 am  Anna M. Plantinga

Spring 2019
LEC Section: 01  TR 8:30 am - 9:45 am  Anna M. Plantinga
LEC Section: 02  TF 1:10 pm - 2:25 pm  Laurie L. Tupper

STAT 202 (F) Introduction to Statistical Modeling  (QFR)

Data come from a variety of sources sometimes from planned experiments or designed surveys, but also arise by much less organized means. In this course we’ll explore the kinds of models and predictions that we can make from both kinds of data as well as design aspects of collecting data. We’ll focus on model building, especially multiple regression, and talk about its potential as well as its limits to answer questions about the world. We’ll emphasize applications over theory and analyze real data sets throughout the course.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on homework, exams and projects

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: AP Statistics 5 or STAT 101, 161 or 201 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 20

Department Notes: Students with a 4 on the AP Stats exam should contact the department for proper placement.

Distributions: (D3) (QFR)

Attributes: EVST Methods Courses; PHLH Statistics Courses;

Fall 2018
LEC Section: 01  TF 2:35 pm - 3:50 pm  Daniel B. Turek

Spring 2019
LEC Section: 01  TR 8:30 am - 9:45 am  Daniel B. Turek
STAT 341 (F) Probability  (QFR)
Crosslistings: STAT341 / MATH341

Secondary Crosslisting

While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams
Prerequisites: MATH 250 or permission of the instructor
Enrollment Limit: 40
Expected Class Size: 20
Distributions: (D3) (QFR)

Fall 2018
LEC Section: 01  MWF 11:00 am - 11:50 am  Steven J. Miller

Spring 2019
LEC Section: 01  MWF 9:00 am - 9:50 am  Thomas A. Garrity

STAT 344 (F) Statistical Design of Experiments  (QFR)

What does statistics have to do with designing and carrying out experiments? The answer is, surprisingly perhaps, a great deal. In this course, we will study how to design experiments with the fewest number of observations possible that are still capable of understanding which factors influence the results. After reviewing basic statistical theory and two sample comparisons, we cover one and two-way ANOVA and (fractional) factorial designs extensively. The culmination of the course will be a project where each student designs, carries out, analyzes, and presents an experiment of interest to him or her. Throughout the course, we will use both the statistics program R and the package JMP to carry out the statistical analyses.

Class Format: lecture
Requirements/Evaluation: problem sets, midterm, final exam, project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 201, 202, or equivalent
Enrollment Limit: 20
Enrollment Preferences: Statistics majors, seniors
Expected Class Size: 15
Distributions: (D3) (QFR)
Attributes: COGS Related Courses;

Fall 2018
LEC Section: 01  TF 2:35 pm - 3:50 pm  Richard D. De Veaux

STAT 346 (F) Regression and Forecasting  (QFR)

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the standard method for analyzing continuous response data and their relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: STAT 201 or 202, and MATH 150 and 250; or permission of instructor

Enrollment Limit: 22

Expected Class Size: 15

Distributions: (D3) (QFR)

Attributes: EVST Methods Courses;

Fall 2018
LEC Section: 01 TF 1:10 pm - 2:25 pm Laurie L. Tupper

Spring 2019
LEC Section: 01 TF 2:35 pm - 3:50 pm Laurie L. Tupper

STAT 355 (S) Multivariate Statistical Analysis (QFR)
To better understand complex processes, we study how variables are related to one another, and how they work in combination. Therefore, we want to make inferences about more than one variable at time? Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such data sets. Topics covered will include data visualization techniques for high dimensional data sets, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, as well as classification and clustering algorithms.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on homework and exams

Prerequisites: MATH 250, and STAT 346 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 10

Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01 MWF 8:30 am - 9:45 am Xizhen Cai

STAT 356 (S) Time Series Analysis (QFR)
Time series--data collected over time--crop up in applications from economics to engineering to transit. But because the observations are generally not independent, we need special methods to investigate them. This course will include exploratory methods and modeling for time series, including smoothing, ARIMA and state space models, and a foray into the frequency domain. We will emphasize applications to a variety of real data.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on projects, homework, and exams

Prerequisites: STAT 346 (may be taken concurrently) or permission of instructor

Enrollment Limit: 30

Expected Class Size: 20

Distributions: (D3) (QFR)

Not offered current academic year

STAT 359 (S) Statistical Computing (QFR)
This course introduces a variety of computational and data-centric topics of applied statistics, which are broadly useful for acquiring, manipulating, visualizing, and analyzing data. We begin with the R language, which will be used extensively throughout the course. Then we'll introduce a variety of other useful tools, including the UNIX environment, scripting analyses using bash, databases and the SQL language, alternative data formats, techniques for visualizing high-dimensional data, and text manipulation using regular expressions. We'll also cover some modern statistical techniques along the way, which are made possible thanks to advances in computational power. This course is strongly computer oriented, and assignments will
be project-based.

**Class Format:** lecture

**Requirements/Evaluation:** based primarily on projects, homework, and exams

**Prerequisites:** STAT 201 or 202 and CSCI 134, 135, or 136

**Enrollment Limit:** 30

**Enrollment Preferences:** juniors and seniors, Statistics majors

**Expected Class Size:** 15

**Distributions:** (D3) (QFR)

Not offered current academic year

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**STAT 360 (S) Statistical Inference** (QFR)

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based on problem sets and exams

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** MATH 250, STAT 201 or 202, STAT 341

**Enrollment Limit:** 30

**Enrollment Preferences:** Statistics majors

**Expected Class Size:** 30

**Distributions:** (D3) (QFR)

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**Spring 2019**

**LEC Section:** 01 TR 9:55 am - 11:10 am Daniel B. Turek

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**STAT 362 (F) Design of Experiments** (QFR)

How do you get informative research results? By doing the right experiment in the first place. We’ll look at the techniques used to plan experiments that are both efficient and statistically sound, the analysis of the resulting data, and the conclusions we can draw from that analysis. Using a framework of optimal design, we’ll examine the theory both of classical designs and of alternatives when those designs aren't appropriate. On the applied side, we’ll make extensive use of R to work with real-world data.

**Class Format:** lecture

**Requirements/Evaluation:** based primarily on projects, homework, and exams

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** STAT 346

**Enrollment Limit:** 30

**Enrollment Preferences:** seniors/juniors and Statistics majors

**Expected Class Size:** 20

**Distributions:** (D3) (QFR)

Not offered current academic year

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**STAT 365 (F) Bayesian Statistics** (QFR)

The Bayesian approach to statistical inference represents a reversal of traditional (or frequentist) inference, in which data are viewed as being fixed and model parameters as unknown quantities. Interest and application of Bayesian methods have exploded in recent decades, being facilitated by
recent advances in computational power. We begin with an introduction to Bayes’ Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700’s, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on homework and exams

Prerequisites: STAT 201 and MATH 150 and 250, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: juniors and seniors, Statistics majors

Expected Class Size: 10

Distributions: (D3) (QFR)

Fall 2018

LEC Section: 01    TF 1:10 pm - 2:25 pm     Daniel B. Turek

STAT 372 (S) Longitudinal Data Analysis: Modeling Change over Time  (QFR)

This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. We will consider many applications in the social and biological sciences.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: STAT 201 and STAT 346

Enrollment Limit: 30

Enrollment Preferences: junior and senior Statistics majors

Expected Class Size: 20

Distributions: (D3) (QFR)

Attributes: PHLH Statistics Courses;

Spring 2019

LEC Section: 01    TF 1:10 pm - 2:25 pm     Anna M. Plantinga

STAT 377 (F) Operations Research  (WI) (QFR)

Crosslistings: MATH377 / STAT377

Secondary Crosslisting

In the first N math classes of your career, you can be misled as to what the world is truly like. How? You’re given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! We are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run-time and seeing how they can be improved; students will be implementing many of these algorithms on computer systems of their choice. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial implementation computation (respectively, statistics) component approved by the instructor.
Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on homework, classwork, projects, presentations and exams; at least 20 pages of writing

Prerequisites: MATH 350 or 351 and permission of instructor

Enrollment Limit: 40

Enrollment Preferences: Computer Science, Mathematics and Statistics majors

Expected Class Size: 25

Department Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/317/

Distributions: (D3) (WI) (QFR)

Not offered current academic year

STAT 397 (F)  Independent Study: Statistics
Directed independent study in Statistics.

Class Format: independent study

Prerequisites: permission of department

Distributions: (D3)

Fall 2018
IND Section: 01    TBA     Susan R. Loepp

STAT 398 (S)  Independent Study: Statistics
Directed independent study in Statistics.

Class Format: independent study

Prerequisites: permission of department

Distributions: (D3)

Spring 2019
IND Section: 01    TBA     Susan R. Loepp

STAT 440 (F)  Categorical Data Analysis  (QFR)
This course focuses on methods for analyzing categorical response data. In contrast to continuous data, categorical data consist of observations classified into two or more categories. Traditional tools of statistical data analysis are not designed to handle such data and pose inappropriate assumptions. We will develop methods specifically designed to address the discrete nature of the observations and consider many applications in the social and biological sciences as well as in medicine, engineering and economics. All methods can be viewed as extensions of traditional regression models and ANOVA.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project

Prerequisites: STAT 346 and STAT 360

Enrollment Limit: 14

Enrollment Preferences: seniors and Statistics Majors

Expected Class Size: 12

Distributions: (D3) (QFR)

Attributes: PHLH Statistics Courses;   

Not offered current academic year
STAT 442 (S)  Statistical Learning and Data Mining  (QFR)

In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homeworks and projects
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 346 or permission of instructor
Enrollment Limit: 14
Enrollment Preferences: seniors and Statistics Majors
Expected Class Size: 10
Distributions: (D3) (QFR)

Spring 2019
LEC Section: 01    TF 2:35 pm - 3:50 pm     Richard D. De Veaux

STAT 458 (F)  Spatio-Temporal Data  (QFR)

Everything happens somewhere and sometime. But the study of data collected over multiple times and locations requires special methods, due to the dependence structure that relates different observations. In this course, we'll look at exploring, analyzing, and modeling this kind of information--introducing standard methods for purely time-series and purely spatial data, and moving on to methods that incorporate space and time together. Topics will include autocovariance structures, empirical orthogonal functions, and an introduction to Bayesian hierarchical modeling. We'll use R to apply these techniques to real-world datasets.

Class Format: lecture
Requirements/Evaluation: project work, homework, exams, and contribution to discussion.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 346, or permission of instructor
Enrollment Limit: 14
Enrollment Preferences: Seniors and Statistics majors
Expected Class Size: 10
Distributions: (D3) (QFR)
Distribution Notes: This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Fall 2018
LEC Section: 01    TF 2:35 pm - 3:50 pm     Laurie L. Tupper

STAT 493 (F)  Senior Thesis: Statistics

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under The Degree with Honors in Statistics.

Class Format: independent study
Distributions: (D3)

Fall 2018
STAT 494 (S) Senior Thesis: Statistics
Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under The Degree with Honors in Statistics.
Class Format: independent study
Distributions: (D3)

Spring 2019
HON Section: 01   TBA   Susan R. Loepp

STAT 497 (F) Independent Study: Statistics
Directed independent study in Statistics.
Class Format: independent study
Prerequisites: permission of department
Distributions: (D3)

Fall 2018
IND Section: 01   TBA   Susan R. Loepp

STAT 498 (S) Independent Study: Statistics
Directed independent study in Statistics.
Class Format: independent study
Prerequisites: permission of department
Distributions: (D3)

Spring 2019
IND Section: 01   TBA   Susan R. Loepp

STAT 499 (F) Statistics Colloquium
Statistics senior colloquium. Meets every week for an hour both fall and spring. Senior statistics majors must participate. This colloquium is in addition to the regular four semester-courses taken by all students.
Class Format: seminar
Requirements/Evaluation: delivering a passing talk and participation throughout the year
Prerequisites: Statistics majors must take the colloquium in their senior year
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 25
Distributions: (D3)

Fall 2018
SEM Section: 01   W 1:10 pm - 2:00 pm   Susan R. Loepp

Spring 2019
SEM Section: 01   W 1:10 pm - 2:00 pm   Susan R. Loepp
THE MAJOR IN SPANISH

Students who major in Spanish can expect to acquire linguistic fluency along with in-depth knowledge of the cultures of Spain and Latin America. Through the study of the major writers and historical events of the Spanish-speaking world, our program offers training in literary analysis and linguistic expression, as well as a deep appreciation of Hispanic civilizations.

The major consists of nine courses above the 102 level. In exceptional circumstances, the Department may decide to accept RLSP 101-102 for the Spanish major. One of the nine courses must be the 400-level senior seminar taken during the student’s final year at the College; another must be a course that substantially focuses on literature or cultural texts produced before 1800. Students entering at the 200-level may, with the permission of the Department, choose as part of their major program one course not conducted in Spanish but offered by faculty in Romance Languages or another Department or Program, such as Latino/a Studies, Comparative Literature, History, etc., provided that the subject matter relate to and broaden their study of Spanish. Students entering at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program. Working with a member of the Spanish faculty, the student will formulate a curricular plan that will ensure balance and coherence in courses taken prior to declaring a major in Spanish. This is especially imperative for students who are planning to spend a part or all of their junior year in Latin America or Spain.

THE DEGREE WITH HONORS IN SPANISH

Students majoring in Spanish may apply to be admitted to the Honors Program in Spanish upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal. Two routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in Spanish and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as
History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 30) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department’s recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

## THE CERTIFICATE IN SPANISH

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. Those who are interested in a Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

Electives may be considered from a variety of departments and programs. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

## PLACEMENT

Students come to study Spanish at Williams with a wide range of backgrounds and prior experiences. Some will have studied Spanish for many years in high school and earlier. Others will have grown up speaking Spanish with family and friends but had little opportunity to study the language at school. Others have lived in Spanish-speaking countries or otherwise studied in immersive contexts. And for others, Spanish is a brand-new language that they are eager to begin learning.

Whatever your previous experience with Spanish, ¡Bienvenida! ¡Bienvenido! We are glad to have you with us. In order to figure out the most appropriate point of entry, we ask that all students who wish to begin their study of Spanish in the new academic year take the department's placement exam when it is offered during First Days. The only students who don't need to take the placement exam are those who qualify as “true beginners,” those with no previous experience of Spanish and for whom 101-102 is obviously the right choice. Everyone else should take the placement test. After you do, the Registrar's Office will notify you of the level and/or course the Spanish faculty have recommended for you. You should free to reach out to the department chair, your recommended instructor, or any other faculty member if you have questions or concerns about your placement.

## STUDY ABROAD

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to study in Spain or Latin America for either a semester or a full year. We recommend that you start planning for study abroad as early as possible, and that you speak to our faculty early on to go over the many possible destinations and programs available to you. In recent years, Williams students have studied in such varied and far-flung locations as Buenos Aires, Havana, Lima, Barcelona, and Madrid. Those who are interested in Madrid may wish to consider the Hamilton College program, with which we maintain consortial ties. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Those four courses count towards the certificate or the major in Spanish. Students interested in study abroad should consult with a member of the department at their earliest convenience.

## FAQ

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, provisional approval can be granted (students should be sure to contact the department for details).

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus, including readings/assignments. If it is a program we are familiar with, the course title and description are enough. If it is a new program/new type of course we need all the available materials (syllabus, assignments, etc.).

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. Four maximum.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. They have to be courses that focus on language, culture, history, or politics of the target language/culture.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. They have to be courses that focus on language, culture, history, or politics of the target language/culture.
Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

This hardly ever happens but could happen if a student doesn’t seek out pre-approval from a faculty member.

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RLSP 16 (W)  The Ayn Rand Cult
Crosslistings: COMP16 / ANSO16 / RLSP16

Primary Crosslisting

The broad, "underground" influence of publicist-novelist Ayn Rand stands as one of the more curious sociocultural phenomena to have emerged out of post-War America. Examples: A youthful Alan Greenspan was a dedicated disciple of Rand's in the 1940s and 50s; Michael Milken was reported to have kept twenty-six copies of *Atlas Shrugged* in his jail cell while serving time for securities fraud; Congressman Paul Ryan and Exxon CEO (and current Secretary of State) Rex Tillerson both are avowed fans of Ayn Rand; each year to this day, Rand's books sell hundreds of thousands of copies; and, in a crowning instance of "canonization," the U.S. Postal Service issued a commemorative stamp in Rand's honor (as part of its "Great American Authors" series) in April 1999. This course will examine the nature and origins of the Rand phenomenon through reading of relevant works of journalism, fiction, and philosophy. Titles to be studied: Jeffrey Walker, *The Ayn Rand Cult*; Mary Gaitskill, *Two Girls: Fat and Thin*; Gene H. Bell-Villada, *The Pianist Who Liked Ayn Rand* (selections) and *On Nabokov, Ayn Rand and the Libertarian Mind*; and John Locke, *Second Treatise of Government*. We will also view two films: the movie version of *The Fountainhead* (1949) and the 1996 documentary *Ayn Rand: A Sense of Life*. Note: No books by Rand will be read in this class! It is a course not "about" Rand but rather about the cultural sociology and anthropology of Randism.

Requirements/Evaluation: class attendance and participation, short weekly journal entries, and a final 10-page paper

Prerequisites: some previous acquaintance with Rand's novels

Enrollment Limit: 30

Enrollment Preferences: by seniority (i.e. first seniors, then juniors, then sophomores, etc.)

Materials/Lab Fee: approximately $90 for books

Distributions:  (D1)

Winter 2019

LEC Section: 01    MWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Gene H. Bell-Villada

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RLSP 30 (W) Honors Essay: Spanish

To be taken by candidates for honors other than by thesis route.

Class Format: honors essay

Distributions:  (D1)

Winter 2019

HON Section: 01    TBA    Jennifer L. French

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RLSP 31 (W) Senior Thesis: Spanish

To be taken by students registered for Spanish 493-494.

Class Format: thesis

Distributions:  (D1)
Winter 2019

HON Section: 01    TBA     Jennifer L. French

RLSP 99 (W) Independent Study: Spanish
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D1)

Winter 2019

IND Section: 01    TBA     Jennifer L. French

RLSP 101 (F) Elementary Spanish
This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

Class Format: the class meets five hours a week; students will complete workbook and lab exercises weekly

Requirements/Evaluation: evaluation will be based on participation, regular homework exercises, quizzes, a midterm, and a final exam

Extra Info: students registered for RLSP 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLSP 101 and 102) are taken

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: This course is for students who have no previous background in Spanish.

Enrollment Limit: 20

Distributions: (D1)

Fall 2018

LEC Section: 01    M-F 10:00 am - 10:50 am     Soledad  Fox

RLSP 102 (S) Elementary Spanish
This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

Class Format: the class meets five hours a week; students will complete workbook and lab exercises weekly

Requirements/Evaluation: evaluation will be based on daily preparation and participation, regular homework assignments, and frequent tests

Extra Info: students registered for RLSP 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLSP 101 and 102) are taken

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: RLSP 101; this course is for students who have studied less than two years of Spanish in secondary school

Enrollment Limit: 20

Distributions: (D1)

Spring 2019

LEC Section: 01    M-F 10:00 am - 10:50 am     Leyla  Rouhi

RLSP 103 (F) Intensive Intermediate Spanish
This course is a continuation of Spanish 101-102. It is designed to help students improve their proficiency in each of the major skill-groups (listening, speaking, reading and writing) while providing an introduction to the cultures of the Spanish-speaking world. Classroom activities and homework are designed to increase vocabulary and improve your ability to handle daily life in a Spanish-speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural traditions of Latin America and Spain. Film screenings and readings in Hispanic literature, culture and politics will provide material for in-class discussion and some writing assignments. This course provides the linguistic and cultural training that is necessary to engage the diverse Spanish-speaking communities of Latin America, Spain and the US; it will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education.

Conducted in Spanish.

Class Format: class meets four hours a week

Requirements/Evaluation: regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: RLSP 101-102 or by Spanish placement exam

Enrollment Limit: 20

Expected Class Size: 20

Distributions: (D1)

Fall 2018

LEC Section: 01 MR 2:35 pm - 3:50 pm Kathryn Ringer-Hilfinger
CON Section: 02 F 2:35 pm - 3:50 pm Kathryn Ringer-Hilfinger
LEC Section: 03 MWF 11:00 am - 11:50 am Gene H. Bell-Villada
CON Section: 04 W 2:10 pm - 3:00 pm Gene H. Bell-Villada

RLSP 104 (S) Upper Intermediate Spanish

This course is a continuation of Spanish 103. It focuses on the review of grammar as well as on refining writing and speaking skills. A variety of written and audiovisual journalistic media will enable students to deepen their understanding of Hispanic cultures.

Class Format: class meets four hours a week

Requirements/Evaluation: weekly 1- to 2-page compositions, regularity of class participation, oral reports, frequent quizzes, a midterm and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: RLSP 103 or by Spanish placement exam

Enrollment Limit: 22

Expected Class Size: 22

Distributions: (D1)

Spring 2019

LEC Section: 01 MWF 8:00 am - 8:50 am Carolina Melgarejo-Torres
CON Section: 02 W 1:10 pm - 2:00 pm Carolina Melgarejo-Torres
LEC Section: 03 MWF 9:00 am - 9:50 am Carolina Melgarejo-Torres
CON Section: 04 W 2:10 pm - 3:00 pm Carolina Melgarejo-Torres

RLSP 105 (F) Advanced Grammar, Composition, Conversation

In this course students will refine their knowledge of Spanish grammar and vocabulary towards further fluency in speaking and writing. The focus of the class is grammar through active engagement with relevant cultural, literary, and political materials centered for the most part on Spain. Students will produce regular grammar and composition exercises as well as oral reports.

Class Format: seminar; students are required to participate in the TA sessions once a week in addition to two class sessions
**Requirements/Evaluation:** regular grammar and composition assignments, a mid-term, a final exam, occasional quizzes, oral reports; active participation and regular attendance required

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** RLSP 104, or results of the Williams College Placement Test, or permission of instructor

**Enrollment Limit:** 22

**Enrollment Preferences:** first-year students, potential majors

**Expected Class Size:** 22

**Distributions:** (D1)

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**Fall 2018**

**SEM Section:** 01  TR 9:55 am - 11:10 am  Leyla Rouhi

**CON Section:** 02  W 1:10 pm - 2:00 pm  Leyla Rouhi

**RLSP 107 (F) Advanced Grammar and Conversation**

This courses focuses on the development of Spanish linguistic accuracy and oral communication skills. Emphasis is on increasing oral fluency through exposure to media, interaction with native speakers, and participation in a variety of communicative activities. In addition, students will perform regular exercises to improve writing and syntax skills. Throughout the course, they will read journalistic and literary texts in order to stimulate oral and written response and to analyze complex grammatical structures within authentic target language contexts.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on homework, class participation, quizzes, a midterm and final exam and a series of communicative projects

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** RLSP 104, placement exam results, permission of instructor or Department Chair

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors and certificate students, current and potential

**Expected Class Size:** 19

**Department Notes:** if you have taken RLSP 105 you can not take RLSP 107

**Distributions:** (D1)

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**Fall 2018**

**SEM Section:** 01  MWF 8:30 am - 9:45 am  Carolina Melgarejo-Torres

**RLSP 200 (S) Advanced Grammar and Composition through Literature (WI)**

This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 105, by placement exam results, or even after students have begun to sample the Department's literature and culture offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities. *Conducted in Spanish.*

**Class Format:** lecture/discussion

**Requirements/Evaluation:** a weekly essay based on the stories read in class, written lab exercises, participation in the grammatical and literary discussions, quizzes, a mid-term and a final

**Prerequisites:** RLSP 105, any course 201+, placement exam or permission of instructor

**Enrollment Limit:** 19

**Expected Class Size:** 10-19

**Distributions:** (D1) (WI)
RLSP 201 (F) The Spanish Labyrinth

Do Spaniards really dance flamenco and have dinner at 10:00 pm? Does everyone in Barcelona speak Catalan? How can you learn to separate the stereotypical images of Spain from reality? How can we talk about one “Spain”, when the country a complex composite of ancient and diverse cultural remnants mixed with recent influxes of immigrants and separatist movements? How has the vulnerable peninsula survived centuries of violent upheavals and divisiveness; dramatic economic rises and collapses? In this course we will approach Spain by studying examples of its literary and artistic production, from periods of brilliant cultural exchange, and times of censorship and repression. Some topics of focus will be the Inquisition, the Civil War, and contemporary Spain's obsession with its own recent past. Secondary texts will also be provided for historical and socio-political background and reference. Conducted in Spanish.

Class Format: seminar
Requirements/Evaluation: active participation in class discussions, oral presentations, short writing assignments, and a final essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 18
Enrollment Preferences: Spanish majors and certificate candidates
Expected Class Size: 18
Distributions: (D1)

Fall 2018
SEM Section: 01 TR 11:20 am - 12:35 pm Soledad Fox

RLSP 202 (S) Spain's Fin de Siglo and the Crisis of Ideas

In this class we will read the works of some of modern Spain's influential writers from the late part of the nineteenth century and the first three decades of the twentieth. Our aim is to understand how fiction and philosophy represented this significant time in Spain's history. The loss of the war with the U.S. in 1898, the turbulent shifts of power within the country, Spanish regional identities, and the cultural and intellectual movements that shaped Spain on the eve of the Civil War are among the key issues we will address. Our primary sources--largely fiction and poetry by artists such as Miguel de Unamuno, Azorín, Antonio Machado, Pío Baroja--will be complemented with a rigorous study of the cultural landscape of Spain at that time. Our principal engagement with philosophy will be through José Ortega y Gasset, in particular his output from the 1920s.

Class Format: seminar
Requirements/Evaluation: 2 short papers, one long research paper, and oral presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 25
Expected Class Size: 15
Distributions: (D1)

Not offered current academic year

RLSP 203 (F) From Modernismo to El Boom de la Novela (WI)

A survey of some of the leading imaginative writers of Ibero America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lisperctor, and García Márquez. Conducted in Spanish.

Class Format: seminar
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 19

Distributions: (D1) (WI)

Attributes: GBST Latin American Studies Electives;
Not offered current academic year

RLSP 205 (F)  The Latin-American Novel in Translation  (DPE)
Crosslistings: COMP205 / RLSP205

Primary Crosslisting
A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude.
Conducted in English
Class Format: lecture
Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam
Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 22

Department Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

Attributes: GBST Latin American Studies Electives

Fall 2018
LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

RLSP 206 (S)  Latin-American Civilizations
An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. Conducted in Spanish.
Class Format: seminar
Requirements/Evaluation: two essays on assigned topics, one oral presentation, active discussion of the ideas and the facts presented in class, a midterm, and a final
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Expected Class Size: 20

Distributions: (D1)

Not offered current academic year

RLSP 208 (S)  The Spanish Civil War in Literature and Film
The Spanish Civil War (1936-1939) has generated a vast bibliography and filmography that to this day reflect widely antagonistic interpretations of the conflict itself, its roots, and its impact. From the Spanish perspective, the war is the most important single event in understanding modern Spain. The ideals, passions, and consequences of the Spanish Civil War still divide Spaniards and have been recreated and relived by writers, artists, and filmmakers, and debated by historians. The course will begin with a historical introduction to the origins, development, and outcome of the war. Was the Spanish war a national struggle or an international struggle played out on Spanish soil? Along with studying internal Spanish political divisions, we will also consider the impact of the foreign policy positions of other countries-including Germany, Italy, the United States, and Russia--vis-a-vis Spain,
as well as the role of the thousands of foreign volunteers who formed the International Brigades and came from all over the world to fight against Franco. With this historical basis, we will see how the themes and issues of the war are reflected in Spanish poetry, short fiction, novels, and films from the time of the war up through the present day. Readings will include works by Ayala, Cernuda, Neruda, Goytisolo, Sender, Fernan-Gomez, and Matute. Films will include documentaries as well as classic and contemporary features. Conducted in Spanish.

Class Format: seminar

Requirements/Evaluation: evaluations will be based on lively class participation, an oral report, short written assignments, and two papers

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

RLSP 209 (F) Spanish for Heritage Speakers

This course is intended for students of Latino/a heritage. It will address the unique needs of students whose knowledge of Spanish comes primarily from informal and family situations rather than a conventional classroom experience. The goal of the course is to build on and expand students' existing knowledge of Spanish while developing skills for using the language in more formal/academic contexts.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on homework, class participation, and a series of communicative projects

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D1)

Fall 2018

SEM Section: 01  MWF 12:00 pm - 12:50 pm  Carolina Melgarejo-Torres

RLSP 210 (F) A Survey of Spanish Literature from the 11th to the 17th Centuries

This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include selected canonical prose, poetry, and drama of the periods; special emphasis will be given to the myth of the coexistence of three religions in Iberia and the often misguided idea of dividing this literature into the categories of 'medieval' and 'Renaissance'. Conducted in Spanish. This course fulfills the pre-1800 requirement for the Spanish major

Requirements/Evaluation: evaluation will be based on class participation, short paper assignments, and a final paper

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Distributions: (D1)

Not offered current academic year

RLSP 214 (S) "Ecologismo": Literature, Culture and the Environment in Latin America (DPE)

Crosslistings: ENVI218 / RLSP214

Primary Crosslisting

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies--including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism--inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider
short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Class Format: seminar

Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

Extra Info: may not be taken on a pass/fail basis

Prerequisites: RLSP 105, placement exam results, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish and Environmental Studies majors

Expected Class Size: 12

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"--economic, ecological, and cultural--informs Latin American responses to environmental degradation.

Spring 2019

SEM Section: 01    MWF 12:00 pm - 12:50 pm     Jennifer L. French

RLSP 220 (S) Women on the Verge

Crosslistings: RLSP220 / WGSS222

Primary Crosslisting

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.

Class Format: seminar

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under RLSP; meets Division 2 requirement if registration is under WGSS

Not offered current academic year

RLSP 225 (F) Subalternity, Dictatorship, and the Dream of Emancipation: Paraguay, 1811-Present  (WI)

Paraguay is at once the most "typical" of Latin American countries and the most enigmatic. With a predominantly Guaraní-speaking population, enormous disparities of wealth and poverty, and a political tradition that favors authoritarian dictatorship, Paraguay is also celebrated, in certain circles, as the only Latin American nation that actually achieved economic and political independence when the other republics were fast becoming economic dependencies of Britain and the US in the 19th century. This course explores the subjects of subalternity, dictatorship, and the "dream of emancipation" in Paraguay's cultural production of the 19th, 20th, and 21st centuries. We will examine together the writings of the brilliant novelist Augusto Roa Bastos, especially Son of Man and I the Supreme; stories and poems by Teresa Lamas, Josefina Pla, and others; Paraguay's rich and vibrant tradition of visual art; and works of classic and contemporary film. Conducted in Spanish.

Class Format: seminar

Requirements/Evaluation: three essays of 5-7 pages, shorter writing assignments, discussion-leading, active and engaged class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none  
Enrollment Limit: 19  
Enrollment Preferences: Spanish majors  
Expected Class Size: 10  
Distributions: (D1) (WI)  
Not offered current academic year

RLSP 228 (S) Velázquez, Goya, and Picasso (WI)  
Crosslistings: RLSP228 / ARTH228  
Primary Crosslisting  
This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.  
Class Format: tutorial  
Requirements/Evaluation: 3- to 5-page weekly assignment  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Limit: 10  
Enrollment Preferences: first-year students and sophomores  
Expected Class Size: 10  
Distributions: (D1) (WI)  
Distribution Notes: WI: The tutorial format offers students an intensive opportunity to improve their writing by demanding regular writing assignments that the student has to read out loud to their partner and professor. Students write biweekly papers throughout the semester. These papers are then analyzed during the tutorial session by the other student's response

Spring 2019  
TUT Section: T1 TBA Soledad Fox

RLSP 230 (F) Mexican Literature and Film  
This course will offer a survey of the rich and varied cultural production of Mexico, from the colonial period to the present. Students will explore a variety of literary genres (novels and shorter works of prose fiction, poetry and essays) as well as film, journalism and other kinds of cultural production within a framework of historical contextualization and formal analysis. Conducted in Spanish.  
Class Format: seminar  
Requirements/Evaluation: essays, oral presentations, active and engaged class participation  
Prerequisites: Spanish 105, placement exam results, permission of instructor or Department Chair  
Enrollment Limit: 19
Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Distributions: (D1)

Fall 2018

SEM Section: 01   TF 2:35 pm - 3:50 pm   Roxana A. Blancas Curiel

RLSP 274 (S) Women’s Contemporary Cultural Production in Latin America  (DPE) (WI)

Crosslistings: WGSS275 / COMP286 / RLSP274

Primary Crosslisting

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucia Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

Class Format: lecture

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: Spanish 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under WGSS

W: There will be one-page long written exercises every week and two 7-8 pages essays. D: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Attributes: LATS Countries of Origin + Transnationalism Elect;

Spring 2019

LEC Section: 01   MR 1:10 pm - 2:25 pm   Roxana A. Blancas Curiel

RLSP 301 (S) Cervantes’ "Don Quijote"  (WI)

We will devote the entire semester to the study of one novel: Miguel de Cervantes’ Don Quijote, published in the early part of the 17th century. We will try to understand the reasons for the novel's immense and ongoing influence on Western literature and thought. To do so, we will study Cervantes’ masterful handling of issues that continue to have an uncanny relevance to our lives today: relationships between men and women, the perception of Muslims by Christians and vice versa, the role of fiction in life, the shapes of mental illness, how we decide who we are, how our governments and families and friends decide who we are, the fun and annoyance of going on a totally disorganized road trip with someone else, the meaning of justice, and the meaning of storytelling, to name a few things. In the process, we will continually set things in context and make sure that we understand what was going on in Cervantes’ world that might better explain what goes on in his novel. Finally, we will find that even an entire semester is not enough to engage fully with this extraordinary work, but we will be very glad that we made some headway. Conducted in Spanish
Class Format: lecture/discussion

Requirements/Evaluation: active class participation; two to three short projects and one final research project

Prerequisites: any 200-level RLSP course at Williams that is conducted in Spanish, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish majors and Comp Lit majors with the appropriate command of Spanish

Expected Class Size: 15

Distributions: (D1) (WI)

Not offered current academic year

RLSP 303 (S) Cervantes’ “Don Quixote” in English Translation

Crosslistings: COMP350 / RLSP303 / ENGL303

Secondary Crosslisting

A close study of one of the most influential and early European novels. Don Quixote by Miguel de Cervantes (1547-1616 C.E) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the Quixote: the point of fiction in real life, the complications of relationships between men and women, the meaning of madness, the experience of religious co-existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine modern English-language translation, and set it in several relevant contexts to better understand its original intellectual horizon--seventeenth-century Spain--as well as the reasons for its continuing relevance.

Class Format: seminar

Requirements/Evaluation: active participation, at least two short papers, and a final project designed in consultation with the instructor

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any 200-level literature course in foreign languages, COMP, or ENGL, or permission of the instructor.

Enrollment Limit: 30

Enrollment Preferences: Spanish and Comparative Literature majors and upper-class students

Expected Class Size: 30

Department Notes: can count toward the major in Spanish, but consult Dept for details

Distributions: (D1)

Attributes: ENGL Literary Histories A

Spring 2019

SEM Section: 01    TF 1:10 pm - 2:25 pm    Leyla Rouhi

RLSP 306 (S) Latino Writing: Literature by U.S. Hispanics  (WI)

Crosslistings: RLSP306 / COMP302

Primary Crosslisting

Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomas Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Oscar Hijuelos, Cristina Garcia, Junot Diaz and historical texts by Carey McWilliams, and Rodolfo Acuña. Given the absence of a critical consensus around these recent titles, our task is to gain some sense of their common traits as a tradition, and place them within the larger body of literature of the Americas and the world. The tutorial will examine one work or set of authors per week. A student will bring, written out in full, an oral presentation focusing on the artistic features and sociocultural content of the assigned reading. Questioning of the presenter, on the part of the second tutee and the tutor, will follow. The course is designed to accommodate both Spanish and English speaking students. A student able to read and speak Spanish will be paired with another student of similar proficiency. Students who neither read nor speak Spanish will be paired together.

Class Format: tutorial

Requirements/Evaluation: five short oral presentations/papers (about 20-25 minutes) and a final longer one (about 40-45 minutes)
RLSP 308 (S) The Subject of Empire: Race, Gender and Power in the Colonial Era

This class studies Latin American literature of the colonial era (1492-1898) from the perspective of the constitution of the subject: the autobiographical 'yo' that is both the subject of discourse and the object of sovereign power. Our readings will include the most outstanding texts of the group collectively known as the Chronicles of the Conquest—the letters of Christopher Columbus and Hernán Cortés and Bernal Díaz del Castillo's *True History of the Conquest of New Spain*, among others—whose authors endeavor to establish their historical authority and legitimate their actions before the Spanish king. We will also read later works in which racially and sexually marginalized subjects struggle to contest the identities and the conditions imposed on them by a distant sovereign through far-reaching institutional networks: the *mestizo* historian known as El Inca Garcilaso de la Vega, the cross-dressed soldier Catalina de Erauso, the poet Sor Juana Inés de la Cruz, and the slave Juan Francisco Manzano.

Class Format: seminar

Requirements/Evaluation: one short (7-page) paper, one longer (15-20 page) paper, proposal, bibliography, discussion-leading

Prerequisites: one RLSP course at the 200-level or above or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 12

Distributions: (D1)

Attributes: GBST Latin American Studies Electives

Not offered current academic year

RLSP 319 (S) Dictatorship and the Latin-American Novel (DPE)

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied. Students will also read *Absalom! Absalom!* by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound.

Class Format: seminar

Requirements/Evaluation: three 8-page papers, an oral report, a final 3-page paper, and class participation

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 5-10

Distributions: (D1) (DPE)

Distribution Notes: DPE: This course focuses on the ultimate sort of power—namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence--Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

Spring 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm     Gene H. Bell-Villada
RLSP 322 (S) Islam in Spain
Crosslistings: ARAB322 / RLSP322

Primary Crosslisting
The presence of Islam--in all its diverse manifestations--is not new to Europe, least of all to Spain. In this course we will focus for the most part on the medieval and early modern periods, and study several works--primarily of literature, though we will supplement with other texts--in which Muslims and Islam have been portrayed in the Iberian Peninsula. We will cover a wide range of perspectives that include Christian and Muslim writers as well as converts on both sides. While the bulk of the course is focused on the period prior to 1700 CE, we will devote the final few weeks of class to the study of Islam in contemporary Spain using fiction, legal debates, and issues related to immigration. Conducted in Spanish

Class Format: seminar
Requirements/Evaluation: two short papers, oral presentations, one final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any RLSP 200-level class, or results of the Williams College Placement Exam, or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: Spanish majors, Arabic Studies majors
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ARAB

Not offered current academic year

RLSP 402 (S) Senior Seminar Madrid: 1939-2004
In this course we will examine life in Madrid during two key periods: the Franco Dictatorship (1939-1975), and the first four decades of democracy (1975-2016). We will consider how representations of urban landscapes (churches, convents, prisons, museums, slums, bars and schools) have shaped and reflected the lives of madrileñas and madrileños past and present. We will study works by 20th century and contemporary Spanish authors, filmmakers, photographers, and journalists, as well as period advertisements and examples of popular culture. How was Madrid's image as international capital of art, sun, soccer and bullfighting forged? What remnants of the past lurk behind this appealing façade? How do the Atocha train Station bombings of 2004 relate to unresolved political tensions from 1939?

Class Format: seminar
Requirements/Evaluation: active participation in class discussions, oral presentations, short writing assignments, and a final essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any 300 level RLSP course or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Spanish majors and certificate candidates
Expected Class Size: 10
Distributions: (D1)

Not offered current academic year

RLSP 403 (F) Senior Seminar: Early Modern Love and Marriage
We might think that love is a natural human feeling and marriage its happiest consequence, but in fact these two conditions are among the most carefully constructed phenomena in any society, highly dependent on time period and place. In this senior seminar we will focus on pre-modern Iberia to study the many manifestations and constructions of love (and marriage), several of which continue to influence definitions of both to this day. We will look at sacred, profane, family, and married love through treatises, medical writings, plays, short stories, poems. Our theoretical underpinnings will come from reflections on love from the time period under consideration as well as contemporary critiques of love and marriage. Primary sources will include early lyrical traditions, the poetry of King Alfonso X, the works of Santa Teresa, Lope de Vega, Calderón de la Barca, Cervantes, among others. Conducted in Spanish.

Class Format: seminar
Requirements/Evaluation: regular presentations, two to three short papers, one research paper preceded by class presentation, active participation and regular attendance required
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any 300-level RLSP course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: senior Spanish majors and Comparative Literature seniors with Spanish focus

Expected Class Size: 15

Distributions: (D1)

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Fall 2018

SEM Section: 01    TF 1:10 pm - 2:25 pm     Leyla Rouhi

RLSP 493 (F) Senior Thesis: Spanish
Spanish senior thesis

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D1)

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Fall 2018

HON Section: 01    TBA     Jennifer L. French

RLSP 494 (S) Senior Thesis: Spanish
Spanish senior thesis

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributions: (D1)

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Spring 2019

HON Section: 01    TBA     Jennifer L. French

RLSP 497 (F) Independent Study: Spanish
Spanish independent study.

Class Format: independent study

Distributions: (D1)

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Fall 2018

IND Section: 01    TBA     Jennifer L. French

RLSP 498 (S) Independent Study: Spanish
Spanish independent study.

Class Format: independent study

Distributions: (D1)

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Spring 2019

IND Section: 01    TBA     Jennifer L. French
The Department of Theatre is committed to the merging of embodied practice and scholarship in the fields of theatre and performance studies. The curriculum is dedicated to the study, practice, appreciation, and interpretation of theatre, performance, and other time-based arts. The major in Theatre emphasizes the collaborative nature of the theatre and performance making by drawing upon courses offered by faculty of the Language, Literature, Music, and Art Departments. Although students will be equipped to proceed to graduate and professional schools in theatre, the major is primarily directed toward those interested in studying theatre and performance as artistic phenomenon and as interpretive tools. Because a deep understanding of theatre requires training and experience with the synthesis on stage, the major includes curricular study of production and performance, as well as continued participation in departmental stage production.

The production arm of the Department of Theatre operates under the supervision of the departmental faculty. Major departmental productions as well as laboratory and experimental productions of all kinds are mounted on the new stages of the '62 Center for Theatre and Dance. Participation in acting or technical work is open to all members of the Williams College community. Students majoring in Theatre will be asked to consult regularly with departmental advisors in devising the sequence of courses and production participation that will constitute their major.

MAJOR

The Major in Theatre consists of nine courses, including the following:

- Theatre 101 The Art of Playing: An Introduction to Theatre and Performance
- Theatre 201 Worldbuilding: Staging and Design For The Theater
- Theatre 301 Embodied Archives: Global Theatre & Performance Histories
- Theatre 406 Practicing Theory: Senior Seminar

Five additional elective courses must be taken from the department's other offerings (including courses cross-listed with Theatre). Two of the five electives must be taken at the 200-level or higher by the end of the student’s junior year, and an additional two of the five must be taken at the 300-level or higher by the time of graduation. Substitutions of other Williams' courses, or of Study Abroad courses, may be made only with the consent of the department Chair. Students should consult with the department Chair regularly in planning a balance of practice and scholarship in their elective choices and in mapping a route through the major.

Production Requirement for the Theatre Major:

All majors in Theatre are required to participate in a minimum of four department productions. Participation in at least one of these four must be in stage management. Assignment to productions in stage management must be made in consultation with the department Chair. Students participating in a production will be enrolled in THEA 290-299: Theatre Department Production as a partial-credit, fifth course, admitted by permission of the department Chair and evaluated on a Pass/Fail basis only. Students remaining in the course beyond the sixth week of the start of a term will be graded by the instructor. Enrollment is by audition or appointment within the Theatre department. Students who do not wish to enroll for credit will be given the opportunity by the department to be removed from the course. Rehearsals for productions are scheduled TBA, based on the availability of the ensemble, and do not conflict with other academic commitments, such as evening courses or evening exams. The department normally produces three productions per academic year. Students may enroll in multiple productions in the same semester and may repeat a production course by permission of the department Chair. For each departmental production they participate in, a student will receive a partial credit of .5 on their College transcript. Production credits do not accrue, nor do they count towards a student’s 32 required course credits for graduation.

THE DEGREE WITH HONORS IN THEATRE

Candidates for Honors will apply for admission through the submission of a portfolio to the Department Chair by February of their junior year, as well as a description of their proposed project. The project description is a written essay of approximately 750-1000 words that describes in detail the nature, goals, methodology and approximate budget, if applicable, of the proposed course of study to be undertaken in the pursuit of Honors. When developing their project proposal, candidates are encouraged to familiarize themselves with successful past Honors projects from materials provided by the Department. The portfolio will be comprised of four parts:

The first part will include a list of the courses students have taken relevant to their work towards the major. This list will include courses offered by
the Theatre Department, but may also include classes taken in other Departments. Students should also list and describe relevant independent studies and production credits.

The second part of the portfolio will include a selection of materials developed for these courses and productions listed in Part 1. The selection should include at least three papers or samples of other written work, and might also include design projects, director’s notebooks, studio art projects, actor’s journals or other forms of documentation of the candidate’s work. For students who have taken a semester away, it is particularly important that they provide the Department with a detailed picture of their activities while studying off-campus. Course descriptions and syllabi should be submitted in addition to a list of courses taken and activities performed.

The third part of the portfolio is an annotated bibliography of approximately twelve dramatic or critical texts the student has read, and that the student feels have had particular relevance in their Theatre education to date. Annotations should be based upon a particular angle of engagement with the text, that reflects the area or areas that the student has chosen to emphasize in their theatrical training. For instance, one might choose to write from the point of view of an actor, a designer, a director, a playwright, or a dramaturg. Generally, annotations should be one or two paragraphs long.

The portfolio should conclude with a retrospective essay that reflects on the materials that are being submitted. Students should look for connections between the various aspects of their work, state any theoretical positions that they have come to embrace, assess their strengths and weaknesses, and discuss their educational goals for their work with the Department during their Senior year.

The portfolio will be examined alongside the student’s record and their project description; a determination will then be made as to admission into the Honors program. Students intending to apply for Honors should meet with the Department Chair or designated Honors Coordinator by the end of the fall semester of their junior year. Once a student is admitted to the Honors program, the department Chair will assign an Honors Project Advisor, who will work with the student to specify a timeline and work program for the completion of the Honors Project. At a minimum, this will entail enrollment in Theatre 493 or 494, plus W32, plus one other course offered either within the department or elsewhere that the candidate and thesis advisor designate as contributing specifically to the overall goals of the honors work. This honors elective may not fulfill any other portion of the Theatre Major, or any other major the student may be pursuing. All honors candidates will present their completed projects to the Department Honors Committee for evaluation.

STUDY ABROAD

The Theatre Department attempts to work individually with majors and prospective majors who desire to study abroad. In general, with careful planning it is usually quite easy for students to complete the major in Theatre if they study abroad for one semester of their junior year. For those wishing to study abroad for more than one semester of junior year, a more complicated situation may arise, but one that can often be successfully managed through close consultation with the department chair. Students are encouraged to consult with the chair early in their Williams careers if they anticipate a combination of Theatre major and study abroad.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
THE NATIONAL THEATRE INSTITUTE

The Department of Theatre is affiliated with the National Theatre Institute, which offers additional theatre study through its resident semester program. The Institute is fully accredited by Connecticut College and is a member of the Twelve-College Exchange. Limited numbers of Williams students can therefore be selected to take a full semester of intensive theatre study at the NTI, located at the Eugene O'Neill Memorial Theatre Centre in Waterford, Connecticut. During the semester, students from participating colleges live and work as members of a theatre company gaining experience with professional theatre artists in a workshop environment. Early application is essential.

THEA 14 (W) Classic and Contemporary Musical Theater
Crosslistings: MUS14 / THEA14
Secondary Crosslisting
This Winter Study will give participants an opportunity to study and perform numbers for one or more singers in great American musicals and European light operas. You have sung a solo, you have sung in chorus--now practice the exacting art of singing an ensemble on stage. The course will culminate with a performance of ensembles, solos, and duets from a variety of musical theater shows. Other ensembles from European models may also be included. Singers, actors, and pianists are all welcome to participate. The course is intended especially for singers who wish to have some stage time, and for actors who wish to work on their singing. Adjunct Instructor Bio: Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an Associate Artist in the Music Department at Williams College. He can be reached at kkbler@williams.edu.

Class Format: afternoons
Requirements/Evaluation: a student may fulfill the requirements of the course by performing challenging numbers from the great American songbook in the final class public performance
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: the instructor will communicate with those wishing to register either in person or via email
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Keith E. Kibler

THEA 15 (W) Shadow Puppetry
Crosslistings: ARTS15 / THEA15
Primary Crosslisting
The ancient art of shadow puppetry has seen a resurgence in contemporary art and theater. William Kentridge writes, "It is in the very limitations of shadows that we learn...It is in the gap between the object and its representation that the image emerges, the gap we fill in." In this course, students will explore a range of techniques in shadow theater and build towards a culminating performance. We will survey the history of the form, from Asian traditions such as wayang kulit, through Victorian shadow plays, to the uses of shadow by contemporary theater makers and artists (e.g. William Kentridge, Kara Walker). Shadow puppeteer Karen Zasloff and visiting artists will guide students in creating shadow imagery from flat cutouts, sculpted objects and their bodies, and choreographing scenes on a classroom overhead projector and translucent screen. In small groups, we will interpret excerpts of prose and poetry through these handmade projections, exploring relationships among text, image sequences and music, culminating in a public performance. We will meet three times/week for three-hour sessions, with additional supervised lab and rehearsal periods according to our needs. Some basic equipment will be supplied, but students will be expected to purchase some of the materials. Adjunct Instructor Bio: Karen Zasloff has created performances in the US and abroad with shadows, toy theater, giant puppets and video, on themes of political violence and the unconscious. She has performed in NY at PS1, Saint Ann's Warehouse, National Sawdust, PS122 and Here Arts Center, and for 20 years with the Bread and Puppet Theater. Her drawings feature in "Banished", which premiered at Sundance 2007. Recent projects focus on Rwanda and
South Africa, including a Fulbright with the Handspring Puppet Company.

**Requirements/Evaluation:** short presentations and works in progress

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** students will be asked to submit a letter of interest

**Materials/Lab Fee:** $215

**Attributes:** EXPE Experiential Education Courses

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**THEA 20 (W) Performing Self-Portraiture in the Age of Instagram**

**Crosslistings:** THEA20 / WGSS20 / ARTS20

**Primary Crosslisting**

What does it mean to represent your own body? How do we craft compelling performances of self in a social media marketplace that treats our bodies as currency? In this studio course, we look at the lineage of the self-portrait and the role it plays in the creation of our personal mythologies. We will consider the work of Frida Kahlo, Cindy Sherman, Carrie Mae Weems, Jacolby Satterwhite, Kim Kardashian West and others. How have artists, now and in the past, turned the camera on themselves? Is it possible to subvert the gendered and racialized gaze? Students will create their own kinetic self-portraits, exploring forms such as looping video, gifs, stop-motion, and animation. Adjunct Instructor Bio: Kameron Neal is a queer Black video artist and performance-maker based in NYC. His work has been seen and developed at Ars Nova, BAM, La MaMa, New York Theatre Workshop, Soho Rep., Digital Graffiti Festival, Vox Populi and Yale's Center for Contemporary Arts and Media. Kameron has also designed campaigns for The Public Theater, Joe's Pub, Under the Radar Festival, and Shakespeare in the Park, with the creative direction of Pentagram partner, Paula Scher.

**Class Format:** afternoons

**Requirements/Evaluation:** final performance

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** if overenrolled, students will be selected by submitting a brief statement of interest

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

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**THEA 30 (W) Senior Production: Theatre**

Theatre senior production.

**Class Format:** senior project

**Distributions:** (D1)

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**THEA 31 (W) Senior Thesis: Theatre**

Theatre senior thesis.

**Class Format:** thesis

**Distributions:** (D1)
THEA 32 (W) Senior Honors Thesis: Theatre

Class Format: independent study

THEA 99 (W) Independent Study: Theatre

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D1)

THEA 101 (F) The Art of Playing: An Introduction to Theatre and Performance

Crosslistings: COMP151 / THEA101

Primary Crosslisting

An introduction to the global art and practice of making theatre. Students will learn basic methods of acting alongside fundamentals of dramatic and live performance analysis. Emphasis will be on the comparative study of global embodied practices and literature in the fields of theatre and performance studies. Through workshops with guest artists and faculty, we will explore cutting-edge approaches to the field, deepening our engagement with theatre as a constantly evolving art form. Students are required to attend and write about live performances and art throughout the term. As a capstone project, students will perform selected scenes before a public audience, using practical and interpretive skills gained from the course. This course is open to all students, is a gateway to the major in Theatre, and is a prerequisite for THEA 201, THEA 204, THEA 301, and THEA 401.

Class Format: seminar; course will include both a seminar (1 hour and 15 minutes/week) and studio (2 hours and fifteen minutes/week); the total class meeting time will be 3 hours and 30 minutes per week

Requirements/Evaluation: two 5-page critical papers, weekly in-class writing, script analyses, studio presentations, active participation in class, and a final public performance

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: prospective Theatre majors or Theatre majors or Comparative Literature majors

Expected Class Size: 18

Distributions: (D1)

THEA 102 (F) In the Room Together: An Introduction to Dance, Theatre, and Live Performance
Crosslistings: ARTS102 / THEA102 / DANC102

Primary Crosslisting

This course offers an introduction to the time-based art of performance, focusing on the embodied and social act of collaboration. Students will explore through a rotating studio and seminar-based format methods for creating and approaching art across a range of time-based media (dance, theatre, performance art, social media, spoken-word poetry), providing a foundation for the expression of ideas through performance. Over the term, students will develop, workshop and perform site-specific pieces, culminating in a final public presentation to the community. Through independent research projects, writing and class discussion, students will study makers whose work unsettles the boundaries of dance, theatre, and performance, such as: Anne Bogart, Bill T. Jones, Pina Bausch, Meredith Monk, Lin Manuel-Miranda, E. Patrick Johnson, Young Jean Lee, and Beyoncé. Evaluation will be based on an assessment of the student's work, participation, commitment, practice, curiosity, creativity, and collaboration with peers. Students will be required to attend '62 Center Series programming as may be required to attend other performance events as well. This course is open to students at all levels of experience and is a gateway and requirement to the major in Theatre.

Class Format: combined studio/seminar

Requirements/Evaluation: assignments will include writing reflections, showings of works in progress, oral presentations, a final performance, and a 5- to 7-page curatorial paper

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: students considering the major or already majoring in Theatre

Expected Class Size: 18

Department Notes: this course serves as the gateway to the major in Theatre and is a prerequisite for several courses in the Theatre major

Distributions: (D1)

Not offered current academic year

THEA 103 (F) Acting: Fundamentals

In this course students will examine the power of public presence through theory and practice while expanding their talents, sensitivity, and imagination, and will increase their self-awareness, confidence, creativity, and other skills that are useful in social situations, public speaking, and theatre performances.

Class Format: studio

Requirements/Evaluation: evaluation will be based on committed participation in class, preparation and performance of assigned material, and some modest written assignments

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: none

Expected Class Size: 14

Distributions: (D1)

Fall 2018

STU Section: 01  T 1:10 pm - 3:50 pm  Omar A. Sangare

STU Section: 02  W 1:10 pm - 3:50 pm  Omar A. Sangare

THEA 120 (S) Introduction to Performance Art

Crosslistings: ARTS120 / THEA120

Secondary Crosslisting

Historically, artists have turned to performance art during times of collective trauma to observe, analyze, and deconstruct established systems of power. This course will explore the legacy, theory, and practice of this radical and subversive genre. Equal parts studio and seminar students will engage in open dialogue based on assigned readings, screenings, and museum/gallery visits. Starting with the emergence of Dadaism during World War I, and exploration of works by artists that will include: Adrian Piper, David Hammons, Lynda Montano, Chris Burden, Clifford Owens, and Anna Mendieta, students will gain an understanding of the mechanisms of performance: The body as object, The Gaze (the dynamics of viewing/being
viewed), active and inactive participants, and breaking the fourth wall. This class is open to all students that are willing to embrace the awkwardness of their humanity and the vulnerabilities of our collective bodies.

**Class Format:** combined studio/seminar

**Requirements/Evaluation:** completion of 4 assigned projects, assigned readings, active class participation, creation of an independent final project, attend scheduled lectures, museum/gallery trips

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Art Studio majors, first-years, sophomores

**Expected Class Size:** 15

**Materials/Lab Fee:** lab fee of $100 will be charged to term bill

**Distributions:** (D1)

**Not offered current academic year**

THEA 125 (F) Theater and Politics (WI)

Crosslistings: ENGL125 / THEA125

**Secondary Crosslisting**

This seminar traces the surprisingly close and controversial relationship between theater and politics from ancient Greek tragedy to modern literature, contemporary film and philosophy. When Plato kicked off political philosophy by outlining his ideal city-state, one of his first moves was to ban theatrical performance on the grounds that play-acting would make men poor governors of themselves. In more recent times, however, the work of artists and playwrights as diverse as Bertolt Brecht and Antonin Artaud have provocatively suggested that theater itself could remedy the ills that Plato thought it caused. In today's age of global spectatorship, writers, artists, and activists continue to ask: who are the real actors and spectators of today's digital world-stage, when governments and other powerful institutions have increasingly sophisticated tools for gathering information about and controlling the on-looking masses, but revolutions are nevertheless organized via social media or triggered by cell phone images? May include works by Plato, Euripides, Melville, Woolf, Rancière, and Claire Denis.

**Class Format:** seminar

**Requirements/Evaluation:** three papers and a portfolio of interpretive questions, totaling 20 pages of written work

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Distributions:** (D1) (WI)

**Fall 2018**

**SEM Section:** 01    MR 2:35 pm - 3:50 pm     Walter Johnston

THEA 129 (S) Institutional Critique (DPE)

Crosslistings: THEA129 / ARTS129

**Secondary Crosslisting**

This introductory course will investigate the performance potential of the radical art making methodology known as Institutional Critique. Influenced by Situationalism, and the Fluxus movement, Institutional Critique emerged as a way for artists to respond to the art worlds elitism, monopoly on culture, and dependency on Capitalism. Through collaborative performance based projects and readings students will explore the possibility of art to critically intervene in the hegemonic order and insight change within power relationships. We will also explore related movements such as Socially Engaged Practice, a term that describes art that is participatory and focuses as people as the medium. Artists covered will include: Thomas Hirshhorn, Tim Rollins, and Andrea Fraser. You do not need any prior experience just a willingness to use the power of voice and body.
Class Format: studio
Requirements/Evaluation: 3 collaborative projects, final independent project, readings, active participation, museum gallery visits, quality of work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: none
Expected Class Size: 10
Materials/Lab Fee: lab fee of $125
Distributions: (D1) (DPE)
Distribution Notes: DPE: Through a diverse selection of essays, visual art, and contact with prominent voices operating at the intersection of theory and practice students will examine how the concentration of power in the United States and Europe has contributed to inequities within educational, legislative and artistic institutions. Students will then transfer what they've learned to a research based visual practice that priorities social discourse.

Spring 2019
STU Section: 01    W 1:10 pm - 3:50 pm     Allana M. Clarke

THEA 141 (F) Opera
Crosslistings: MUS141 / THEA141

Secondary Crosslisting
An introduction to the history of opera, from the genre's birth c. 1600 to the present. At various points in its 400-year development, opera has been considered the highest synthesis of the arts, a vehicle for the social elite, or a form of popular entertainment. Opera's position in European cultural history will be a primary focus of our inquiry. We will also study the intriguing relationship between text and music, aspects of performance and production, and the artistic and social conventions of the operatic world. The multidimensional nature of opera invites a variety of analytical and critical perspectives, including those of music analysis, literary studies, feminist interpretations, and political and sociological approaches. Works to be considered include operas by Monteverdi, Lully, Charpentier, Handel, Gluck, Mozart, Rossini, Donizetti, Verdi, Wagner, Bizet, Puccini, Strauss, Berg, Britten, Glass and Adams. This course may involve a trip to the Metropolitan Opera.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on a midterm, a brief paper, an 8-page paper, and a final exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D1)

Fall 2018
LEC Section: 01    MR 1:10 pm - 2:25 pm     W. Anthony Sheppard

THEA 150 (S) The Broadway Musical
Crosslistings: MUS150 / THEA150

Secondary Crosslisting
Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan,
Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: lecture/discussion

Requirements/Evaluation: based on a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: none

Expected Class Size: 30

Distributions: (D1)

Not offered current academic year

THEA 201 (S) Worldbuilding: Staging and Design For The Theater

Crosslistings: ARTS201 / THEA201

Primary Crosslisting

This course examines the designer's and director's creative processes as they work together to imagine the fictional worlds of theatrical productions. Over a series of practical projects in staging, mise-en-scene, and various design disciplines, we will develop techniques for eliciting an initial creative response to a text, developing that response into a point-of-view, and solving the practical needs of the production. Particular emphasis is placed on how design elements synthesize with one another, and with the work of the actors and director, to form the larger intellectual, emotional, and physical context of the work as a whole. Students will adopt various creative roles throughout a series of assigned projects, giving a broad exposure to the work of designers and directors. Basic presentation skills and technique, as well as methodologies for critical feedback, will be taught as crucial elements of staging and design development.

Class Format: studio

Requirements/Evaluation: evaluation will be based upon committed participation in class discussion and feedback; and the thoughtful, timely completion of 4 design/staging projects plus a month-long final project taken through multiple iterations

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Theatre majors and prospective Theatre majors

Expected Class Size: 12

Department Notes: this course is required for the Theatre major; this course does not count toward the Art major

Materials/Lab Fee: materials and copying $125 to be added to the student's term bill

Distributions: (D1)

Spring 2019

STU Section: 01 MW 11:00 am - 12:50 pm David Gürçay-Morris

LAB Section: 02 W 1:10 pm - 3:50 pm David Gürçay-Morris

THEA 202 (F) Ways of Knowing: Music, Movement, Memory


Primary Crosslisting

This interdisciplinary seminar proceeds from the premise that the body knows. Ongoing colonial modernity is rooted in a racialized hierarchy: the "civilized" life of the mind vs. the "primitive" instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don't last. In this course, we will subject this logic to close scrutiny. As performance scholar Diana Taylor asks, "Whose memories, traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge?" In this course, we look to music, movement, and other repertoires as ways of knowing, remembering, and world-making. How does embodied knowledge travel across time and space? How have performance practices served as modes of
what Ashinaabe cultural theorist Gerald Vizenor calls "survivance" (survival + resistance) for indigenous, nomadic, queer, and colored communities. Case studies include: the Middle Passage and the syncretic birth of the Blues in the Americas; nomadism, the nation-state, and the migration of Romani music; and the evolution of queer ball culture. Students will engage with a variety of texts (verbal, sonic, visual, kinesthetic) and respond to them critically not only through writing and discussion, but also through their own performance practices.

**Class Format:** seminar

**Requirements/Evaluation:** in-class participation, creative/critical responses to texts, final paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** if overenrolled, theater majors will get preference

**Expected Class Size:** 14

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under THEA or DANC; meets Division 2 requirement if registration is under AFR or WGSS

*Not offered current academic year*

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**THEA 204 (S) Acting: Scene Work**

Students will continue to develop technical skills, and the emotional and intellectual resources, required for the actor. The focus will be on the issues of characterization, textual understanding and emotional depth. The means of study and experimentation will be intense scene work requiring thorough preparation and creative collaboration. Improvisation and other exercises will be used to complement the textual work. The dramatic texts providing scenes for class will be from the early realist works onward. Students will be expected to have had previous acting or performance experience, either through completion of Theatre 101, 102, or 103 or through other relevant production experience.

**Class Format:** studio

**Requirements/Evaluation:** although there will be some modest written assignments, evaluation in the course will principally reflect the degree of committed participation in the preparation and performance of acting exercises

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** THEA 101, 102, or 103 or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre majors or prospective Theatre majors

**Expected Class Size:** 14

**Department Notes:** this course is intended for students coming out of THEA 101 who are interested in continuing with acting

**Distributions:** (D1)

**Attributes:** PERF Interdepartmental Electives

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Spring 2019

STU Section: 01  M 1:10 pm - 3:50 pm  Robert E. Baker-White

**THEA 206 (S) Directing for the Stage**

An introduction to the resources available to the Stage Director for translating interpretive concepts into stageworthy physical realization. Kinetic and visual directorial controls, as well as textual implications and elements of dramatic structure, and strategies of working with actors and other collaborators will be studied in detail. Most assignments will involve hands-on directing projects presented in class for collective critique.

**Class Format:** studio

**Requirements/Evaluation:** evaluation will be based principally on committed participation in the preparation and performance of production exercises; there will be some written assignments, including the assembly of directing production books and critiques of several productions

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none
Enrollment Limit: 12
Enrollment Preferences: Theatre majors and prospective Theatre majors
Expected Class Size: 8
Distributions: (D1)

Spring 2019
STU Section: 01    T 1:10 pm - 3:50 pm    Robert E. Baker-White

THEA 207 (S) Acting: Physical Theatre and Body Language
This semester Theatre 207 will focus on processes of Physical Theatre. The class is open to students interested in developing their ability in communication through the art of body language. Assigned research, analysis, discussions, and improvised exercises on stage will give us the opportunity to expand our understanding of physical vocabulary and will help us to express our intentions by evocative behavior. Based on various theatre techniques, this course will hone artistic skills for performance and improve students' confidence in their interactions with other people.

Class Format: studio
Requirements/Evaluation: evaluation will be based on committed participation in class, and preparation and performance of assigned material
Prerequisites: none
Enrollment Limit: 10
Expected Class Size: 10
Distributions: (D1)

Spring 2019
STU Section: 01    M 1:10 pm - 3:50 pm    Omar A. Sangare

THEA 208 (F) Voice, Speech & Song for the Actor
Continuing the vocal technique work in THEA 205, this course provides an intense practice that further deepens the body-voice connection, builds and troubleshoots speech technique, and expands vocal strength, range and endurance through song. Through incorporating the resonator techniques of Roy Hart and Meredith Monk, the speech drills of Edith Skinner and the fundamentals of musical training for the voice, students finish the course able to complete an hour long full voice/speech/song work out. In addition to building a repertoire of voice, speech and singing drills; students will explore how to “act” a song, combining speaking and singing, using songs from the plays of Bertolt Brecht.

Class Format: studio
Requirements/Evaluation: attendance, participation, drills, and tests on technique
Extra Info: may not be taken on a pass/fail basis
Prerequisites: Intro to Acting (100-level course) or permission of the instructor
Enrollment Limit: 14
Enrollment Preferences: Theatre majors, then Music majors
Expected Class Size: 10
Distributions: (D1)

Not offered current academic year

THEA 209 (F) Public Speaking: Traditions and Practice
Crosslistings: THEA209 / AFR202
Secondary Crosslisting
Effective oral communication skills are necessary for any student, regardless of major or area of concentration. This course is designed to give students an introduction into the fundamentals of oral communication. We will discuss the critical role of both speakers and listeners within the transactional process of communication. Together we will explore African American oratorical traditions through viewing, listening to, and reading speeches from notable figures such as Frederick Douglass, Fannie Lou Hamer, Barak Obama, and many others. With an emphasis placed on
Aristotelian and African American rhetorical methods of persuasion, evidence-based research, and organization, students will gain a better understanding of what it means to be an ethical and responsible communicator. Students will give three formal speech presentations with a focus on informative and persuasive elements. Through discussions, lectures, activities, readings, and speech presentations, students will develop meaningful skills to effectively communicate in the public setting.

Class Format: seminar

Requirements/Evaluation: students will give three formal speech presentations with a focus on informative and persuasive elements; through discussions, lectures, activities, readings, and speech presentations, students will develop meaningful skills to effectively communicate

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year and sophomore students.

Expected Class Size: 19

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AFR; meets Division 1 requirement if registration is under THEA

Not offered current academic year

THEA 211 (F) Performing Greece

Crosslistings: CLAS211 / THEA211 / COMP248

Secondary Crosslisting

Modern readers often encounter Homer, Sappho, Sophocles, and the Greek orators as written texts, yet their first ancient audiences experienced the words of these authors not in silence and solitude, but in live performance contexts. This course, therefore, will take up performance as a critical lens for interpreting ancient Greek literature, situating these works within a rich culture of song, dance, speech, and debate. From the Homeric epics and the masterpieces of Greek tragedy and comedy to the speeches and dialogues of Demosthenes, Thucydides, and Plato, we will survey the evidence for the musical, visual, and embodied aspects of Greek literature. At the same time, we will reflect on the rewards and limits of enlivening the ancient world through the reconstruction and re-imagination of its performative dimensions. Our attention to performance will give us a distinct perspective on many important topics within the study of Greek civilization, including the construction of personal and collective identity, the workings of Athenian democracy, and the development of literary genres. In addition to a wide selection from Greek poetry, drama, and prose, our readings will include works by ancient and modern theorists of performance and culture. All readings are in translation.

Class Format: lecture

Requirements/Evaluation: class participation, two essays (5 pages), midterm, final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-year students and sophomores and majors in Classics, Comparative Literature, and Theatre

Expected Class Size: 35

Distributions: (D1)

Fall 2018

LEC Section: 01 MR 1:10 pm - 2:25 pm Sarah E. Olsen

THEA 212 (F) From Stage to Page: Writing about Dance (WI)

Crosslistings: DAN212 / THEA212

Secondary Crosslisting

We commonly understand the word “choreography” to mean the creation of dance movement. The Greek roots of choreography, however, are choreia (the synthesis of dance, music and singing) and graphein (to write). For centuries, people have attempted to pin dance down on the page, translating an ephemeral, embodied performance art into written form. In this writing-intensive tutorial, students will investigate four major modes of dance writing: dance notation or scoring, dance criticism, dance ethnography, and dance history, with a shorter fifth unit on a new avant-garde form, “performative writing.” Students will study important examples of each form, such as Rudolf Laban's famed system of dance notation and Katherine Dunham's ethnographic account of dance in Jamaica, Journey to Accompong. Students will then delve into each form of writing themselves. For example, they
will work with Mellon Artist-in-Residence Emily Johnson as "scribes" for her creative process, attend live dance concerts at the '62 Center and Mass MoCA as the basis for writing pieces of dance criticism, conduct participation-observation research by attending social dance events to write mini-ethnographies of their experiences, and work with librarians to learn about resources at Sawyer for researching dance history.

Class Format: tutorial
Requirements/Evaluation: short analytical papers every other week, preparedness for being a respondent and discussant
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first and second year students
Expected Class Size: 10
Distributions: (D1) (WI)

THEA 214 (S) Playwriting (WI)
Crosslistings: THEA214 / ENGL214

Primary Crosslisting
A studio course designed for those interested in writing and creating works for the theatre. The course will include a study of playwriting in various styles and genres, a series of set exercises involving structure and the use of dialogue, as well as individual projects. We will read and we will write, beginning with small exercises and working toward a longer final project. Students will be expected to share in and respond to each other's work on a weekly basis, and to present their own work regularly. At the end of the term, we will share our collaborative work with the community as part of an open studio experience.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on attendance, completion of all class assignments, and class participation
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Theatre and English majors
Expected Class Size: 14
Distributions: (D1) (WI)
Attributes: FMST Related Courses;
Not offered current academic year

THEA 215 (S) Asian-American Identities in Motion: Global Approaches to Dance
Crosslistings: DANC214 / THEA215 / AMST214 / GBST215

Secondary Crosslisting
The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Class Format: seminar
Requirements/Evaluation: evaluation includes reading responses and essays, class participation, and presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: none
THEA 215 (F) Performance Ethnography: Global Approaches to Dance
Crosslistings: ANSO214 / THEA215 / AMST214 / DANC214 / GBST215

Secondary Crosslisting
The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement and performance ethnography. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) will read ethnographic studies of dance and performance practices from different parts of the world, and (iii) will do field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and will include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance experience required.

Class Format: seminar
Requirements/Evaluation: class participation, reading responses and essays, fieldwork and field notes, and presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under GBST, AMST or ANSO

THEA 222 (S) Solo Performance

In this tutorial, students will study the process of the creation of one-person performance pieces and will work individually or in collaboration to create original solo works. Each student will perform their own piece at the end of the semester in a final public performance. Students will learn about developing a general production concept and scenic vision, choosing or writing a script, building a character, designing (set, lighting, costume, and sound), publicity, and combining all aspects of theatrical craft to create a successful solo piece. Course time will be divided between class discussion and individual rehearsals with the instructor. Students interested in acting, directing, writing, producing, dramaturgy, design, stage management, and criticism are all welcome.

Class Format: tutorial
Requirements/Evaluation: creating a script, building a character, developing various aspects of design, performing a solo piece, and writing a self-evaluation at the end of the semester
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: permission of instructor
Enrollment Limit: 10
Enrollment Preferences: to be determined by instructor
Expected Class Size: 4
THEA 224 (F) Interdisciplinary Approaches to Performance Art

Crosslistings: THEA224 / ARTS224

Secondary Crosslisting

Mud, meat, lard, time, Instagram, and language. These are the materials of performance art. Students will develop distinct and focused voices as performers/artists by gaining an understanding of the methods and theories that inform the performance art genre. Assigned projects will examine the relationship between performance, video, photography, sculpture and digital platforms. Seminars will focus on the catalogs of contemporary artists whose interdisciplinary practices heavily incorporate performance methodologies. Artists covered will include: Tania Bruguera, Santiago Sierra, Kalip Linzy, and Tameka Norris.

Class Format: studio

Requirements/Evaluation: completion of 3 guided projects, assigned readings, active class engagement, independent final project, attending lectures, museum/gallery trips

Extra Info: may not be taken on a pass/fail basis

Prerequisites: students who have previously taken a studio class with performance elements, a dance or theater class, or by permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Art Studio majors

Expected Class Size: 12

Materials/Lab Fee: lab fee of $150 will be added to the student's term bill

Distributions: (D1)

THEA 225 (F) Gender and Sexuality in Asian American Theater

Crosslistings: THEA225 / COMP218 / WGSS225

Secondary Crosslisting

This class begins with the premise that intersectional and interdisciplinary studies of gender and sexuality need to be, and in significant ways already are, in conversation with Asian American studies and theater. How might contemporary Western discourses of masculinity and heterosexuality, for example, depend upon theatrical constructions of Eastern sexual alterity? How have Asian American artists managed and critiqued historically gendered and sexualized stereotypes (e.g., hypersexual Dragon Lady, virginal Lotus Blossom, asexual Charlie Chan) through theatrical intervention? This seminar will closely read dramatic literature written by Asian American artists, as well as engage scholarship in Asian American gender and sexuality studies and performance studies. We will read the work of playwrights including Ayad Akhtar, Ping Chong, Frances Ya-Chu Cowhig, Velina Hasu Houston, David Henry Hwang, Young Jean Lee, Diana Son, Lauren Yee, and Chay Yew.

Class Format: seminar

Requirements/Evaluation: in-class participation, weekly reading responses, midterm reflection, in-class reading, short essay, final essay

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: declared WGSS majors

Expected Class Size: 16

Distributions: (D2)
THEA 226 (S) Gender and the Dancing Body
Crosslistings: THEA226 / AMST226 / DANC226 / WGSS226
Secondary Crosslisting
This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.
Class Format: seminar
Requirements/Evaluation: class participation, reading responses and essays, and presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: WGSS majors
Expected Class Size: 10-15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under WGSS or AMST

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

THEA 227 (S) Made in China or Making "China"?: Twentieth-Century Chinese Performative Culture
Crosslistings: THEA227 / CHIN227 / COMP227
Secondary Crosslisting
This course explores the ways in which twentieth-century Chinese performative culture fashioned our contemporary understanding of "China." Starting with Chinese hybrid theatres staged in the US, Japan, and semicolonial Shanghai in the early 1900s and ending with the 2008 Beijing Olympic Opening Ceremonies, this course examines performative works drawn from the breadth of an expanded 20th century; including film, spoken drama, intercultural reproductions of Peking and Kun Operas, revolutionary and avant-garde theatre, Chinese Rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onstage and the performance-making backstage) placed "China" on the global stage; and shaped racial, gender, and national identities among play-makers and audiences. We will also explore how Chinese operas were reinvinted as "traditional culture" and a "national essence" in the early 20th century; and how agents of Chinese performance, as makers of imaginary worlds, serve as both assets and threats to real-life arbiters of power. The class will be structured around the themes of "Inventing Tradition on the World Stage," "Acting the Right Part," and "Performing the Nation." Students will learn to engage performances as cultural texts embedded in national and global histories. By gaining knowledge about major playwrights, directors, artists, networks, and ideas, students will also become fluent in the landscape of performance culture in China. All class materials and discussions are in English.
Class Format: lecture/discussion
Requirements/Evaluation: regular in-class participation, three short papers (3-5 pages), and one final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: students who major or plan to major in Chinese and/or Asian Studies
Expected Class Size: 15
Distributions: (D1)
Not offered current academic year
THEA 229 (S) Modern Drama
Crosslistings: COMP202 / THEA229 / ENGL202

Primary Crosslisting

An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler; Wilde, The Importance of Being Earnest; Chekhov, The Cherry Orchard; Pirandello, Six Characters in Search of an Author; Brecht, Mother Courage; Miller, Death of a Salesman; Beckett, Waiting for Godot; Hansberry, A Raisin in the Sun; Pinter, Betrayal; Churchill, Cloud Nine; Stoppard, Arcadia.*

Class Format: lecture

Requirements/Evaluation: two 5-page papers; regular journal responses; a final exam; and active participation in class discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre, English, and Comparative Literature majors

Expected Class Size: 18

Department Notes: this course is strongly recommended for any students majoring in Theatre

Distributions: (D1)

Attributes: ENGL Literary Histories C

Spring 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm James L. Pethica

THEA 240 (S) Queer Drama (DPE)
Crosslistings: THEA240 / WGSS237

Primary Crosslisting

This seminar course is a deep dive into the richly dissonant dialogue between queer lives and live performance. How have queer artists shaped and reshaped the field of theatre and performance over time? How has drama, in turn, shaped the landscape of queer life? What inventions and innovations might we attribute to the evolution of "queer"? We will look to the work of artists such as Tennessee Williams, Tarell McCraney, Taylor Mac, Reza Abdoh, Sharon Bridgforth, Virginia Grise, and many others as we seek to map the messy topography of queer performance.

Class Format: seminar, three hours per week

Requirements/Evaluation: two 5-page papers, participation in text-based seminars, and a final performance

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: if the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Distributions: (D1) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under THEA; meets Division 2 requirement if registration is under WGSS DPE:

This course takes "queer" as an analytical and methodological lens for approaching questions of power, performance, and self-making.

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Shayok Misha Chowdhury

THEA 241 (F) Performing Masculinity in Global Popular Culture
Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

 Attributes: EXPE Experiential Education Courses;  FMST Related Courses;  LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

THEA 243 (S) Opera Since Einstein (WI)

Crosslistings: MUS244 / THEA243

Secondary Crosslisting

After 400 years, we might assume we know what "opera" is. However, in recent decades the genre has moved far beyond our preconceptions. This course asks us to examine opera of the last forty years with fresh eyes and ears, expanding our understanding of the term to include the interdisciplinary, multimedia, cross-cultural work that has been created by composers, directors (Peter Greenaway, Peter Sellars, Robert Wilson), filmmakers, choreographers, and visual artists in that period. Using the 1976 premiere of Philip Glass's seminal Einstein on the Beach as a starting point, we will examine such diverse works as Adams's Nixon in China and The Death of Klinghoffer, Glass's Satyagraha, Tan Dun's Marco Polo, Neuwirth's Lost Highway, Unsuk Chin's Alice in Wonderland, Andriessen's Writing to Vermeer, Ades's Powder Her Face, Muhly's Two Boys, Monk's Atlas, and Ashley's television opera, Perfect Lives.

Class Format: discussion/lecture

Requirements/Evaluation: evaluation based on 3 papers (6, 8, and 12 pages in length) and on class participation; drafts of two of these papers will be required

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 10

Distributions: (D1) (WI)

Not offered current academic year

THEA 244 (F) Introduction to Theatre Technology

As an overview of performance spaces, theatrical design technologies, technical production methods and management practices, this course will give students a practical working knowledge of theatre technology and organization. The course will cover standard industry tools and working methods for design disciplines including: scenery, lighting, costumes, sound, multimedia. Students will attend lectures, participate in labs in design and technical production, and will be required to participate on the production crew of one or more departmental productions.
Class Format: lecture/lab

Requirements/Evaluation: weekly practical projects, participation in department productions, and committed, focused participation make up the majority of the evaluation elements for this course

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: none

Expected Class Size: 10

Materials/Lab Fee: $50 fee

Distributions: (D1)

Not offered current academic year

THEA 247 (S) Music for Theater Production

Crosslistings: THEA247 / MUS247

Secondary Crosslisting

Music written to accompany or to "point up" the action or mood of a dramatic performance on stage can be traced to Ancient Theater. Are the labels of incidental and background music appropriate or patronizing for this genre? What is the difference between the composition of "incidental music" and sound designing? How does creating music to accompany a play differ from writing concert music or music for film, ballet, opera, or musical theater? What makes for effective incidental music? How does the music interact with the spoken drama? Students will discuss music composed for selected plays and will compose music for a scene of a play drawing upon pre-existing works, or creating their own. Format: tutorial. During the first and last weeks of the semester, students will attend two group classes. In the other weeks, students will meet with the instructor in pairs for a one-hour session. Students will write and present a 5- to 6-page paper every other week and a 1- to 2-page response to their partner's paper in the alternate weeks.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on five papers/presentations, and five responses

Extra Info: not available for the fifth course option

Prerequisites: ability to read music and permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Music and Theater Majors

Expected Class Size: 10

Distributions: (D1)

Not offered current academic year

THEA 249 (F) Staging Race and Gender (DPE) (WI)

Crosslistings: ENGL249 / THEA249 / WGSS269

Secondary Crosslisting

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's Black Odyssey, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

Class Format: seminar

Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS

DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies WI: Students will submit four papers totaling at least 20 pages

Attributes: ENGL 200-level Gateway Courses;

Fall 2018
SEM Section: 01 Cancelled

THEA 250 (F) Gender, Sexuality and Modern Performance (WI)
Crosslistings: COMP247 / ENGL253 / THEA250 / WGSS250

Primary Crosslisting
This interdisciplinary tutorial explores aspects of gender, sexuality, performativity, race, class, and representations of the body in modern theatre and performance in America. While attention will be given to the still understudied role of women in the arts, we will focus primarily on the transsecionalities of social identities under interrelated systems of oppression. Close analysis of works by dramatists--such as Adrienne Kennedy, Caryl Churchill, Wendy Wasserstein, Ntozake Shange, Tony Kushner, Naomi Iizuka, Paula Vogel, Suzan-Lori Parks, David Henry Hwang, Tarell McCraney, Gina Gionfriddo, and Taylor Mac--will occur alongside consideration of works by artists such as Karen Finley, Ron Athey, Tim Miller, E. Patrick Johnson, and Young Jean Lee. Our approach to this varied material will be comparative and will be enriched by readings of critical works by writers such as: Judith Butler, bell hooks, Cherríe Moraga, Gloria Anzaldúa, Eve K. Sedgwick, Jill Dolan, José Esteban Muñoz, David Román, and Donna Haraway.

Class Format: tutorial

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner's papers in alternate weeks

Extra Info: emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: sophomores and above; majors in Theatre, English or Women's, Gender and Sexuality Studies
Expected Class Size: 10
Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGSS

Attributes: AMST Arts in Context Electives; PERF Interdepartmental Electives;

Not offered current academic year

THEA 255 (F) Performing Shakespeare
This tutorial course will challenge students to interpret and perform characters and scenes from a considerable variety of Shakespeare's work for the stage. Working in pairs, students will function as both directors and actors, bringing scene-work-in-progress first to the instructor for critique/revision, and subsequently to other members of the class for more general discussion. Written assignments, explicating and contextualizing artistic choices, will accompany presentations. Over the course of the semester, assignments will ask students to grapple with particular challenges of Shakespeare's drama (including, for instance, the technical aspects of speaking the verse, and the accompanying challenge of performing in the Elizabethan tradition of "open space"). Other assignments will ask students to consider specific interpretive traditions (feminist, phenomenological, queer studies, post-modern) in preparing their work for presentation. Plays studied will include tragedies (Macbeth, Anthony and Cleopatra, Othello), comedies (The
Merchant of Venice, A Midsummer Night's Dream, Twelfth Night), and histories (Richard II, Richard III); theorists assigned for additional readings may include Shirley Nelson Garner, Alan Sinfield, Harry Berger Jr., Arthur Little, Jr., Janet Adelman, William Worthen, Laurence Senelick, Bert States, and Stephen Greenblatt.

**Class Format:** tutorial and lab; in addition to weekly tutorial meetings, several group "lab" sessions will bring all course members together for larger collaborative work

**Requirements/Evaluation:** weekly performance presentations, weekly 3-page analytical papers, active participation in oral critique

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** one college level acting class or significant comparable experience (permission of instructor)

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors, or those expressing possible interest in Theatre major

**Expected Class Size:** 10

**Distributions:** (D1)

Fall 2018

TUT Section: T1 TBA Robert E. Baker-White

LAB Section: T2 R 1:10 pm - 3:50 pm Robert E. Baker-White

THEA 260 (F) Shakespeare on Page, Stage and Screen: Text to Performance (WI)

Crosslistings: COMP290 / ENGL270 / THEA260

Primary Crosslisting

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing, while, at the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: Romeo and Juliet, Henry V, Twelfth Night, Hamlet, Antony and Cleopatra, and A Midsummer Night's Dream. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of performance, and assess a range of recent film and stage productions.

**Class Format:** seminar

**Requirements/Evaluation:** based on class participation, several short reading responses, and two longer papers

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Enrollment Limit:** 19

**Enrollment Preferences:** Theatre and English majors, and prospective majors

**Expected Class Size:** 19

**Distributions:** (D1) (WI)

**Attributes:** ENGL Literary Histories A;

Not offered current academic year

THEA 262 (F) Japanese Theatre and its Contemporary Context

Crosslistings: THEA262 / COMP262 / JAPN260

Secondary Crosslisting

Japan's rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (nōgaku, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, "of what relevance is each to a contemporary
audience?” Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved? All readings and discussion will be in English.

Class Format: lecture/discussion

Requirements/Evaluation: active class participation, presentations, written journals, two short papers, and one longer paper

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Distributions: (D1)

Attributes: GBST East Asian Studies Electives

Fall 2018

LEC Section: 01 Cancelled

THEA 265 (F) Digital Performance Lab

Crosslistings: THEA265 / SCST265

Primary Crosslisting

A collaborative laboratory investigating the intersection of live art and new media, this studio course explores the opportunities for (and problems of) performing through various media. Using audio, video, web-based, interactive, algorithmic, and analog platforms, students will perform research and create performances that examine liveness, broadcasting, digital stages, networking, and what it means to be both a spectator and a maker in the digital age. Students will develop technical and collaborative skills in artistic and new media production, gain fluency in contemporary theories of liveness, performance, and visual culture, and will research historical and current trends in mediatized performance practices. Platforms/technologies/media forms that may be considered include Twitter, live radio, in-ear monitors, algorithmic composition, bots, video games, live streaming, VJ software, interactive audio, sensors, soundwalks, Snapchat, VR, and surveillance.

Class Format: studio and lab

Requirements/Evaluation: bi-weekly projects and presentations, bi-weekly 2-page critical writing assignments, class participation, work ethic, and collaborative skills

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: none

Expected Class Size: 6

Materials/Lab Fee: $100

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under THEA; meets Division 2 requirement if registration is under SCST

Attributes: EXPE Experiential Education Courses

Fall 2018

STU Section: 01 W 1:10 pm - 3:50 pm Emily E. Rea

LAB Section: 02 T 1:10 pm - 2:25 pm Emily E. Rea

THEA 267 (F) Performance Studies: An Introduction (DPE)

Crosslistings: COMP267 / WGSS267 / DANC267 / THEA267

Secondary Crosslisting

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing “performance” as mode, analytic, and object of study have to offer scholarship in the
interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format: seminar
Requirements/Evaluation: reflection papers, performance analysis, final paper or performance
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15
Distributions: (D1) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS DPE: This course tracks performance studies’ engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.
Attributes: WGSS Theory Courses

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm    Vivian L. Huang

THEA 275 (S) American Drama: Hidden Knowledge (WI)
Crosslistings: COMP275 / ENGL224 / THEA275 / AMST275

Primary Crosslisting
The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (The Adventures of Pinocchio, Machiavelli’s The Prince, Thomas Carlson's Lying and Deception: Theory and Practice, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O’Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from American drama about a national relationship to honesty and its opposites.

Class Format: tutorial
Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Theatre and English majors
Expected Class Size: 10
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under AMST
Attributes: AMST Arts in Context Electives;
THEA 282 (S)  Writing for Performance  (WI)
Crosslistings: ENGL280 / THEA282

Primary Crosslisting
This studio/seminar course is designed for students with some experience in creative writing and/or performance interested in a deep dive into the art of playwriting. What is a play? What distinguishes writing for performance from writing that is meant to be read? How do we craft a blueprint for a live event? In our rapidly evolving digital world, what sorts of stories and phenomena still ask to be experienced live? How are contemporary theater and performance makers pushing the boundaries of what "writing" means and what constitutes "liveness"? We will read works by Sharon Bridgforth, Sarah Ruhl, Tarrell Alvin McCraney, Tony Kushner, Branden Jacobs-Jenkins, Sarah DeLappe, Suzan-Lori Parks, Edward Albee, August Wilson, Chuck Mee, Maria Irene Fornés, Young Jean Lee, Stew, and Lightning Rod Special, who have deepened and widened the possibilities of the form. We will also write, beginning with exercises in character, dialogue, action, and world-building, and working toward a longer final project. Students will be expected to present their own work and respond to each other's work regularly. At the end of the term, we will present excerpts of our one-act length works as part of an open studio experience.

Class Format: seminar
Requirements/Evaluation: in-class participation, critical/creative responses to readings, various writing exercises, final one-act performance piece, participation in final presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: students with some experience in creative writing and/or performance
Enrollment Limit: 14
Enrollment Preferences: students who have taken THEA 214/ENGL 214 or another creative writing course
Expected Class Size: 14
Distributions: (D1) (WI)

THEA 285 (S)  Scenic and Lighting Design for Performance
Crosslistings: THEA285 / DANC285

Primary Crosslisting
The artistic, intellectual, and practical roles of a designer vary widely, from the spectacle of Broadway to the do-it-yourself ingenuity of downtown theater to the conceptual frame of the art gallery space. This course explores the art and techniques of lighting and scenic design for performance. While grounded in a conceptual methodology for development of a design based in textual analysis and research, this course is equally concerned with providing instruction in the techniques and craft necessary for bringing a design to fruition, including: sketching, technical drafting, and model-making; basic physics and theories of color in both surfaces and light; the use of volume, movement, color, intensity, and texture as compositional and storytelling tools; the variety of stage lighting instruments and theatrical soft goods available, and their uses; writing cues; and the translation of concept into light plots, channel hookups, plans and elevations. We will use a variety of performance texts (plays, musicals, opera, and dance) to discover and explore the creative process from the perspective of scenic and lighting designers. The class format will be a combination of lectures, discussions and studio work.

Class Format: studio
Requirements/Evaluation: evaluation will be based upon committed participation in class discussion and feedback; and the thoughtful, timely completion and presentation of multiple design projects of varying scales,
Extra Info: focusing on scenic and lighting design, considered both individually and when working in tandem
Extra Info 2: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: students who have completed THEA 101, 102, 201 or 244, ARTS 100, or equivalent course or practical experience in the performing or studio arts
Expected Class Size: 6
THEA 286 (S) Sound Design

What is "sound" and how does it work within a design for live performance? Starting from that fundamental question, this course will examine creative, practical, and technical aspects of sound design within a theatrical setting, from the physics of sound and the mechanics of human hearing and perception to sound aesthetics, style, and function. We will learn to effectively analyze a range of scripts and source material, apply research, and make specific choices about world building that serve both the needs of the script and the artist's imaginative impulse. We will experiment with original sound design in a theater space, compare approaches, and learn to listen critically. We will consider how to integrate sound with the other design disciplines, and collaborate effectively to help to create a robust but coherent production.

Class Format: studio, class format will be a combination of lectures, discussions, and studio work

Requirements/Evaluation: committed class participation and thoughtful, timely completion of all assignments and projects

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have completed THEA 101, 102, 201 or 244, ARTS 100, or equivalent course or practical experience in the performing or studio arts

Expected Class Size: 6

Materials/Lab Fee: $50

Distributions: (D1)
THEA 301 (S)  Embodied Archives: Global Theatre and Performance Histories  
(DPE)
Crosslistings: COMP303 / THEA301

Primary Crosslisting
History shapes bodies and is, in turn, shaped by bodies. Whose story is included in the archive? Whose story is left out? What remains over time? What disappears? Why? As theatre and performance historians, our task will be twofold: to study the past but also to question how its been constructed over time. Our obligations will include: handling, analyzing, and contextualizing primary sources; giving equal value to textual and embodied forms of knowledge preservation; taking into account the gender, race, class, status, and ethnicity of the historical participants who occupy the archive; and asking who benefitted from the ideological systems of a given age and who did not. Performance histories to be considered include: West-African Yoruba ritual; pre-Columbian performance in Mesoamerica; ancient Greek civic festivals; labor and guild theatres of Medieval England; print and Kabuki cultures of the Japanese Edo period; eighteenth-century celebrity portraiture across the circum-Atlantic; U.S. Civil War photography and reenactment; and performance histories drawn from (or unseen by) the archives of Williams College. Our readings and approaches will be informed by leading performance and cultural studies critics, such as: Diana Taylor, Joseph Roach, Saidiya Hartman, Rebecca Schneider, Harvey Young, and Tavia Nyong’o. This course is required for Theatre majors and is a prerequisite for THEA 401.

Class Format: seminar
Requirements/Evaluation: weekly "free-writing responses”; two "deep-reads" of archival materials; a 5-page midterm paper; a 10-minute oral report; and a final research project or presentation
Prerequisites: THEA 101, 102, 103, 201, 204 or by permission of instructor with evidence of equivalent 100-level course in Division I or Division II
Enrollment Limit: 18
Enrollment Preferences: Theatre majors
Expected Class Size: 8-10
Distributions:  (D1) (DPE)
Distribution Notes: DPE: This course directly interrogates the power inequities of the historical archive and insists on acknowledging the value of embodied practice as a form of knowledge. Students will learn to question the authorship and ownership of the past by those who controlled its preservation. We will examine primary sources as contextually constructed rather than 'givens,' and we will seek to understand the status of those observers and participants whose stories comprise the archive of performance

Spring 2019
SEM Section: 01  R 1:10 pm - 3:50 pm  Amy S. Holzapfel

THEA 303 (S)  Lighting Design
A study of the art and techniques of stage lighting. This class will provide instruction in the basic physics of light and color; the use of angle, intensity, color, texture and movement of light as compositional tools; various kinds of stage lighting instruments and their uses; conceptual development of a lighting design; translation of concept into light plot and channel hookup; focusing the plot in the theater; and writing cues. The course will use texts and scores of plays, musicals, opera and dance to discover and evaluate the lighting design process. There will be primary source and supplemental technical readings for each class meeting. The class format will be a combination of lectures, discussions and practical labs.

Class Format: lecture/lab
Requirements/Evaluation: evaluation will be based on class participation, successful completion of weekly projects, thorough technical understanding of a basic stage lighting system, and performance on a final project
Prerequisites: THEA 201 or permission of instructor
Enrollment Limit: 12
Expected Class Size: 8
Distributions:  (D1)
THEA 305 (F) Costume Design
Crosslistings: ARTS200 / THEA305

Primary Crosslisting
This course is both an introductory and an intensive study of the art of costume design. The course focuses on the designer's process: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills and presentation of designs.

Class Format: studio

Requirements/Evaluation: evaluation will be based on multiple design assignments including a detailed final design project, costume labs, image and research files, costume sketchbook, short papers, committed participation, and attendance

Extra Info: students are required to attend two to three theatre department or approved performances during the semester; students will also be expected to partake in intelligent critiques of fellow classmates' design work

Prerequisites: successful completion of any 200-level course in any of the fine or performing arts or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Theater and Art Studio, sophomores and juniors

Expected Class Size: 8

Department Notes: does not satisfy any requirements for the Art major

Materials/Lab Fee: lab fee of $100 will be added to the student's term bill

Distributions: (D1)

Not offered current academic year

THEA 308 (F) Directing: Bodies in Space and Time
This is a laboratory in which we will investigate the holistic art of directing live performance. The director is both a creator and interpreter. Students will sharpen their visual, spatial, sonic, and kinesthetic sensibilities while developing a clear, cogent directorial voice. We will learn by doing. Assignments will involve hands-on directing projects presented in class for collective critique. Through these weekly assignments, directors will devise and discover strategies for collaboration and vocabularies of action and intention.

Class Format: studio, 3 hours per week

Requirements/Evaluation: weekly directing projects leading up to a longer final project, reviews of live performances, a portfolio compiled over the course of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 6

Enrollment Preferences: Theater majors; if the course is overenrolled, students will submit an application

Expected Class Size: 6

Distributions: (D1)

Not offered current academic year

THEA 311 (S) Theorizing Shakespeare
Crosslistings: WGSS311 / ENGL311 / THEA311 / COMP310

Secondary Crosslisting
For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: *The Merchant of Venice, Hamlet and Antony and Cleopatra*. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied
criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?

Class Format: seminar

Requirements/Evaluation: 20 pages of writing in the form of two short and one longer paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 19

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ENGL, COMP or THEA; meets Division 2 requirement if registration is under WGSS

Attributes: ENGL Criticism Courses; ENGL Literary Histories A

Not offered current academic year

THEA 317 (F) Black Migrations: African American Performance at Home and Abroad

Crosslistings: DANC317 / AFR317 / COMP319 / AMST317 / THEA317 / ENGL317

Secondary Crosslisting

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: seminar/discussion

Requirements/Evaluation: evaluation will be based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives;

Not offered current academic year

THEA 322 (S) Race, Gender, and Performance from Literature to Social Media

Crosslistings: COMP339 / THEA322 / AMST332 / LATS335 / WGSS330

Secondary Crosslisting

How can contemporary performance expand ideas and practices of belonging in the United States, as figured through race, gender, and sexuality? This spring course will begin with readings of dramatic literature including Suzan-Lori Parks's Venus, David Henry Hwang’s M. Butterfly, and Young Jean Lee's The Shipment to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. We will develop shared vocabulary and methodologies of
performance studies, including readings by scholars including J.L. Austin, Judith Butler, and José Esteban Muñoz. This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces?

**Class Format:** seminar

**Requirements/Evaluation:** in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distributions:** (D2)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS

**Attributes:** ASAM Related Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Not offered current academic year

THEA 328 (F) American Social Dramas (WI)

Crosslistings: SOC328 / THEA328 / AMST328 / COMP325

**Secondary Crosslisting**

As Shakespeare wrote memorably in As You Like It, "All the world's a stage, and all the men and women merely players." Sociologists have heeded Shakespeare's wisdom, arguing that social and political events are "performances" that take shape in accordance with familiar cultural scripts, and indeed that social actors implicitly interpret real-world events using plot structures from literary and dramatic genres such as romance, irony, comedy, and tragedy. We will explore this thesis through the lens of contemporary American political events, including the Clinton-Lewinsky scandal, September 11, Hurricane Katrina, the 2012 presidential election, and current debates over Confederate symbolism. We will also pay careful attention to the unfolding drama associated with the 2016 presidential election. How do social performances and struggles to "control the narrative" shape the meanings and outcomes of political events? Are they merely "spectacles," or wellsprings for genuine civic participation? What role do political comedy, satire, and social media play in shaping the trajectory of contemporary events? Major authors will include Victor Turner, Clifford Geertz, J.L. Austin, Erving Goffman, and Jeffrey Alexander. Throughout the semester, each student will develop a significant project on a political event of their choosing.

**Class Format:** seminar

**Requirements/Evaluation:** active participation, five 2-page response papers, a 12-page paper that will go through draft and revision stage, and a presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under SOC or AMST; meets Division 1 requirement if registration is under COMP or THEA

Not offered current academic year

THEA 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Crosslistings: THEA330 / COMP330 / AMST331

**Primary Crosslisting**

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's
Weekly (Lafradiog Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O’Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Class Format: seminar

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: none

Expected Class Size: 10

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST

Attributes: AMST Arts in Context Electives; AMST Space and Place Electives; EXPE Experiential Education Courses; FMST Related Courses

Not offered current academic year

THEA 332 (F) Writing in the Margins: Race, Performance, Playgitism (DPE) (WI)

Crosslistings: COMP358 / ENGL332 / THEA332

Primary Crosslisting

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered “classic” texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Class Format: seminar/studio, three hours per week

Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.

Fall 2018

SEM Section: 01 R 1:10 pm - 3:50 pm Shayok Misha Chowdhury

THEA 335 (F) The Culture of Carnival

Crosslistings: COMP338 / THEA335

Primary Crosslisting

Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress
as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

**Class Format:** studio

**Requirements/Evaluation:** students will be evaluated on regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomores and first-year students

**Expected Class Size:** 18

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

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**THEA 336 (F)  Boucicault to McDonagh: Irish Theatre, 1870 to the present**

Crosslistings: COMP360 / ENGL364 / THEA336

**Primary Crosslisting**

A survey of Irish drama since 1870, to include plays by Dion Boucicault, Oscar Wilde, W.B. Yeats, J.M. Synge, Lady Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Conor McPherson, and Martin McDonagh.

**Class Format:** seminar

**Requirements/Evaluation:** 18-plus pages of writing, class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Theatre majors, English and Comparative Literature majors

**Expected Class Size:** 18

**Distributions:** (D1)

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Fall 2018

STU Section: 01    M 1:10 pm - 3:50 pm    Deborah A. Brothers

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**THEA 338 (S)  Persona** (DPE)

Crosslistings: THEA338 / ARTS338

**Secondary Crosslisting**

Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson's The art of Cruelty and Cherise Smith's Enacting Others. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.

**Class Format:** studio

**Requirements/Evaluation:** completion of 3 assigned projects, independent project, participation, quality of work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: some experience with studio art courses, art history courses, performance experience or consent of the instructor

Enrollment Limit: 14

Enrollment Preferences: majors, seniors, juniors, sophomores

Expected Class Size: 12

Materials/Lab Fee: $150 charged to term bill

Distributions: (D1) (DPE)

Distribution Notes: DPE: Through a critical investigation of the closed systems of signification that relate to the body: race, class, gender, and sexual orientation students will employ interdisciplinary methods of making to consider how these signifiers dictate the bodies that become Othered, concepts of hyper-visibility/invisibility, inclusion/exclusion, authorship, and ideas of authenticity

Spring 2019

STU Section: 01    TR 11:20 am - 12:35 pm    Allana M. Clarke

THEA 341  Performing Utopia: Dreaming Cultures Forward in the U.S. Imaginary

A seminar examining the performative dimensions of utopia and the utopian aspirations of performance. Using a case-study model, we will consider how different modes of performance—in theatre, film, art, and social media—have helped to produce and sustain utopian and new socialities in and across shifting temporalities in the U.S. cultural imaginary. This course will take deep dives into the archives and embodied repertoires of exemplary utopian movements drawn artistic and social spheres. What can be learned by setting the eighteenth-century spiritual collective of The Shakers beside the egalitarian performance collective of The Wooster Group? What are some key differences between the urban vision of the inclusive, African-American-built enclave of Soul City, established in North Carolina in 1973, and the Afro-futurist conception of Wakanda depicted in the film Black Panther? In what ways might Silicon Valley’s use of performance to promote the utopian promises of social media compare with the performative manipulations of ego-driven utopian cults, like Jim Jones’ The People’s Temple? On the flip side, we will examine how performance has been theorized as a productively utopian realm by critics like Jill Dolan and Jose E. Muñoz, and artists like Miguel Gutierrez, Guillermo Gómez-Peña, Faye Driscoll, Theaster Gates, Nick Cave, and Taylor Mac. What possibilities open up when we approach performance as utopian by design, based on its ability to gather people into a common space and time? Students will be required to attend a day field trip and performances.

Class Format: seminar

Requirements/Evaluation: weekly writing and "deep reads," a 6- to 8-page essay based on independent archival research, and a final 15-minute performance or other creative public presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Theatre majors; Comparative Literature majors; Art majors

Expected Class Size: 8

Distributions: (D1)

Not offered current academic year

THEA 345 (S)  Contemporary Theatre and Performance

Crosslistings: COMP355 / ENGL349 / THEA345

Primary Crosslisting

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in the world of theatre and performance today? What are the hot topics in our current artistic landscape? Who are the writers, performers, and directors of the past two decades? This seminar will consider both experimental and mainstream drama and performance from the twenty-first century, focusing on topics such as: post-dramatic theatre, devised performance, social practice, participatory and immersive theatre, hyper-naturalism, post-identity performance, and weird theatre. Artists and collectives to be considered may include: Suzan-Lori Parks, Will Eno, Richard Maxwell and the NYC Players, Young Jean Lee, Annie Baker, Lucas Hnath, Branden Jacobs-Jenkins, Quiara Alegría Hudes, Anne Washburn, Taylor Mac, Lynn Nottage, Stephen Adly Guirgus, Miguel Gutierrez, Elevator Repair Service, The Wooster Group, and Nature Theatre of Oklahoma. As a final project, students will work individually or in small groups to create a script or short performance that addresses the question: "What is the most important story to be telling through performance right now?" Students may be required to attend theatre, dance, and other performances at the '62 Center and beyond.
**THEA 350 (S) Devised Performance: The Art of Embodied Inquiry**

**Crosslistings:** ARTS250 / THEA350

**Primary Crosslisting**

This studio course offers students hands-on experience in devising new performance work as an ensemble. Looking to the work of practitioners and collectives like Jerzy Grotowski, El Teatro Campesino, Tectonic Theater Project, Pina Bausch, Belarus Free Theatre, Nrityagram, and SITI Company, we will challenge ourselves to really probe what live performance is capable of. How might we think of performance as a research methodology? As a lifestyle? As a form of political action? This class will function as a laboratory, forming its own unique structure for developing and realizing a live performance. The course provides an opportunity to navigate the complex dynamics present in collaborative creation. Guest classes with practitioners will offer a fuller range of skills for the student ensemble to utilize during the devising process. Work-in-progress presentations spaced regularly throughout the semester will allow the ensemble to receive feedback from small, invited audiences, as well as the opportunity to apply that critique to an ongoing creative process. At the end of the semester the accumulated work will have a public presentation in a workshop format.

**Class Format:** studio

**Requirements/Evaluation:** participation, indiv. presentations, contribution to group work, self-evaluation

**Extra Info:** students will contribute to the creation and presentation, by the group as a whole, of a newly devised performance piece

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre majors and Art majors

**Expected Class Size:** 10

**Distributions:** (D1)

**Not offered current academic year**

**THEA 361 (F) Writing about Bodies**

**Crosslistings:** ARTH361 / WGSS361 / THEA361 / INTR361

**Secondary Crosslisting**

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies--actors, dancers, singers--and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations--art, theatre, literature, anthropology, philosophy--and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the '62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films and selected tapes of live
performances.

Class Format: tutorial

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

Attributes: AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;

Fall 2018
TUT Section: T1    TBA     Carol Ockman

THEA 365 (F)  Beckett, Pinter and Stoppard
Crosslistings: ENGL365 / COMP365 / THEA365

Primary Crosslisting
Samuel Beckett, Harold Pinter and Tom Stoppard have been amongst the most influential playwrights of the anglophone theatre over much of the last six decades. This course will explore their mutual concern with the capacities and dysfunctions of language, their questioning of Art's value and the scope for originality in the post-nuclear and postmodern era, and, above all, their collective focus on the extent to which selfhood may be realized in and through performance. Besides reading major plays, we will also give some consideration to the dramatic work crafted by these writers for radio, television and film, and to the political and social commitments animating and counterpointing their literary careers. Readings may include: *Endgame*, *The Caretaker*, *Rosenkrantz and Guildenstern are Dead*, *Krapp’s Last Tape*, *The Homecoming*, *No Man’s Land*, *Betrayal*, *Waiting for Godot*, *Dogg’s Hamlet*, *The Invention of Love*, *Arcadia*, *Rock ’n’ Roll*, *Not I*, *Rockaby*, *A Kind of Alaska*, *Catastrophe*, *The Real Thing*, *Indian Ink*, *Artist Descending a Staircase* and *One for the Road*. Throughout, we will give consideration to these works as both literary and theatrical texts.

Class Format: seminar

Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors

Expected Class Size: 18

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

THEA 385 (S)  The Sculptural Costume and It’s Performance Potential
Crosslistings: THEA385 / ARTS385

Secondary Crosslisting
A team-taught studio art / theatre course designed to explore the rich territory of the wearable sculpture and its generative role in art and performance. From ritual costumes, to Carnival, to Dada performance, to Bauhaus dance, to Helio Oiticica’s Parangole, and Nick Cave’s sound-suits, there has been a rich tradition where sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities within this collaborative practice. The students will produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

Class Format: studio
Humans seek out patterns and weave them into stories. In a collaborative art like theater those pattern pieces can come from anyone: writer or director, designer or performer; the stagehand placing furniture, the stage manager calling cues. The story is made from the totality of everything experienced by the audience. A relationship between storytelling and audience experience is hardly unique to the theatre. Chefs and game designers and performance artists and architects have all thought deeply about how what they make is experienced by their audience; how it is interacted with, used, and recalled after the experience has ended. How do artists and makers from a broad range of ephemeral disciplines approach the creation of an experience? How do they tell stories within and about the work that is created? How successfully do their theories align with their practice, and how might we re-imagine, reuse, or abuse their ideas in our own work for the live theater? As a culmination of performance studies for the Theatre major, this senior seminar will take a hybrid approach to the study of artist-audience interactivity and storytelling by blending theoretical, historical, and critical readings with a studio component that produces artistic responses to the ideas being studied.

Class Format: seminar

Requirements/Evaluation: critical analysis & discussion of readings, and active participation in critiques of made work; assignments consist of response papers alternating with creative projects

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: limited to senior Theatre majors

Enrollment Limit: 5
**THEA 455 (F) Advanced Practicum**

This independently designed practicum offers an opportunity for students to gain practical, hands-on experience in theatre at an advanced level by receiving course credit for serving as an assistant to a faculty member on a Theatre Department production. Students interested in assisting a faculty member or guest artist on a production in any non-acting capacity—directing, design (costume, lighting, multimedia, scenic, sound), dramaturgy, or technical management—may enroll in the Advanced Practicum, pending the approval of a designated faculty advisor as well as the Department Chair. Working closely with the faculty advisor, the student will both serve as an assistant on the production and design a curriculum of readings and assignments intended to complement the experience of the assistantship. If funding allows, practitioners in the professional theatre will be invited as guest evaluators. Though the nature of each assistantship will vary according to the demands of each production, the experience of the assistantship will ideally simulate that which a student might undertake within the professional theatre.

**Class Format:** studio

**Requirements/Evaluation:** research, attendance at rehearsals, studio work, & final portfolio; research, attending weekly production meetings, rehearsals, studio work, and final portfolio, as well as other tasks determined by the faculty advisor

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** THEA 101 or THEA 102, and THEA 201

**Enrollment Limit:** 4

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 2

**Materials/Lab Fee:** $75.00 may be added to the student's term bill

**Distributions:** (D1)

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**THEA 493 (F) Senior Honors Thesis: Theatre**

Theatre senior honors thesis.

**Class Format:** independent study

**Extra Info:** this is part of a full-year thesis (493-494)

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Distributions:** (D1)

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**THEA 494 (S) Senior Honors Thesis: Theatre**
Theatre senior honors thesis.

**Class Format:** independent study

**Extra Info:** this is part of a full-year thesis (493-494)

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Distributions:** (D1)

Spring 2019

HON Section: 01    TBA    David Gürçay-Morris
The Tutorial Program offers students a distinctive opportunity to take a heightened form of responsibility for their own intellectual development. No student is required to take a tutorial course, but any student with the appropriate qualifications and interests is invited to do so.

Tutorials place much greater weight than regular courses—or even small seminars—on student participation. They aim to teach students how to develop and present arguments; listen carefully, and then refine their positions in the context of a challenging discussion; and respond quickly and cogently to critiques of their work. Tutorials place particular emphasis on developing analytical skills, writing abilities, and the talents of engaging in rigorous conversation and oral debate.

Since the program’s inception in 1988, students have ranked tutorials among the most demanding—and rewarding—courses they have taken at Williams. While not designed to be more difficult than other courses, tutorials are nonetheless challenging, with frequent writing assignments and the expectation that students will be well prepared to participate actively and effectively in weekly discussions. At the same time, students have consistently placed tutorials among the most enriching and consequential courses they have taken. They have appreciated the close attention to their writing and argumentation skills; the opportunity to be held accountable, in a detailed way, for the extended implications of their ideas; the chance to develop their oral abilities as they engage in debate; and the close intellectual bonds tutorials build between teachers and students, and students with each other. Many students have formed important advising and mentoring relationships with their tutorial teachers.

The ways in which particular tutorials are conducted vary across the disciplines, but here is a description of how most tutorials at Williams are organized:

Tutorials are usually limited to 10 students. At the start of term, the instructor divides the students into pairs. Each pair meets weekly with the instructor for roughly one hour. Many tutorial courses begin and end the term with a group seminar, and in a few departments, instructors hold weekly group meetings of all tutorial members to provide background information designed to facilitate the students’ independent work. But at the heart of every tutorial is the weekly meeting between the instructor and two students. At these weekly meetings, one student delivers a prepared essay or presentation (e.g., an analysis of a text or work of art, a discussion of a problem set, a report on laboratory exercises, etc.) pertaining to the assignment for that week, while the other student—and then the instructor—offer a critique. In the following week, students switch roles. Typically, students write five or six essays (usually in the range of 4-7 pages) during the term, and offer five or six critiques of their partners’ work.

Registration

Students pre-register for tutorials as they would any other course. Because of limited enrollments and the special logistical arrangements involved in organizing tutorials, students may not drop a tutorial after 4:00 pm on the day before the first scheduled organizational meeting of the semester. It is important that students determine, before the start of the term, their interest in and commitment to the course, and consult with the instructor if necessary.

Tutorials may not be taken on a pass/fail basis.

AFR 208 (F)  Time and Blackness  (WI)

Crosslistings: AFR208 / REL262 / AMST208

Primary Crosslisting

The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, “Time and Blackness,” we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from—and create—paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

Class Format: tutorial

Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing
AFR 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction (WI)

Crosslistings: SCST213 / AFR213 / WGSS213

Primary Crosslisting

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on—and often disrupt—modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text Kindred (1979), the haunting dystopian novel Parable of the Sower (1994), the popular vampire text Fledgling (2005), and the collection Bloodchild and Other Stories (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book Dawn (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

Class Format: tutorial

Requirements/Evaluation: attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

AFR 343 (F) Representations of Racial-Sexual Violence from Enslavement to Emancipation (WI)

Crosslistings: WGSS343 / AMST343 / AFR343 / INTR343

Secondary Crosslisting

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro; At the Dark End of the Street; films include Birth of a Nation; Bush Mama; To Kill a Mockingbird. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.
Class Format: tutorial; students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence.

Requirements/Evaluation: weekly primary and response papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
TUT Section: T1    TBA     Joy A. James

Spring 2019
TUT Section: T1    TBA     Joy A. James

AFR 348 (S) The Black Radical Tradition (WI)

Crosslistings: LEAD348 / PSCI348 / AFR348

Primary Crosslisting

The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery’s advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter’s liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition’s architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of “radical”; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

Class Format: tutorial

Requirements/Evaluation: attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to all

Enrollment Limit: 10

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AFR Core Electives; PSCI Political Theory Courses;

Spring 2019
TUT Section: T1    TBA     Neil Roberts

AFR 369 (S) African Art and the Western Museum (DPE) (WI)

Crosslistings: AFR369 / ARTH308

Secondary Crosslisting

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have
occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Class Format: tutorial

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 104 or special permission from the instructor

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE:

Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2019

TUT Section: T1  TBA  Michelle M. Apotsos

AMST 106 (S)  Coming of Age in the City: Growing up and Growing Older in Communities of Color  (DPE) (WI)

This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Class Format: tutorial

Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-years, students considering an American Studies major or Latina/o Studies concentration

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This DPE tutorial foregrounds the significance of age, as it crosses with race, class, and gender, in explorations of urban inequality in the United States.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; LATS Core Electives;

Spring 2019

TUT Section: T1  Cancelled

AMST 208 (F)  Time and Blackness  (WI)

Crosslistings: AFR208 / REL262 / AMST208

Secondary Crosslisting

The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies
and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, “Time and Blackness,” we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from—and create—paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

Class Format: tutorial

Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

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AMST 219 (F) Understanding Social Class (DPE)

Politicians and pundits often bill the United States as a classless society, owing to its lack of a feudal past. Since the 1950s, most Americans—including many whom sociologists would deem wealthy or poor—have come to describe themselves as "middle class." But this may be changing. Bernie Sanders’ strident calls to reign in Wall Street greed remain enormously popular. And since the election of President Trump, journalists have rediscovered a group they call "the white working-class" while books such as *Hillbilly Elegy* and *White Trash* have moved to the top of the best seller lists. So, what is class and how does it shape our lives today? This course is designed to introduce students to the study of social class in an interdisciplinary fashion. We will use memoir and works of fiction to better grasp the life experiences and worldviews of people on different rungs of the economic ladder. Then we will delve into the ways that major theorists, such as Karl Marx, Max Weber, and Pierre Bourdieu have defined social class in terms of work life, social standing in a community, and bundles of “tastes” or consumption preferences. We will turn to historians to make sense of the patterns by which class inequality developed in tandem with racial oppression in the United States, and to the competing arguments of sociologists attempting to explain the growing wealth gap. Finally, we will look to activists and social workers to see how individuals and groups work to bridge the class divide in attempts to mitigate poverty and challenge inequalities. Throughout, participants will be encouraged to use assigned materials as prompts to think critically about how class shapes their own lives.

Class Format: tutorial

Requirements/Evaluation: attendance, participation, three papers 5-10 pages each

Extra Info: Not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students, American Studies majors

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: The course focuses on the ways access to material wealth, and perceived class position shape life experiences. We will analyze different aspects of class power, from employment relations, to political influence, to self-confidence. The last weeks of the course will address ways movements seek to bridge class divides to challenge economic and other forms of inequality. The course will be intersectional throughout—discussing how class, race, and gender inequalities reinforce one another.

Attributes: AMST Critical and Cultural Theory Electives;
AMST 343 (F) Representations of Racial-Sexual Violence from Enslavement to Emancipation  (WI)

Crosslistings: WGSS343 / AMST343 / AFR343 / INTR343

Secondary Crosslisting

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro; At the Dark End of the Street; films include Birth of a Nation; Bush Mama; To Kill a Mockingbird. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: tutorial; students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence.

Requirements/Evaluation: weekly primary and response papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; WGSS Racial Sexual + Cultural Diversity Courses

AMST 490 (S) The Suburbs  (WI)

Crosslistings: HIST491 / ENVI491 / AMST490

Secondary Crosslisting

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: tutorial

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10
ANTH 134 (S) Leaving the World Behind: The Literature of Reclusion  (WI)

Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134

Secondary Crosslisting

Living in a time of political and social turmoil, Confucius told his followers: “When the realm has the Way, show yourself; when it lacks the way, hide.” Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion---living a life of seclusion from society---in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state---to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial

Requirements/Evaluation: tutorial papers, responses, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CHIN or COMP; meets Division 2 requirement if registration is under ANTH or REL WI; Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner’s paper. The final project will be a self-designed experiment in reclusion.

Spring 2019
TUT Section: T1    TBA    Karen R. Merrill

ANTH 269 (S) Mindsight: Mindfulness and Medicine  (DPE) (WI)

Crosslistings: REL269 / ASST269 / ANTH269

Primary Crosslisting

This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our
understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the `kindness curriculum' in schools, and other areas of applied research on mindfulness that have generated a `science of personal transformation'. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

**Class Format:** tutorial  
**Requirements/Evaluation:** weekly papers, 4- to 8-pages  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** none  
**Enrollment Limit:** 10  
**Enrollment Preferences:** students majoring or concentrating in; ANTH, SOC, REL, ASST, PH, COGS, and NSCI  
**Expected Class Size:** 10  
**Distributions:** (D2) (DPE) (WI)  
**Distribution Notes:** DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.  
**Attributes:** GBST South + Southeast Asia Studies Electives; PHLH Social Determinants of Health;

**Spring 2019**  
**TUT Section:** T1  
**TBA**  
**Kim Gutschow**

**ANTH 328 (F) Emotions and the Self (WI)**  
Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self-hood and its place in the social world. This course analyzes a variety of recent attempts in the social sciences to come to grips with topics that have long been avoided: the nature of the interior experience and an epistemological framework for its cross-cultural comparison. Exploring the borders between anthropology, sociology, and psychology, we will bring the tools of ethnographic analysis to bear on central pan-human concepts: emotions and the self. By examining these phenomena as they occur in other cultures, we will be better placed to apprehend and challenge the implicit (and often unconsciously held) assumptions about emotions and the self in our own culture, both in daily life and in academic psychological theory. What are emotions? Are they things--neuro-physiological states--or ideas--sociocultural constructions? How are they to be described; compared? What is the self? How are selves constructed and constituted? How do various cultures respond to categories of emotion and self, and how can we develop a sense of the relationship between self and emotion?  
**Class Format:** tutorial  
**Requirements/Evaluation:** typical for that of a tutorial  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** none; open to first-year students with instructor's consent  
**Enrollment Limit:** 10  
**Expected Class Size:** 10  
**Distributions:** (D2) (WI)  
**Attributes:** AMST Critical and Cultural Theory Electives;

**Fall 2018**  
**TUT Section:** T1  
**TBA**  
**Peter Just**

**ARAB 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)**  
Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480  
**Secondary Crosslisting**
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing- intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

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**ARTH 228 (S) Velázquez, Goya, and Picasso (WI)**

Crosslistings: RLSP228 / ARTH228

Secondary Crosslisting

This course will provide an introduction to three major Spanish painters—Velázquez, Goya, and Picasso—who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Class Format: tutorial

Requirements/Evaluation: 3- to 5-page weekly assignment

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10
Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: WI: The tutorial format offers students an intensive opportunity to improve their writing by demanding regular writing assignments that the student has to read out loud to their partner and professor. Students write biweekly papers throughout the semester. These papers are then analyzed during the tutorial session by the other student’s response.

Spring 2019

TUT Section: T1 TBA Soledad Fox

**ARTH 308 (S) African Art and the Western Museum** (DPE) (WI)

Crosslistings: AFR369 / ARTH308

**Primary Crosslisting**

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

**Class Format:** tutorial

**Requirements/Evaluation:** field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ARTH 104 or special permission from the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and African Studies Majors

**Expected Class Size:** 10

Distributions: (D1) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE: Explores issues of ‘authentic’ representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African ‘art’ has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2019

TUT Section: T1 TBA Michelle M. Apotsos

**ARTH 361 (F) Writing about Bodies** (WI)

Crosslistings: ARTH361 / WGSS361 / THEA361 / INTR361

**Primary Crosslisting**

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies--actors, dancers, singers--and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations--art, theatre, literature, anthropology, philosophy--and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings:
Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the ’62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films and selected tapes of live performances.

Class Format: tutorial

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

Attributes: AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;

Fall 2018

TUT Section: T1 TBA Carol Ockman

ASST 121 (F) The Two Koreas (WI)
Crosslistings: HIST121 / ASST121

Secondary Crosslisting

The two Koreas–North and South–were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called “the Cold War’s last divide.” This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.

Class Format: tutorial

Requirements/Evaluation: students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner’s work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: GBST East Asian Studies Electives; HIST Group B Electives - Asia;

Fall 2018

TUT Section: T1 TBA Eiko Maruko Siniawer

ASST 207 (F) An Exploration of Japanese Language and Culture (WI)
Crosslistings: ASST207 / JAPN407

Secondary Crosslisting
Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women’s speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the “easy Japanese movement,” which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Class Format: tutorial

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207T will meet once a week; JAPN 407T will meet twice a week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none for ASST 207T; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407T

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Department Notes: students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ASST or JAPN

Attributes: Linguistics;

Fall 2018
TUT Section: T1  TBA  Kasumi Yamamoto

ASST 269 (S) Mindsight: Mindfulness and Medicine  (DPE) (WI)

Crosslistings: REL269 / ASST269 / ANTH269

Secondary Crosslisting

This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the ’kindness curriculum’ in schools, and other areas of applied research on mindfulness that have generated a `science of personal transformation’. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

Class Format: tutorial

Requirements/Evaluation: weekly papers, 4- to 8-pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none
Enrollment Limit: 10

Enrollment Preferences: students majoring or concentrating in; ANTH, SOC, REL, ASST, PH, COGS, and NSCI

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.

Attributes: GBST South + Southeast Asia Studies Electives; PHLH Social Determinants of Health;

Spring 2019

TUT Section: T1 TBA Kim Gutschow

ASST 413 (S) History of Taiwan (WI)

Crosslistings: ASST413 / HIST481

Secondary Crosslisting

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Class Format: tutorial

Requirements/Evaluation: weekly papers and critiques

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History or Asian Studies majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: HIST Group B Electives - Asia;

Spring 2019

TUT Section: T1 TBA Anne Reinhardt

BIOL 210 (S) Mathematical Biology (QFR)

Crosslistings: MATH310 / BIOL210

Secondary Crosslisting

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

Class Format: tutorial
BIOL 219 (S) Dangerous Exposures: Environment, Immunity, and Infectious Disease  (WI)

Global reports of emerging infectious diseases and old diseases with new pathogenic properties incite fears for personal safety as well as national security. The specter of a contagious pandemic has captured the public imagination through the mass news media, movies, and even popular online and board games. In this tutorial course, we will explore the ecology and evolution of several recently emergent diseases such as Ebola hemorrhagic fever, dengue, and AIDS. Topics to be considered include transmission dynamics, epidemiological modeling of vaccination strategies, and wildlife reservoirs that contribute to human virus exposure. We will examine progress in preventing the parasitic disease malaria and why such diseases have proven so refractory. We will also discuss the science behind the recent development of the vaccine against the human papillomavirus, which causes cervical cancer, and the intriguing and highly unusual transmissible cancers in dogs and Tasmanian devils. Finally, we will think about the contributions of inadequate diagnostic capacities world-wide and broader issues of resource shortages in driving the global emergence of drug resistance in tuberculosis and other diseases. One common theme in each of these case studies will be the interplay between the host immune response and the evolution of the pathogen. Although the primary focus of the course is on biology rather than policy, each week's readings will have implications for public health and/or conservation biology.

Class Format: tutorial

Requirements/Evaluation: six 4- to 5-page papers; tutorial presentations, and the student's progress towards intellectual independence and creativity as a presenter and a respondent

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 101 and 102

Enrollment Limit: 10

Enrollment Preferences: sophomores who have taken BIOL 202, students interested in public health

Expected Class Size: 10

Distributions: (D3) (WI)

Attributes: PHLH Biomedical Determinants of Health;

Spring 2019

TUT Section: T1   R 11:20 am - 12:35 pm   Lois M. Banta

BIOL 225 (F) Sustainable Food & Agriculture  (WI)

Crosslistings: ENVI225 / BIOL225

Primary Crosslisting

A tutorial course investigating patterns, processes, and stability in human-dominated, food production systems. The course will examine sustainable food and agriculture from an ecological perspective. Topics will include: changes in diversity, concentration, and scale, flows of energy, circulation (or not) of fertilizer nutrients, carbon balances in soils, and stability of food production, processing, and distribution ecosystems. A day-long field experience will take place on a local farm.
Class Format: tutorial

Requirements/Evaluation: Evaluation will be based on writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 102 or ENVI 102

Enrollment Limit: 10

Enrollment Preferences: open to sophomores, juniors, and seniors, with preference given to sophomores over juniors and seniors.

Expected Class Size: 8

Department Notes: satisfies the distribution requirement in the Biology major, the Natural World distributional requirement of the Environmental Studies program

Distributions: (D3) (WI)

Distribution Notes: WI: Each student will write five papers that deal with questions requiring extensive reading of primary resources. Paper presentations will alternate with serving as a critic of other student papers. Students will be given the opportunity to revise and rewrite two of the five papers in the week following their tutorial presentation thereby being able to respond to the criticism and discussion of the tutorial group.

Attributes: ENVI Natural World Electives;

Fall 2018

TUT Section: T1 TBA Henry W. Art

CHEM 368 (S) Computational Chemistry and Molecular Spectroscopy (QFR)

This course provides an introduction to the principles of computational quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon modern electronic structure calculations, their fundamentals, practical considerations, interpretation, and applications to current research questions. Under guidance in the laboratory session and through independent work, students will use computational methods to explore assigned weekly research problems. The research results will be presented to and discussed with the tutorial partner at the end of each week.

Class Format: tutorial, meeting time to be determined

Requirements/Evaluation: evaluation is based on tutorial participation, presentations, and submitted papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CHEM 361 or equivalent background in Physics

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D3) (QFR)

Spring 2019

TUT Section: T1 Cancelled

CHIN 134 (S) Leaving the World Behind: The Literature of Reclusion (WI)

Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134

Primary Crosslisting

Living in a time of political and social turmoil, Confucius told his followers: “When the realm has the Way, show yourself; when it lacks the way, hide.” Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one’s artistic integrity against the dominant claims of society. This course looks at the literature of reclusion---living a life of seclusion from society---in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state---to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship
between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

**Class Format:** tutorial

**Requirements/Evaluation:** tutorial papers, responses, and a final project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, Chinese majors, Religion majors, Anthropology majors

**Expected Class Size:** 10

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under CHIN or COMP; meets Division 2 requirement if registration is under ANTH or REL WI. Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. The final project will be a self-designed experiment in reclusion.

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Spring 2019

TUT Section: T1    TBA     Christopher M. B. Nugent

**CLAS 241 (S) Sex and Gender in Ancient Greece and Rome (WI)**

**Crosslistings:** CLAS241 / COMP241 / WGSS241

**Primary Crosslisting**

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

**Class Format:** tutorial

**Requirements/Evaluation:** five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** majors or intended majors in Classics, WGSS, and Comparative Literature

**Expected Class Size:** 10

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS

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Spring 2019

TUT Section: T1    TBA     Amanda R. Wilcox

**COMP 118 (F) Animal Subjects (DPE) (WI)**

**Crosslistings:** GERM118 / COMP118

**Primary Crosslisting**

Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about
animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

Class Format: tutorial

Requirements/Evaluation: regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight. WI: Multiple writing and rewriting assignments that build on one another, totaling 20 pages or more, plus careful attention to writing practice in class.

Fall 2018

TUT Section: T1   TBA   Natalie E. Lozinski-Veach

COMP 119 (S)  Asian American Femininities  (DPE) (WI)

Crosslistings: COMP119 / WGSS119

Secondary Crosslisting

This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

Class Format: tutorial

Requirements/Evaluation: weekly papers or peer responses

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP DPE: The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn. WI: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

TUT Section: T1   TBA   Vivian L. Huang

COMP 134 (S)  Leaving the World Behind: The Literature of Reclusion  (WI)
Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134

Secondary Crosslisting

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion---living a life of seclusion from society---in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state---to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial

Requirements/Evaluation: tutorial papers, responses, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CHIN or COMP; meets Division 2 requirement if registration is under ANTH or REL WI. Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. The final project will be a self-designed experiment in reclusion.

Spring 2019

TUT Section: T1 TBA Christopher M. B. Nugent

COMP 241 (S) Sex and Gender in Ancient Greece and Rome (WI)

Crosslistings: CLAS241 / COMP241 / WGSS241

Secondary Crosslisting

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Class Format: tutorial

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature

Expected Class Size: 10

Distributions: (D1) (WI)
Spring 2019
TUT Section: T1 TBA Amanda R. Wilcox

COMP 331 (S)  The Brothers Karamazov  (WI)
Crosslistings: COMP331 / ENGL371 / RUSS331

Secondary Crosslisting
Widely hailed as one of the greatest novels ever written, Dostoevsky's The Brothers Karamazov contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside The Brothers Karamazov, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of The Brothers Karamazov.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: at least one 200-level literature class
Enrollment Limit: 10
Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English
Expected Class Size: 10
Distributions: (D1) (WI)
Attributes: JLST Interdepartmental Electives;

Spring 2019
TUT Section: T1 TBA Julie A. Cassiday

COMP 347 (F)  Silence, Loss, and (Non)Memory in Austria 1900-the Present  (DPE) (WI)
Crosslistings: COMP347 / GERM331

Secondary Crosslisting
One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational
transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least three of the papers will be in German.

**Class Format:** tutorial

**Requirements/Evaluation:** five 5-page papers, one revision, discussion

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

**Enrollment Limit:** 10

**Enrollment Preferences:** German or Comparative Literature majors

**Expected Class Size:** 10

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.

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**CSCI 336 (F) Computer Networks (QFR)**

This course explores the design and implementation of computer networks. Topics include wired and wireless networks; techniques for efficient and reliable encoding and transmission of data; addressing schemes and routing mechanisms; resource allocation for bandwidth sharing; and security issues. An important unifying themes is the distributed nature of all network problems. We will examine the ways in which these issues are addressed by current protocols such as TCP/IP and 802.11 WIFI.

**Class Format:** This class will follow the meeting structure of a tutorial, with groups of three or four

**Requirements/Evaluation:** evaluation will be based on problem sets, programming assignments, and midterm and final examinations

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** CSCI 136 and 237

**Enrollment Limit:** 18

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 18

**Distributions:** (D3) (QFR)

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**CSCI 434 (S) Compiler Design (QFR)**

This tutorial covers the principles and practices for the design and implementation of compilers and interpreters. Topics include all stages of the compilation and execution process: lexical analysis; parsing; symbol tables; type systems; scope; semantic analysis; intermediate representations; run-time environments and interpreters; code generation; program analysis and optimization; and garbage collection. The course covers both the theoretical and practical implications of these topics. Students will construct a full compiler for a simple object-oriented language.

**Class Format:** This class will follow the meeting structure of a tutorial, with groups of three or four

**Requirements/Evaluation:** evaluation will be based on presentations, problem sets, a substantial implementation project, and two exams

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** CSCI 237 and 256  CSCI 334 is recommended, but not required

**Enrollment Limit:** 10
Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 10

Distributions: (D3) (QFR)

Spring 2019
TUT Section: T1 TBA Stephen N. Freund

DANC 280 (S) Dancing the Score/Scoring the Dance

Crosslistings: DANC280 / MUS280

Secondary Crosslisting
This course is designed for students interested in intensive collaborative composition work in dance and music. Students in dance will be paired with students in music; both students will be supported in creating in collaboration by practicing composition in their respective disciplines while working closely with each other in a structured, intimate setting. Any genre or style of music or dance may be explored. Projects will allow students to practice methodologies of collaboration and creation. Groups will evolve, and document procedures unique to their group. Students are expected to rigorously build upon and revise their work(s) by making active use of feedback sessions. Studying historic and contemporary dance and music collaborations in a variety of genres will give further context to our work. Weekly presentation of assignments, active participation in feedback sessions, identifying to the group what the next steps are, written reflection on sessions, and final showing will be required. Creating in collaboration trains students to articulate vision and intention while enabling the instructors to differentiate their aesthetic values from those of the students. It also trains students to collaborate with other disciplines during the creative process. The format allows class members to receive undivided focus on their processes, while also challenging them to assess their own abilities, create their own next steps, and discover how movement can inspire music as well as music inspiring dance. This tutorial provides a crucial central aspect of the creative arts: a space for ongoing feedback driven by the questions arising for the students, rather than specific aesthetic preferences or working practices. Investment in the work of one's group is central, sharing responsibility for the development of others' as well as one's own work.

Class Format: tutorial; each student choreographer will work with a student composer; they will share responsibility choosing, creating, developing, completing, and presenting their projects

Requirements/Evaluation: 10% class participation, 20% written assignments, 70% composition assignments

Extra Info: not available for the fifth course option

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: composition students and student choreographers

Expected Class Size: 10

Distributions: (D1)

Spring 2019
TUT Section: T1 TBA Erica Dankmeyer, Ileana Perez Velazquez

ECON 240 (F) Colonialism and Underdevelopment in South Asia (DPE) (WI) (QFR)

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

Class Format: tutorial

Requirements/Evaluation: essays (one every other week) and responses to partner's essays will be evaluated

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: one course in ECON

Enrollment Limit: 10
Enrollment Preferences: Economics major, prior course on South Asia
Expected Class Size: 10
Distributions: (D2) (DPE) (WI) (QFR)
Distribution Notes: DPE: Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation. QFR and WI: Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies both the WI and QFR requirement.
Attributes: GBST South + Southeast Asia Studies Electives; POEC Comparative POEC/Public Policy Courses;

Fall 2018
TUT Section: T1     TBA     Anand V. Swamy

ECON 357 (S) The Economics of Higher Education
This tutorial will utilize economic theory and econometric methods to understand a variety of issues pertaining to the economics of colleges and universities. In particular, we will discuss the logic of non-profit enterprises, the financial structure of a college or university, competition in the market for higher education, policies impacting tuition and financial aid, the individual and societal returns from investments in higher education, and the distinctive features of academic labor markets. Particular attention will be paid to selective liberal arts colleges.
Class Format: tutorial; will meet weekly in groups of two
Requirements/Evaluation: evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of their colleagues
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 251 and 255 or STAT 346 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Economics majors
Expected Class Size: 10
Distributions: (D2)

Spring 2019
TUT Section: T1     TBA     David J. Zimmerman

ECON 390 (S) Financial Crises: Causes and Cures (WI)
Crosslistings: ECON536 / ECON390
Primary Crosslisting
Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.
Class Format: tutorial
Requirements/Evaluation: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 252 and 255
Enrollment Limit: 10
Enrollment Preferences: Economics majors
Expected Class Size: 10
ECON 532 (S) Inclusive Growth: The Role of Social Safety Nets
Designing and implementing effective national strategies to promote inclusive economic growth can require difficult policy reforms, sometimes with adverse short-term impacts for vulnerable groups within society. Social safety nets provide a pro-poor policy instrument that can balance trade and labor market reform, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social safety nets help the poor to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. This tutorial will offer students the opportunity to explore the role of social safety nets in promoting inclusive economic growth, drawing on case studies from Africa, Asia, Latin America and Eastern Europe. The first part of the tutorial will define social safety nets within the broader context of social protection, examining the diversity of instruments and their linkages to economic growth. The second part will delve more deeply into the design and implementation of effective interventions, assessing program choice, affordability, targeting, incentives and other issues. The third part will analyze the role of social safety nets in supporting economic growth strategies, drawing on international lessons of experience.

Class Format: tutorial
Requirements/Evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Limit: 10
Expected Class Size: 10
Distributions: (D2)
Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2019
TUT Section: T1    TBA    Gerard Caprio

ECON 534 (S) Long Term Fiscal Challenges
This tutorial will address the conceptual and theoretical issues that confront policy makers when they face policy challenges that are likely to emerge only over the medium- to long-term and that have important budgetary implications. It will explore the strategies and approaches that a number of countries have attempted to develop to bring the long-term into their current policy and budgetary planning processes. Students will be exposed to different long-term challenges that have important budgetary implications, including aging populations, health care, climate change, energy and infrastructure, and water. The course will consider the specific policy challenges that arise for each and the ways in which different countries are addressing them.

Class Format: tutorial
Requirements/Evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: permission of instructor for undergraduates
Enrollment Limit: 10
Enrollment Preferences: CDE students and undergraduates with permission of the instructor
Expected Class Size: 10
Distributions: (D2)
Attributes: POEC Comparative POEC/Public Policy Courses
ECON 536 (S) Financial Crises: Causes and Cures  (WI)
Crosslistings: ECON536 / ECON390

Secondary Crosslisting

Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.

Class Format: tutorial

Requirements/Evaluation: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 252 and 255

Enrollment Limit: 10

Enrollment Preferences: Economics majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: POEC Comparative POEC/Public Policy Courses;

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ECON 537 (S) Developing Money and Capital Markets  (WI)

This tutorial will explore ways to create or enhance money and capital markets so that they can better perform their roles in channelling savings to their most productive uses and in serving as transmission mechanisms for monetary policy.

Class Format: tutorial

Requirements/Evaluation: each student will write five policy papers and the same number of critiques

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: intended for CDE fellows; undergraduate enrollment requires permission of instructor

Enrollment Limit: 10

Enrollment Preferences: CDE Fellows

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: GBST Economic Development Studies Electives; POEC International Political Economy Courses;

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ENGL 227 (F) Elegies  (WI)

This tutorial--intended primarily for sophomores--explores elegies as a literary genre. In their most familiar form, elegies honor and memorialize the dead. More broadly conceived, the genre includes works lamenting other kinds of loss as well: the loss of a lover, place, country, or cherished version of one's past. We'll consider the special challenges and opportunities of the elegiac voice: how it manages to give public expression to private grief;
negotiates problems of tone and perspective; worries about and celebrates the capacity of language to generate hope and consolation; and seeks a kind of solace in the literary effort to evoke, preserve, or rewrite a lost life or an absent past. This course focuses primarily on poetry, English and American, across a broad historical range. We'll first read poems from 1600-1900—including works by Jonson, Milton, Donne, Dryden, Gray, Shelley, Tennyson, and Whitman, and then turn to some of the twentieth-century's great poetic elegists—Owen, Yeats, Auden, Lowell, and Heaney. Finally, we'll consider how the elegiac voice works in fiction, especially in stories by Joyce ("The Dead") and Nabokov ("Spring in Fialta").

Class Format: tutorial; weekly meetings with instructor, 60-75 minutes

Requirements/Evaluation: active participation in tutorial meetings, students will write a 5- to 6-page paper every other week (five in all), and comment on their partners' papers in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: sophomores; not open to first-year students

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: WI: English tutorials are writing-intensive

Attributes: ENGL Literary Histories B;

Fall 2018

TUT Section: T1 TBA Stephen Fix

ENGL 254 (S) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE) (WI)

Crosslistings: ENGL254 / WGSS274

Primary Crosslisting

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include Annie John (1985), Lucy (1990), The Autobiography of My Mother (1996), My Brother (1997), Mr. Potter (2002), and See Now Then (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging WI: This course will fulfill the Writing-Intensive distribution requirement in that it requires a minimum of 20 pages of formal writing

Attributes: ENGL Post-1900 Courses; ENGL 200-level Gateway Courses;

Spring 2019

TUT Section: T1 TBA Ianna Hawkins Owen
ENGL 257 (S) Personal Essay: Writing Workshop (WI)

The personal essay as a literary form encompasses a wide range of genres including literary journalism, creative nonfiction and the lyric essay. Note the exclusion of "memoir" or "autobiography" in this list. This course is NOT a course in memoir or autobiography. As we become more mindful of our particular points of view (and of ways to exploit this subjectivity), we will turn the focus outside of ourselves. We will experiment with writing that is extra- rather than introspective. While this is primarily a course in creative writing, we will give much of our time to literary analysis and imitation of exemplary essayists (primarily from the 20th and 21st centuries, and primarily from the U.S.) including Baldwin, Agee, Dillard, McPhee, Eggers, Carson, Delaney, Nelson, Chee, Yuknavitch and Karen Green.

Class Format: tutorial

Requirements/Evaluation: grade will be based on quality of writing and on quality of participation in weekly tutorial meetings

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: students who have not yet taken Creative Writing courses will be given priority

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: WI: This course will demand weekly writing and critical responses, as well as regular opportunities for revision. Total number of pages written will amount to approximately 35.

Attributes: ENGL Creative Writing Courses;

Spring 2019
TUT Section: T1 TBA Cassandra J. Cleghorn

ENGL 343 (S) Whitman and Dickinson in Context (WI)

In this tutorial, we will read closely the works of two of the most influential and fascinating poets in the U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings--in Whitman's case, his essays, in Dickinson's, her letters--we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most "private." We will interrogate this assumption, exploring how each poet represents publicity and privacy in their work, as well as their efforts to "perform" and/or reform the American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition/slavery, women's suffrage, temperance, and territorial expansion. Finally, we will explore Whitman and Dickinson's relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson's works, constructing critical arguments in dialogue with other critics, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.

Class Format: tutorial

Requirements/Evaluation: five 5- to 7-page papers, final paper, oral presentation and critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors

Expected Class Size: 10

Distributions: (D1) (WI)

Attributes: AMST Arts in Context Electives; ENGL 1700-1900 Courses;

Spring 2019
TUT Section: T1 TBA Kathryn R. Kent
ENGL 371 (S)  The Brothers Karamazov  (WI)
Crosslistings: COMP331 / ENGL371 / RUSS331

Secondary Crosslisting
Widely hailed as one of the greatest novels ever written, Dostoevsky's The Brothers Karamazov contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside The Brothers Karamazov, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of The Brothers Karamazov.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: at least one 200-level literature class
Enrollment Limit: 10
Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English
Expected Class Size: 10
Distributions: (D1) (WI)
Attributes: JLST Interdepartmental Electives;

Spring 2019
TUT Section: T1  TBA  Julie A. Cassiday

ENVI 222 (F)  Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics  (WI)
Crosslistings: GEOS221 / ENVI222

Secondary Crosslisting
Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process.

Class Format: tutorial
Requirements/Evaluation: weekly papers and a final oral presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
**Enrollment Preferences**: second-year students, Geosciences and Environmental Studies third- and fourth-year students

**Expected Class Size**: 10

**Distributions**: (D3) (WI)

**Distribution Notes**: WI: This course will involve significant writing in terms of weekly assignments.

**Attributes**: EXPE Experiential Education Courses

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**Fall 2018**

**TUT Section**: T1  TBA  Alex A. Apotsos

**ENVI 225 (F) Sustainable Food & Agriculture (WI)**

**Crosslistings**: ENVI225 / BIOL225

**Secondary Crosslisting**

A tutorial course investigating patterns, processes, and stability in human-dominated, food production systems. The course will examine sustainable food and agriculture from an ecological perspective. Topics will include: changes in diversity, concentration, and scale, flows of energy, circulation (or not) of fertilizer nutrients, carbon balances in soils, and stability of food production, processing, and distribution ecosystems. A day-long field experience will take place on a local farm.

**Class Format**: tutorial

**Requirements/Evaluation**: Evaluation will be based on writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.

**Extra Info**: may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites**: BIOL 102 or ENVI 102

**Enrollment Limit**: 10

**Enrollment Preferences**: open to sophomores, juniors, and seniors, with preference given to sophomores over juniors and seniors.

**Expected Class Size**: 8

**Department Notes**: satisfies the distribution requirement in the Biology major, the Natural World distributional requirement of the Environmental Studies program

**Distributions**: (D3) (WI)

**Distribution Notes**: WI: Each student will write five papers that deal with questions requiring extensive reading of primary resources. Paper presentations will alternate with serving as a critic of other student papers. Students will be given the opportunity to revise and rewrite two of the five papers in the week following their tutorial presentation thereby being able to respond to the criticism and discussion of the tutorial group.

**Attributes**: ENVI Natural World Electives

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**Fall 2018**

**TUT Section**: T1  TBA  Henry W. Art

**ENVI 240 (F) Conservation and Climate Change (WI)**

What does climate change mean for the future of Earth’s 8.7 million-or-so species? This tutorial introduces students to an emerging literature on how climate change alters the distributions, behaviors, and interactions of plant and animal species. In it we will pay close attention to how to read a scientific paper and how to write about science from the discipline of environmental studies. Some of the questions we will consider include: How is scientific knowledge produced? What might the biotic world look like in 10, 100, and 1000 years? How are conservation and restoration practitioners responding to climate change? To what extent can local environmental management alter global trends?

**Class Format**: tutorial

**Requirements/Evaluation**: one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks

**Extra Info**: may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites**: ENVI101 or permission of the instructor

**Enrollment Limit**: 10
Enrollment Preferences: Environmental Studies majors and concentrators
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: WI: Tutorial format
Attributes: ENVI Humanities, Arts + Social Science Electives; ENVI Natural World Electives; SCST Related Courses;

Fall 2018
TUT Section: T1 TBA Laura J. Martin

ENVI 244 (S) Environmental Ethics (WI)
Crosslistings: PHIL244 / ENVI244
Primary Crosslisting
What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Class Format: tutorial
Requirements/Evaluation: one 5- to 7-page essay every other week (6 in all) and carefully prepared oral responses to partners' essays in alternate weeks; evaluation will be based on essays, oral critiques, and quality of discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI 101 or one course in PHIL
Enrollment Limit: 10
Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Spring 2019
TUT Section: T1 TBA Julie A. Pedroni

ENVI 248 (S) "Our Response Will Define Our Future": Climate Change Policy Analysis (WI)
In 2014, UN Secretary General Ban Ki-moon declared: climate change is "the defining issue of our age. It is defining our present. Our response will define our future." In this tutorial, we will examine a broad range of proposed, and currently implemented, policy responses to this grand challenge. We will employ policy analysis to evaluate these strategies' effectiveness and viability. This tutorial will consider approaches at varied scales (ranging from university campuses to coordinated global action) and addressing different sectors (including transportation, energy generation, and food production).

Class Format: tutorial
Requirements/Evaluation: students alternate in preparing 5-7 page papers and 2 page responses (5 papers and 5 responses in total), final paper building on one of the 5-7 page papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
**ENVI 491 (S) The Suburbs** (WI)

Crosslistings: HIST491 / ENVI491 / AMST490

**Secondary Crosslisting**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America’s conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** tutorial

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada;

Spring 2019

TUT Section: T1  TBA  Karen R. Merrill

**GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference** (DPE) (WI)

Crosslistings: SOC248 / GBST247 / RUSS248

**Secondary Crosslisting**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.
Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018

TUT Section: T1 TBA Olga Shevchenko

GBST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)

Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing- intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018

TUT Section: T1 TBA Magnús T. Bernhardsson

GEOS 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WI)
Former President Barack Obama once said: “There’s one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate.” While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process.

Class Format: tutorial
Requirements/Evaluation: weekly papers and a final oral presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: second-year students, Geosciences and Environmental Studies third- and fourth-year students
Expected Class Size: 10
Distributions: (D3) (WI)
Distribution Notes: WI: This course will involve significant writing in terms of weekly assignments.
Attributes: EXPE Experiential Education Courses;
GERM 331 (F) Silence, Loss, and (Non)Memory in Austria 1900-the Present (DPE) (WI)

Crosslistings: COMP347 / GERM331

Primary Crosslisting

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that “we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society.” Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English.

For those who do it in German, all literary readings and at least three of the papers will be in German.

Class Format: tutorial

Requirements/Evaluation: five 5-page papers, one revision, discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

Enrollment Limit: 10

Enrollment Preferences: German or Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.
The two Koreas—North and South—were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called “the Cold War’s last divide.” This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.

**Class Format:** tutorial

**Requirements/Evaluation:** students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner’s work

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** GBST East Asian Studies Electives; HIST Group B Electives - Asia;

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For centuries, people have used crime in Russia and the Russian state's response to crime as lenses through which to examine Russian history and the Russian experience. This tutorial will follow in this tradition, but will adopt a more critical approach to question how or if crime and deviance can speak to the nature of the Russian state and its relationship to Russian society writ large. To answer this question, we will read a combination of original historical sources and recent scholarship that cover the entirety of Russian history: from the creation of the first legal code in Medieval Muscovy to the publication of Alexander Solzhenitsyn’s Gulag Archipelago in 1962 and beyond. By semester's end, students will have developed an understanding of both the major historical actors and events in Russian criminal and legal history, and the intellectual debates that they sparked among contemporaries and present day scholars alike.

**Class Format:** tutorial

**Requirements/Evaluation:** A student either will write and present orally a 3- to 5-page essay on the assigned readings or will be responsible for offering an oral critique of their partner’s work

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under RUSS

**Attributes:** HIST Group C Electives - Europe and Russia;
Throughout the 20th century, parents, students, teachers, and policymakers have fought bitterly about the purpose of and practices in public schools. Public schools have been the site of a series of intense conflicts over the meanings of democracy and equality; the relationship between the individual, the family, and the state; and about competing claims to recognize the rights of teachers, children, and parents. Organized both chronologically and thematically, this course examines a series of "school wars" in the 20th century, focusing especially on battles over religion, race, and sex. Topics will include evolution/creationism, segregation and desegregation, bilingual education, sex education, free speech, and school prayer. This course asks how, why, and with what consequences schools have been an arena of cultural conflict in the United States? How do these debates help us understand the contested relationship between the rights of children and students, the rights of parents and families, the rights of communities and states, and the obligations of the federal government? How can historical analysis shed light on our present-day "school wars"? Many of these conflicts wind up in court, and we will be looking at some key Supreme Court decisions, but we will also draw upon memoirs, social histories, oral histories, popular culture, and other archival and documentary sources that focus on the experience of teachers and students. Tutorials meet in pairs. Every week, each student will either write an essay (1000-1250 words) that responds to and analyzes the readings OR a short essay (no more than 500 words) that responds to their partner's paper and raises further questions for discussion.

Class Format: tutorial
Requirements/Evaluation: four to five tutorial papers (approximately 5 pages) and four to five short response papers (approximately 2 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: First-Year and Sophomores
Enrollment Limit: 10
Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: WI: 100-level History courses, particularly 100-level tutorials, are particularly focused on developing the skills and methods of historical writing and research.
Attributes: HIST Group F Electives - U.S. + Canada;

How do historians write and discover the lives of American women who never ran for office, led social movements, or married famous men? What sorts of lives did they lead? In what ways did they respond to the social and political upheavals of their age? How do historians unearth everyday experiences? Are the stakes different when we attempt to tell the stories of people whose lives make little mark on official letters. We will read social and cultural U.S. women's history, looking at urban working class women, enslaved women, rural farmers and wives, immigrant women from Europe and the Caribbean. Tutorial pairs will spend at least one week investigating sources in the Chapin Library and perhaps looking at visual art at Williams College Museum of Art.

Class Format: tutorial
Requirements/Evaluation: students will write papers (4-6 pages) roughly every other week, students will also write one page critiques, students will make a formal oral presentation one week
Extra Info: not available for the fifth course option
Prerequisites: First-Years and Sophomores
Enrollment Limit: 10
Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: This course investigates women whose lack of political, economic and cultural power has persisted into the historical record. We will consciously think and write about the role of historians in recovering lives and stories. How much of someone's story can we really tell? How far should historians go in deploying peoples scanty records to make an intellectual argument?
 Attributes: HIST Group F Electives - U.S. + Canada;

Spring 2019  
TUT Section: T1  Cancelled

HIST 480 (F) Interpretations of the Israeli Palestinian Conflict  (DPE) (WI)  
Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480  

Primary Crosslisting  
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimate their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).  

Class Format: tutorial  
Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none, though some academic experience with Middle East materials is preferred  
Enrollment Limit: 10  
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators  
Expected Class Size: 10  
Distributions: (D2) (DPE) (WI)  
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing- intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner´s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.  
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018  
TUT Section: T1  TBA  Magnús T. Bernhardsson

HIST 481 (S) History of Taiwan  (WI)  
Crosslistings: ASST413 / HIST481  

Primary Crosslisting  
Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.  

Class Format: tutorial  
Requirements/Evaluation: weekly papers and critiques  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none
Spring 2019
TUT Section: T1    TBA    Anne Reinhardt

HIST 482 (F)  The Great War, 1914-1918  (WI)
Crosslistings: LEAD382 / HIST482
Primary Crosslisting

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement. What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Class Format: tutorial
Requirements/Evaluation: paper or critique every week
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: senior History Majors
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: HIST Group C Electives - Europe and Russia;

Fall 2018
TUT Section: T1    TBA    James B. Wood

HIST 483 (S)  Sport and Diplomacy  (WI)

Sport has emerged in recent years as a hot topic of study among diplomatic historians. Once considered a marginal topic, sport is now seen as a critical window into the world of international relations. Recent works address not only official state policies pertaining to international sport, but also issues of nationalism, imperialism, racial ideologies, transnational migration, public diplomacy, culture in foreign relations, and the role of sport governing bodies in the international system. In this tutorial, students will read key essays and monographs that contribute to this emerging literature, alongside state-of-the-field essays that explore the methodological and thematic approaches that historians have used to grapple with the complex interactions between countries, peoples, and cultures that occur within the realm of sport.

Class Format: tutorial
Requirements/Evaluation: students will write and present orally six essays (5-7 pages each) on assigned readings each week; students not presenting an essay in a given week will produce a 2-page written critique
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: History majors and students with some prior course work in foreign relations and/or international history
Expected Class Size: 10

Distribution Notes: WI: Each student will be required to write six papers (5- to 7-pages each). We will discuss writing on a regular basis during tutorial meetings in pairs of two students.

Attributes: HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

Spring 2019
TUT Section: T1 TBA Jessica Chapman

HIST 484 (F) The Hundred Years' War
By the Hundred Years' War, historians understand a series of battles and wider conflicts waged between England and France from 1337 to 1453, over the succession to the French throne. From the near-total English victory after the Battle of Poitiers to the remarkable revival of French fortunes associated with Joan of Arc, the Hundred Years' War encompasses some of the most iconic events of later medieval history. The events of the war, together with a broader history of the entire era, are the subject of a monumental study by Jonathan Sumption, who has now published the fourth of a projected five volumes. The greater part of this tutorial will concentrate on a careful, thorough reading of Sumption's history--a rare opportunity afforded by the tutorial format, given that great historical enterprises are otherwise beyond the scope of college and university classrooms. For additional perspective, we will also read a general survey of the later medieval period and several more specific monographs, and we will consider the reception that Sumption's work has received among historians of the Middle Ages.

Class Format: tutorial
Requirements/Evaluation: six tutorial papers and six critiques, to be submitted on alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: senior, then junior, History majors
Expected Class Size: 10
Attributes: HIST Group C Electives - Europe and Russia

Fall 2018
TUT Section: T1 TBA Eric Knibbs

HIST 489 (F) Feminist Movements in U.S. History (DPE)
This class studies the historical development of feminist movements in the United States. From the 19th century women's rights movements through 20th century movements for women's liberation, it examines the changing definitions of feminism and the array of strategies and organizations that activists have generated. It also examines the complex dynamic between feminist activism and the production of women's history, examining the role of historical narrative in feminists' struggle for social change.

Class Format: tutorial
Requirements/Evaluation: bi-weekly five page papers, bi-weekly analytic papers, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: instructor's permission required
Enrollment Limit: 10
Enrollment Preferences: History and Women's, Gender, and Sexuality Studies majors
Expected Class Size: 10
Attributes: HIST Group C Electives - Europe and Russia

Fall 2018
The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America’s conservative political turn, leading to the election of Ronald Reagan?

Class Format: tutorial

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada;

Spring 2019
TUT Section: T1 TBA Karen R. Merrill

**INTR 219 (F) Women in National Politics (WI)**

Crosslistings: PSCI219 / INTR219 / WGSS219

Primary Crosslisting

This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

Class Format: tutorial

Requirements/Evaluation: brief analytical papers and response papers for each week’s readings

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors, sophomores with permission of instructor

Distributions: (D2) (WI)

Fall 2018
TUT Section: T1 TBA Joy A. James

**INTR 343 (F) Representations of Racial-Sexual Violence from Enslavement to Emancipation (WI)**
This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, LGBTQ and ethnic/black studies. Books include *Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro; At the Dark End of the Street*; films include *Birth of a Nation; Bush Mama; To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

**Class Format:** tutorial; students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence.

**Requirements/Evaluation:** weekly primary and response papers

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference given to juniors and seniors

**Expected Class Size:** 8

**Distributions:** (D2) (WI)

**Attributes:** AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; WGSS Racial Sexual + Cultural Diversity Courses

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Secondary Crosslisting

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies--actors, dancers, singers--and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations--art, theatre, literature, anthropology, philosophy--and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the '62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films and selected tapes of live performances.

**Class Format:** tutorial

**Requirements/Evaluation:** alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

**Attributes:** AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;
JAPN 407 (F) An Exploration of Japanese Language and Culture  (WI)
Crosslistings: ASST207 / JAPN407

Primary Crosslisting
Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Class Format: tutorial
Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207T will meet once a week; JAPN 407T will meet twice a week
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none for ASST 207T; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407T
Enrollment Limit: 10
Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors
Expected Class Size: 10
Department Notes: students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ASST or JAPN
Attributes: Linguistics;

JWST 289 (F) The Talmud on What it Means to be Human
Crosslistings: JWST289 / REL289
Secondary Crosslisting
The Talmud, a central text in Judaism, is one of the richest and most sophisticated works of literature and thought ever produced. In this course, students will be introduced to the challenges and thrills of reading the Talmud as they consider how the Talmud asks and answers the question of what it means to be human. We will be particularly interested in exploring how the Talmud envisions human difference and similarity in terms of humans' relationships with animals and material things. In addition to learning how to read the Talmud, therefore, students will also be introduced to burgeoning interdisciplinary theories and methods (Posthumanism and New Materialism) for considering what it means to be human in a world of animals and things.

Class Format: tutorial
Requirements/Evaluation: weekly papers, final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Religion majors, Jewish Studies students
Expected Class Size: 10
Distributions: (D2)

Fall 2018
TUT Section: T1  TBA  Phillip J. Webster

JWST 480 (F) Interpretations of the Israeli Palestinian Conflict  (DPE) (WI)
Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial
Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, though some academic experience with Middle East materials is preferred
Enrollment Limit: 10
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future.  WI: As a tutorial, this course is writing- intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018
TUT Section: T1  TBA  Magnús T. Bernhardsson

LATS 106 (S) Coming of Age in the City: Growing up and Growing Older in Communities of Color  (DPE) (WI)
This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Class Format: tutorial
Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
LEAD 206 (F) Dangerous Leadership in American Politics (WI)

Crosslistings: PSCI206 / LEAD206

Secondary Crosslisting

"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders?". A common assumption is that those who do it well—whether in the presidency, the parties, social movements, organizations, or local communities—are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention—as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition’s leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

Class Format: tutorial

Requirements/Evaluation: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses;

Fall 2018

TUT Section: T1 TBA Nicole E. Mellow

LEAD 348 (S) The Black Radical Tradition (WI)

Crosslistings: LEAD348 / PSCI348 / AFR348

Secondary Crosslisting

The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics
beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of "radical"; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

**Class Format:** tutorial

**Requirements/Evaluation:** attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none; open to all

**Enrollment Limit:** 10

**Enrollment Preferences:** Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AFR Core Electives; PSCI Political Theory Courses;

Spring 2019

TUT Section: T1    TBA    Neil Roberts

**LEAD 382 (F)  The Great War, 1914-1918  (WI)**

Crosslistings: LEAD382 / HIST482

Secondary Crosslisting

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement. What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

**Class Format:** tutorial

**Requirements/Evaluation:** paper or critique every week

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** senior History Majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** HIST Group C Electives - Europe and Russia;

Fall 2018

TUT Section: T1    TBA    James B. Wood

**MATH 310 (S) Mathematical Biology  (QFR)**

Crosslistings: MATH310 / BIOL210

Primary Crosslisting

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability.
Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

Class Format: tutorial

Requirements/Evaluation: problem sets, weekly meetings, final project and paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 250, MATH 209 or 309, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: if over-enrolled, will have students submit reasons for taking class; preference to those with interest in both subjects

Expected Class Size: 10

Distributions: (D3) (QFR)

Distribution Notes: QFR: The course will introduce methods for developing and analyzing mathematical models.

Attributes: PHLH Methods in Public Health;

Spring 2019
TUT Section: T1 TBA Julie C. Blackwood

MATH 459 (S) Applied Partial Differential Equations (QFR)

Partial differential equations (PDE) arise as mathematical models of phenomena in chemistry, ecology, economics, electromagnetics, epidemiology, fluid dynamics, neuroscience, and much more. Furthermore, the study of partial differential equations connects with diverse branches of mathematics including analysis, geometry, algebra, and computation. Adopting an applied viewpoint, we develop techniques for studying PDE. We draw from a body of knowledge spanning classic work from the time of Isaac Newton right up to today's cutting edge applied mathematics research. This tutorial is appropriate as a second course in differential equations. In this tutorial, students will: build and utilize PDE-based models; determine the most appropriate tools to apply to a PDE; apply the aforementioned tools; be comfortable with open-ended scientific work; read applied mathematical literature; communicate applied mathematics clearly, precisely, and appropriately; collaborate effectively.

Class Format: tutorial

Requirements/Evaluation: participation, problem sets, oral presentations, oral exams, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 209 or MATH/PHYS 210 or MATH 309 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: students with an interest in applied mathematics, selected to create a diverse set of tutorial participants

Expected Class Size: 10

Department Notes: students who have taken MATH 453 may not enroll in MATH 458T without permission of the instructor

Distributions: (D3) (QFR)

Distribution Notes: QFR: This tutorial involves regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2019
TUT Section: T1 TBA Chad M. Topaz

MUS 275 (F) Shakespeare through Music (WI)

The plays of William Shakespeare are replete with references to music, and in his day included singing and even dancing as part of the narrative. As his plays entered the global canon, composers and choreographers, along with musicians and dancers, have contributed as avidly to interpreting Shakespeare's plots and characters as have theater directors and actors across the world. This tutorial course will focus on three plays—the tragedies Romeo and Juliet and Othello, and the comedy Midsummer Night's Dream—in order to compare and contrast a broad range of ways in which music
works to tell these stories and portray these characters. We will consider these three plays in genres ranging from symphony orchestra, opera, and ballet to film scores, modern dance, jazz, musical theater, and popular song. Music from the Renaissance to the present day will be explored, including composers such as Purcell, Mendelssohn, Tchaikovsky, Verdi, Prokofiev, Bernstein, Britten, Ellington, and Costello. We will also examine film scores ranging from the silent era through such directors as Max Reinhardt, Orson Welles, Franco Zeffirelli, and Baz Luhrmann. Through comparative analysis of different approaches to relating Shakespeare's plays through music, this tutorial aims to develop both critical listening to music and critical thinking about music.

Class Format: tutorial

Requirements/Evaluation: each student will write five 6- to 7-page essays, and provide five peer reviews; evaluation will be based on the quality of written work and discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: second-year students

Expected Class Size: 8

Distributions: (D1) (WI)

Distribution Notes: WI: Each student will write five 6- to 7-page essays, and provide five written peer reviews

Fall 2018

TUT Section: T1    TBA    M. Jennifer Bloxam

MUS 280 (S) Dancing the Score/Scoring the Dance

Crosslistings: DANC280 / MUS280

Primary Crosslisting

This course is designed for students interested in intensive collaborative composition work in dance and music. Students in dance will be paired with students in music; both students will be supported in creating in collaboration by practicing composition in their respective disciplines while working closely with each other in a structured, intimate setting. Any genre or style of music or dance may be explored. Projects will allow students to practice methodologies of collaboration and creation. Groups will evolve, and document procedures unique to their group. Students are expected to rigorously build upon and revise their work(s) by making active use of feedback sessions. Studying historic and contemporary dance and music collaborations in a variety of genres will give further context to our work. Weekly presentation of assignments, active participation in feedback sessions, identifying to the group what the next steps are, written reflection on sessions, and final showing will be required. Creating in collaboration trains students to articulate vision and intention while enabling the instructors to differentiate their aesthetic values from those of the students. It also trains students to collaborate with other disciplines during the creative process. The format allows class members to receive undivided focus on their processes, while also challenging them to assess their own abilities, create their own next steps, and discover how movement can inspire music as well as music inspiring dance. This tutorial provides a crucial central aspect of the creative arts: a space for ongoing feedback driven by the questions arising for the students, rather than specific aesthetic preferences or working practices. Investment in the work of one's group is central, sharing responsibility for the development of others' as well as one's own work.

Class Format: tutorial; each student choreographer will work with a student composer; they will share responsibility choosing, creating, developing, completing, and presenting their projects

Requirements/Evaluation: 10% class participation, 20% written assignments, 70% composition assignments

Extra Info: not available for the fifth course option

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: composition students and student choreographers

Expected Class Size: 10

Distributions: (D1)

Spring 2019
**NSCI 317 (S) Nature via Nurture: Topics in Developmental Psychobiology**

Crosslistings: PSYC317 / NSCI317

**Secondary Crosslisting**

Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) that lead to individual differences in behavior. Modern neuroscience techniques have discovered new relationships between genes and behavior. Conversely, recent studies on the effects of social factors suggest critical environmental influences on the expression of these genetic determinants. This tutorial will explore the theoretical and empirical issues in animal models of behavioral epigenetics. Topics include child neglect, antisocial behavior, addiction, anxiety, risk-taking, empathy, and depression. Each tutorial pair will design and conduct an empirical laboratory project that will explore their own experimental question about the interaction of genes and environment in determining behavioral phenotypes.

**Class Format:** tutorial

**Requirements/Evaluation:** each week, students will either present an oral argument based on a 5-page position paper or respond to their partners' paper; Weekly lab meetings will be held and empirical projects presented in a final poster session

**Extra Info:** may not be taken on a pass/fail basis, not available for the fifth course option

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201)

**Enrollment Limit:** 10

**Enrollment Preferences:** Neuroscience concentrators and Psychology majors

**Expected Class Size:** 10

**Distributions:** (D3)

**Distribution Notes:** meets Division 3 requirement if registration is under PSYC

**Attributes:** NSCI Group B Electives; PHLH Biomedical Determinants of Health; PHLH Reproductive, Maternal and Child Health; PSYC Area 1 - Behavioral Neuroscience; PSYC Empirical Lab Course; SCST Related Courses

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**PHIL 122 (F) Philosophical Approaches to Contemporary Moral Issues (WI)**

In this tutorial we will examine a number of prominent and controversial social issues, using our study of them both as an opportunity to better understand the moral dimensions of those issues in and of themselves, and to consider the ways in which selected classical and contemporary moral theories characterize and address those moral dimensions. Topics will depend to some extent on student interest, but are likely to include concerns that fall under such headings as euthanasia, conscientious eating, abortion, capital punishment, the ethics of protest, and torture and terrorism. The course will use a case-based approach to examine these issues, and so in most weeks we will (1) read philosophical articles focused on a key concept or set of arguments central to the issue, and (2) consider in detail one morally complex case in which the concept or arguments have special application or relevance. In addition, we will devote several class meetings interspersed throughout the semester to reading foundational sources in ethical theory.

**Class Format:** tutorial

**Requirements/Evaluation:** bi-weekly tutorial papers, oral commentaries, and tutorial discussion

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none; this course is suitable for first-year students

**Enrollment Limit:** 10

**Enrollment Preferences:** prospective Philosophy majors and those committed to the tutorial

**Expected Class Size:** 10

**Distributions:** (D2) (WI)
PHIL 220 (F) Happiness (WI)
According to Aristotle the ultimate good is happiness—everything we desire we desire for the sake of happiness. Yet what is it to be happy? Should we value other things (say justice or passionate commitment and curiosity) over happiness? Are happiness and pleasure the same thing? Is happiness an emotional or mental state or is it a social construct? What do the social and psychological sciences have to teach us about happiness? Philosophy? Is the happy life a life of virtue? Does being virtuous guarantee happiness? How important are honor, money, love, work, friendship and our connections to others to our happiness? In this tutorial we will read from Ancient, modern and contemporary philosophical sources as well several relevant studies in the social sciences and positive psychology movement in order to engage questions concerning happiness.

Class Format: tutorial
Requirements/Evaluation: five 5-page papers and five 2-page papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: students interested in philosophy and/or happiness
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: WI: This course is writing intensive insofar as it requires over 35 pages of writing, regular feedback from me and your partner on writing and critical analysis, and successive efforts to improve your ability to write a variety of types of critical essays. Guidelines for different methods of engaging in critical analysis will be provided.

Fall 2018
TUT Section: T1 TBA Jana Sawicki

PHIL 235 (S) Morality and Partiality: Loyalty, Friendship, Patriotism (WI)
The aim of this tutorial is to critically examine the nature, importance, and ethical value of personal attachments and loyalties. Loyalty is frequently expected by family, friends and lovers, and demanded by institutions, religious and political communities, as well as by the state. A person incapable of loyalty is often characterized as fickle, cold, self-serving and sometimes even pathological. However, the status of loyalty as a virtue has always been suspect: it has been argued that it is incompatible with impartiality, fairness and equality, and claimed that it is always exclusionary. So, some relationships with other people—such as friendships, familial ties, love, patriotism—seem to be ethically desirable, central to the quality of our lives, and yet prima facie in tension with the widely held belief that morality requires impartiality and equal treatment of all human beings. Are we ever justified in having more concern, and doing more, for our friends, family, community or nation? Does morality require that we always subordinate our personal relationships to universal principles? Is patriotism incompatible with cosmopolitanism, and if so, which of the two should we value? If loyalty is a virtue, what are the proper limits of its cultivation and expression?

Class Format: tutorial; tutorial pairs will meet with the instructor for one hour a week
Requirements/Evaluation: tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; open to first year students
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors and then sophomores
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: PHIL Contemporary Value Theory Courses;

Spring 2019
TUT Section: T1 M 7:00 pm - 9:40 pm Bojana Mladenovic
PHIL 244 (S) Environmental Ethics (WI)
Crosslistings: PHIL244 / ENVI244

Secondary Crosslisting

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Class Format: tutorial

Requirements/Evaluation: one 5- to 7-page essay every other week (6 in all) and carefully prepared oral responses to partners' essays in alternate weeks; evaluation will be based on essays, oral critiques, and quality of discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Department Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WI)

Attributes: ENVI Environmental Policy; EVST Culture/Humanities; PHIL Contemporary Value Theory Courses; SCST Elective Courses;

Spring 2019
TUT Section: T1 TBA Julie A. Pedroni

PHIL 291 (F) Violence: Its Trajectory and Its Causes (WI)

This tutorial focuses on two books by Harvard psychologist Steven Pinker: The Better Angels of our Nature. Why Violence Has Declined (2011) and Enlightenment Now: The Case for Reason, Science, Humanism, and Progress (2018). We focus first on the controversial theses that—despite two world wars and the Holocaust—the twentieth century was not the most violent so far, and that, over the entire course of history, human beings have become decreasingly violent. We then turn to the books’ explanations of the factors they identify as leading us to be violent—our "inner demons"—and as curbing our violence—our "better angels," among which the books particularly emphasize reason, science, and humanism.

Class Format: tutorial

Requirements/Evaluation: tutorial papers and responses to partner's tutorial papers, in alternating weeks; participation in tutorial discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; the books are written for general readers, not for those with expertise in any academic discipline

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and potential majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: JLST Interdepartmental Electives; PHIL Contemporary Value Theory Courses;

Fall 2018
TUT Section: T1 TBA Alan White

PHIL 337 (F) Justice in Health Care (WI)
Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we'll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice within the health care context. This will provide the background for subsequent examination of specific topics, which may include, among others: justice in health care financing and reform, which may itself include an analysis of the Affordable Care Act or current legislative proposals; justice in health care rationing, with particular attention to the relationship between rationing criteria and gender, "race," disability, and age; justice in the procurement and allocation of organs for transplantation; obesity and personal responsibility for illness; and justice in medical research, including "double standards" for research conducted in less developed countries.

Class Format: tutorial
Requirements/Evaluation: evaluations will be based on biweekly papers, oral commentaries, and tutorial discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors, Public Health concentrators, and students committed to taking the tutorial
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: JLST Interdepartmental Electives; PHIL Contemporary Value Theory Courses; PHLH Bioethics + Interpretations of Health;

Fall 2018
TUT Section: T1    TBA R 9:00 pm - 9:30 pm   Julie A. Pedroni

PHIL 388 (S) Consciousness (WI)
The nature of consciousness remains a fundamental mystery of the universe. Our internal, felt experience--what chocolate tastes like to oneself, what it is like to see the color red, or, more broadly, what it is like to have a first person, waking perspective at all--resists explanation in any terms other than the conscious experience itself in spite of centuries of intense effort by philosophers and, more recently, by scientists. As a result, some prominent researchers propose that the existence of consciousness requires a revision of basic physics, while others (seemingly desperately) deny that consciousness exists at all. Those positions remain extreme, but the challenge that consciousness poses is dramatic. It is at the same time the most intimately known fact of our humanity and science's most elusive puzzle. In this tutorial we will read the contemporary literature on consciousness. We will concentrate both on making precise the philosophical problem of consciousness and on understanding the role of the relevant neuroscientific and cognitive research. Tutorial partners will have an opportunity to spend the end of the semester working on a special topic of their choosing including, for instance, consciousness and free will, pain and anesthesia, consciousness and artificial intelligence, or disorders of consciousness.

Class Format: tutorial; expect several short lectures by the instructor over the course of the semester where all the tutorial members convene
Requirements/Evaluation: participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work on off weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions; no need to email the professor in advance
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors, Neuroscience or Cognitive Science concentrators; open to sophomores; every effort will be made to pair students according to similar or complementary background
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: COGS Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses;

Spring 2019
TUT Section: T1    TBA Joseph L. Cruz
PHYS 402 (S) Applications of Quantum Mechanics (QFR)

This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

Class Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week

Requirements/Evaluation: evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PHYS 301

Enrollment Limit: 10 per sec

Expected Class Size: 16

Distributions: (D3) (QFR)

Spring 2019

TUT Section: T1  F 1:10 pm - 2:25 pm  Catherine Kealhofer

TUT Section: T2  F 1:10 pm - 2:25 pm  Catherine Kealhofer

PHYS 411 (F) Classical Mechanics (QFR)

This course will explore advanced topics in classical mechanics including the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, non-linear dynamics and chaos, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), and rigid-body rotations. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class will meet once a week as a whole to discuss new material.

Class Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week

Requirements/Evaluation: evaluation will be based on weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209

Enrollment Limit: 10/section

Expected Class Size: 25

Distributions: (D3) (QFR)

Fall 2018

TUT Section: T1  F 1:10 pm - 2:25 pm  Daniel P. Aalberts

TUT Section: T2  F 1:10 pm - 2:25 pm  Daniel P. Aalberts

PSCI 160 (S) Refugees in International Politics (DPE) (WI)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants, evaluate international organizations’ roles in managing population displacement, and consider refugee camps in theory and example. In whose interest is the prevailing system? Who might change it, and how?

Class Format: tutorial

Requirements/Evaluation: eleven graded essays: five primary, five critique, and one statement

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
**Prerequisites:** none  
**Enrollment Limit:** 10  
**Enrollment Preferences:** first-year students  
**Expected Class Size:** 10  
**Distributions:** (D2) (DPE) (WI)  
**Distribution Notes:** DPE: Refugees are, by definition, those persecuted because of their political allegiance or membership in an ethnic, racial or religious group; having lost the protection that nationality should give them, they become de facto stateless. This course examines the way in which states oppress people and the question of why we privilege these categories of oppression. WI: Students will write, and will write about writing, every week.  
**Attributes:** POEC International Political Economy Courses; PSCI International Relations Courses;  

Spring 2019  
TUT Section: T1 TBA Cheryl Shanks  

**PSCI 206 (F) Dangerous Leadership in American Politics (WI)**  
Crosslistings: PSCI206 / LEAD206  

**Primary Crosslisting**  
"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders?". A common assumption is that those who do it well--whether in the presidency, the parties, social movements, organizations, or local communities--are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention--as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition's leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?  

**Class Format:** tutorial  

**Requirements/Evaluation:** six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay  

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  

**Prerequisites:** none  
**Enrollment Limit:** 10  
**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators  
**Expected Class Size:** 10  
**Distributions:** (D2) (WI)  
**Attributes:** LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses;  

Fall 2018  
TUT Section: T1 TBA Nicole E. Mellow  

**PSCI 219 (F) Women in National Politics (WI)**  
Crosslistings: PSCI219 / INTR219 / WGSS219  

**Secondary Crosslisting**
This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

**Class Format:** tutorial

**Requirements/Evaluation:** brief analytical papers and response papers for each week's readings

**Extra Info:** may not be taken on a pass/fail basis, not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors, sophomores with permission of instructor

**Distributions:** (D2) (WI)

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PSCI 291 (S) American Political Events (WI)

Scandals. Wars and assassinations. Contested elections, Supreme Court decisions, and constitutional amendments. As large as they loom in our daily experience and our historical memory, these sorts of events—concrete, discrete things that happen in and around the political world—are often underestimated as catalysts of political change. Indeed, in the study of American political development, we often look to complex processes and underlying causes as explanations for how and why ideas, institutions, and policies both emerge and evolve. Yet for all our focus on long-term and subtle causal mechanisms, events often serve as political turning points in ways that vary over time, last for extended periods of time, and are not always entirely predictable at the time. Beginning from the presumption that change often has proximate as well as latent causes, this tutorial focuses on events as critical junctures in American politics. Our concern with these events is not with why they happened as or when they did but, rather, with how they altered the American political order once they did—with how they caused shifts in political alignments, created demands for political action, or resulted in a reordering of political values. Over the course of the semester, we will look at ten different types of events, ranging from those that seem bigger than government and politics (economic collapse) to those that are the daily grist of government and politics (speeches), in each instance juxtaposing two different occurrences of a particular category of event. In so doing, we will seek to use controversial and consequential moments in American politics as a window into deeper questions about political change and the narratives we tell about it.

**Class Format:** tutorial

**Requirements/Evaluation:** five 5-to 7-page essays, five 2- to 3-page critiques, and a final 4-page reflection

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-years and sophomores considering a major in Political Science

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Distribution Notes:** WI: Five required essays, five required critiques, and a final reflection. Lots of writing and attention to writing throughout.

**Attributes:** PSCI American Politics Courses;

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PSCI 348 (S) The Black Radical Tradition (WI)

Crosslistings: LEAD348 / PSCI348 / AFR348

**Secondary Crosslisting**

The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics.
beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of "radical"; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

**Class Format:** tutorial

**Requirements/Evaluation:** attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none; open to all

**Enrollment Limit:** 10

**Enrollment Preferences:** Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AFR Core Electives; PSCI Political Theory Courses;

Spring 2019

**TUT Section:** T1 TBA Neil Roberts

### PSCI 359 (S) The Body as Property (DPE) (WI)

From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan "my body, my choice"; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).

**Class Format:** tutorial

**Requirements/Evaluation:** five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** prior coursework in political theory, cultural theory, philosophy or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors with a concentration in Political Theory, then other Political Science majors

**Expected Class Size:** 10

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis. WI: The course is Writing-Intensive because it includes a substantial amount of writing (>30 pages) and opportunities for revision

**Attributes:** JLST Interdepartmental Electives; PSCI Political Theory Courses;

Spring 2019

**TUT Section:** T1 TBA Nimu Njoya

### PSYC 317 (S) Nature via Nurture: Topics in Developmental Psychobiology
Crosslistings: PSYC317 / NSCI317

Primary Crosslisting

Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) that lead to individual differences in behavior. Modern neuroscience techniques have discovered new relationships between genes and behavior. Conversely, recent studies on the effects of social factors suggest critical environmental influences on the expression of these genetic determinants. This tutorial will explore the theoretical and empirical issues in animal models of behavioral epigenetics. Topics include child neglect, antisocial behavior, addiction, anxiety, risk-taking, empathy, and depression. Each tutorial pair will design and conduct an empirical laboratory project that will explore their own experimental question about the interaction of genes and environment in determining behavioral phenotypes.

Class Format: tutorial

Requirements/Evaluation: each week, students will either present an oral argument based on a 5-page position paper or respond to their partners’ paper; Weekly lab meetings will be held and empirical projects presented in a final poster session

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 10

Enrollment Preferences: Neuroscience concentrators and Psychology majors

Expected Class Size: 10

Distributions: (D3)

Distribution Notes: meets Division 3 requirement if registration is under PSYC

Attributes: NSCI Group B Electives; PHLH Biomedical Determinants of Health; PHLH Reproductive, Maternal and Child Health; PSYC Area 1 - Behavioral Neuroscience; PSYC Empirical Lab Course; SCST Related Courses

Spring 2019

TUT Section: T1 TBA Betty Zimmerberg

REL 134 (S) Leaving the World Behind: The Literature of Reclusion (WI)

Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134

Secondary Crosslisting

Living in a time of political and social turmoil, Confucius told his followers: “When the realm has the Way, show yourself; when it lacks the way, hide.” Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one’s artistic integrity against the dominant claims of society. This course looks at the literature of reclusion---living a life of seclusion from society---in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary “intentional communities”)? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial

Requirements/Evaluation: tutorial papers, responses, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Distributions: (D2) (WI)
Distribution Notes: meets Division 1 requirement if registration is under CHIN or COMP; meets Division 2 requirement if registration is under ANTH or REL WI. Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. The final project will be a self-designed experiment in reclusion.

Spring 2019
TUT Section: T1    TBA    Christopher M. B. Nugent

REL 262 (F) Time and Blackness (WI)
Crosslistings: AFR208 / REL262 / AMST208

Secondary Crosslisting
The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, “Time and Blackness,” we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from—and create—paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

Class Format: tutorial
Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

Fall 2018
TUT Section: T1    TBA    James A. Manigault-Bryant

REL 269 (S) Mindsight: Mindfulness and Medicine (DPE) (WI)
Crosslistings: REL269 / ASST269 / ANTH269

Secondary Crosslisting
This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the ‘kindness curriculum’ in schools, and other areas of applied research on mindfulness that have generated a ‘science of personal transformation’. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.
REL 289 (F) The Talmud on What it Means to be Human
Crosslistings: JWST289 / REL289

Primary Crosslisting

The Talmud, a central text in Judaism, is one of the richest and most sophisticated works of literature and thought ever produced. In this course, students will be introduced to the challenges and thrills of reading the Talmud as they consider how the Talmud asks and answers the question of what it means to be human. We will be particularly interested in exploring how the Talmud envisions human difference and similarity in terms of humans’ relationships with animals and material things. In addition to learning how to read the Talmud, therefore, students will also be introduced to burgeoning interdisciplinary theories and methods (Posthumanism and New Materialism) for considering what it means to be human in a world of animals and things.

Class Format: tutorial
Requirements/Evaluation: weekly papers, final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Religion majors, Jewish Studies students
Expected Class Size: 10
Distributions: (D2)

Fall 2018
TUT Section: T1   TBA   Phillip J. Webster

RLSP 228 (S) Velázquez, Goya, and Picasso (WI)
Crosslistings: RLSP228 / ARTH228

Primary Crosslisting

This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists’ relationship to their patrons and subjects,
from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Class Format: tutorial

Requirements/Evaluation: 3- to 5-page weekly assignment

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: WI: The tutorial format offers students an intensive opportunity to improve their writing by demanding regular writing assignments that the student has to read out loud to their partner and professor. Students write biweekly papers throughout the semester. These papers are then analyzed during the tutorial session by the other student's response

Spring 2019

TUT Section: T1    TBA    Soledad Fox

RUSS 140 (S)  Crime and Punishment in Russian History  (WI)

Crosslistings: RUSS140 / HIST140

Secondary Crosslisting

For centuries, people have used crime in Russia and the Russian state's response to crime as lenses through which to examine Russian history and the Russian experience. This tutorial will follow in this tradition, but will adopt a more critical approach to question how or if crime and deviance can speak to the nature of the Russian state and its relationship to Russian society writ large. To answer this question, we will read a combination of original historical sources and recent scholarship that cover the entirety of Russian history: from the creation of the first legal code in Medieval Muscovy to the publication of Alexander Solzhenitsyn's Gulag Archipelago in 1962 and beyond. By semester's end, students will have developed an understanding of both the major historical actors and events in Russian criminal and legal history, and the intellectual debates that they sparked among contemporaries and present day scholars alike.

Class Format: tutorial

Requirements/Evaluation: A student either will write and present orally a 3- to 5-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under RUSS

Attributes: HIST Group C Electives - Europe and Russia;
RUSS 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WI)
Crosslistings: SOC248 / GBST247 / RUSS248

Secondary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

RUSS 331 (S) The Brothers Karamazov (WI)
Crosslistings: COMP331 / ENGL371 / RUSS331

Primary Crosslisting

Widely hailed as one of the greatest novels ever written, Dostoevsky's The Brothers Karamazov contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside The Brothers Karamazov, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of The Brothers Karamazov.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one 200-level literature class
SCST 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction (WI)

Crosslistings: SCST213 / AFR213 / WGSS213

Secondary Crosslisting

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on--and often disrupt--modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

Class Format: tutorial

Requirements/Evaluation: attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AFR Core Electives; WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

TUT Section: T1  TBA  Julie A. Cassiday
requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Class Format:** tutorial

**Requirements/Evaluation:** 5-page paper every other week, comments on the partner's paper in alternate weeks

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018

TUT Section: T1 TBA Olga Shevchenko

**THEA 222 (S) Solo Performance**

In this tutorial, students will study the process of the creation of one-person performance pieces and will work individually or in collaboration to create original solo works. Each student will perform their own piece at the end of the semester in a final public performance. Students will learn about developing a general production concept and scenic vision, choosing or writing a script, building a character, designing (set, lighting, costume, and sound), publicity, and combining all aspects of theatrical craft to create a successful solo piece. Course time will be divided between class discussion and individual rehearsals with the instructor. Students interested in acting, directing, writing, producing, dramaturgy, design, stage management, and criticism are all welcome.

**Class Format:** tutorial

**Requirements/Evaluation:** creating a script, building a character, developing various aspects of design, performing a solo piece, and writing a self-evaluation at the end of the semester

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** to be determined by instructor

**Expected Class Size:** 4

**Distributions:** (D1)

Spring 2019

TUT Section: T1 TBA Omar A. Sangare

**THEA 255 (F) Performing Shakespeare**

This tutorial course will challenge students to interpret and perform characters and scenes from a considerable variety of Shakespeare's work for the stage. Working in pairs, students will function as both directors and actors, bringing scene-work-in-progress first to the instructor for critique/revision, and subsequently to other members of the class for more general discussion. Written assignments, explicating and contextualizing artistic choices, will accompany presentations. Over the course of the semester, assignments will ask students to grapple with particular challenges of Shakespeare's drama (including, for instance, the technical aspects of speaking the verse, and the accompanying challenge of performing in the Elizabethan tradition of "open space"). Other assignments will ask students to consider specific interpretive traditions (feminist, phenomenological, queer studies, post-modern) in preparing their work for presentation. Plays studied will include tragedies (*Macbeth*, *Anthony and Cleopatra*, *Othello*), comedies (*The
Merchant of Venice, A Midsummer Night's Dream, Twelfth Night), and histories (Richard II, Richard III); theorists assigned for additional readings may include Shirley Nelson Garner, Alan Sinfield, Harry Berger Jr., Arthur Little, Jr., Janet Adelman, William Worthen, Laurence Senelick, Bert States, and Stephen Greenblatt.

Class Format: tutorial and lab; in addition to weekly tutorial meetings, several group "lab" sessions will bring all course members together for larger collaborative work

Requirements/Evaluation: weekly performance presentations, weekly 3-page analytical papers, active participation in oral critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: one college level acting class or significant comparable experience (permission of instructor)

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D1)

Fall 2018

TUT Section: T1    TBA     Robert E. Baker-White

THEA 361 (F) Writing about Bodies  (WI)
Crosslistings: ARTH361 / WGSS361 / THEA361 / INTR361

Secondary Crosslisting

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies--actors, dancers, singers--and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations--art, theatre, literature, anthropology, philosophy--and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the '62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films and selected tapes of live performances.

Class Format: tutorial

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

Attributes: AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;

Fall 2018

TUT Section: T1    TBA     Carol Ockman

WGSS 119 (S) Asian American Femininities  (DPE) (WI)
Crosslistings: COMP119 / WGSS119
This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

Class Format: tutorial

Requirements/Evaluation: weekly papers or peer responses

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP DPE:
The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn. Wi: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

TUT Section: T1 TBA Vivian L. Huang

WGSS 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction (WI)

Crosslistings: SCST213 / AFR213 / WGSS213

Secondary Crosslisting

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on—and often disrupt—modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text Kindred (1979), the haunting dystopian novel Parable of the Sower (1994), the popular vampire text Fledgling (2005), and the collection Bloodchild and Other Stories (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book Dawn (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

Class Format: tutorial

Requirements/Evaluation: attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AFR Core Electives; WGSS Racial Sexual + Cultural Diversity Courses
WGSS 219 (F) Women in National Politics (WI)
Crosslistings: PSCI219 / INTR219 / WGSS219

Secondary Crosslisting
This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

Class Format: tutorial
Requirements/Evaluation: brief analytical papers and response papers for each week's readings
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: juniors and seniors, sophomores with permission of instructor
Distributions: (D2) (WI)

WGSS 241 (S) Sex and Gender in Ancient Greece and Rome (WI)
Crosslistings: CLAS241 / COMP241 / WGSS241

Secondary Crosslisting
From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Class Format: tutorial
Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS

WGSS 244 (F) Actually Existing Alternative Economies (DPE) (WI)
Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain--and now parts of the U.S.--are
demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, ‘a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.’ Feminist geographers Julie Graham and Katherine Gibson developed practices of ‘mapping’ local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a ‘script’ of local helplessness to resist the ‘rape’ of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

Class Format: tutorial
Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: open to sophomores and above
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)

Fall 2018
TUT Section: T1    TBA    Kiaran Honderich

WGSS 274 (S)  'As If Her Mouth Were a Weapon': Jamaica Kincaid  (DPE) (WI)
Crosslistings: ENGL254 / WGSS274
Secondary Crosslisting

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include Annie John (1985), Lucy (1990), The Autobiography of My Mother (1996), My Brother (1997), Mr. Potter (2002), and See Now Then (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester
Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 10
Enrollment Preferences: none
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE:
Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging WI: This course will fulfill the Writing-Intensive distribution requirement in that it requires a minimum of 20 pages of formal writing.

Attributes: ENGL Post-1900 Courses; ENGL 200-level Gateway Courses;

Spring 2019
TUT Section: T1 TBA Ianna Hawkins Owen

WGSS 343 (F) Representations of Racial-Sexual Violence from Enslavement to Emancipation (WI)

Crosslistings: WGSS343 / AMST343 / AFR343 / INTR343

Secondary Crosslisting

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro; At the Dark End of the Street; films include Birth of a Nation; Bush Mama; To Kill a Mockingbird. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: tutorial; students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence.

Requirements/Evaluation: weekly primary and response papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
TUT Section: T1 TBA Joy A. James

Spring 2019
TUT Section: T1 TBA Joy A. James

WGSS 361 (F) Writing about Bodies (WI)

Crosslistings: ARTH361 / WGSS361 / THEA361 / INTR361

Secondary Crosslisting

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies--actors, dancers, singers--and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations--art, theatre, literature, anthropology, philosophy--and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the '62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films and selected tapes of live performances.

Class Format: tutorial

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

Attributes: AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;

Fall 2018

TUT Section: T1    TBA    Carol Ockman
THE PROGRAMME

Williams College offers a year-long program of studies at Oxford University in co-operation with Exeter College (founded in 1314), one of the constituent colleges of the University. Williams students will be enrolled as Visiting Students at Exeter and as such will be undergraduate members of the University, eligible for access to virtually all of its facilities, libraries, and resources. As Visiting Students in Oxford, students admitted to the Programme will be fully integrated into the intellectual and social life of one of the world’s great universities.

Although students on the Programme will be members of Exeter College, entitled to make full use of Exeter facilities (including the College Library), dine regularly in Hall, and join all College clubs and organizations on the same terms as other undergraduates at Exeter, students will reside in Ephraim Williams House, a compound of four buildings owned by Williams College, roughly 1.4 miles north of the city centre. Up to six students from Exeter College will normally reside in Ephraim Williams House each year, responsible for helping to integrate Williams students into the life of the College and the University. A resident director (and member of the Williams faculty) administers Ephraim Williams House, oversees the academic program, and serves as both the primary academic and personal advisor to Williams students in Oxford.

Students on the Williams-Exeter Programme are required to be in residence in Oxford from Tuesday, 25 September 2018, until all academic work for Trinity term is complete (potentially as late as at least 28 June 2019) with two breaks for vacations between the three terms. Students enroll for the full academic year, which consists of three eight-week terms of instruction: MICHAELMAS TERM (7 October to 1 December 2018), HILARY TERM (13 January to 9 March 2019), and TRINITY TERM (28 April to 22 June 2019). Students are expected to be in residence to write their first tutorial papers in the week before the eight weeks of instruction begin (0th Week) and to remain in residence during the week after the term ends (9th Week) in order to sit final examinations. Between the three terms there are two intervening five week vacations, during which students may be expected to continue reading as preparation for their upcoming tutorials. Students are required to arrive in Oxford by 25 September 2018 for the ten-day orientation.

THE TUTORIAL SYSTEM

Undergraduate instruction at Oxford University is largely carried out through individual or small-group tutorials, in which students meet weekly with their tutor to present and discuss an essay they have written, based on an extensive amount of reading undertaken from an assigned reading list they will receive at the beginning of each term. In addition to the weekly tutorial, students are usually expected to attend a course of lectures offered by the University that corresponds to the material being addressed in their tutorials.

Each student will plan a course of study for the three terms of the academic year in consultation with the director of the Programme. In their capacity as the Tutor for Visiting Students at Exeter College, the director, working closely with Exeter’s subject tutors, will arrange the teaching for the students, monitor student progress, be in regular contact with the student’s tutors, supervise the examinations that students sit at the end of each academic term, and report on each student’s academic progress to the Senior Tutor at Exeter College. There are no “add/drop” periods at Oxford; once a student has made a commitment to a particular tutorial course, and the director has then secured a tutor to teach that course, students cannot back out or change the terms of the tutorial. All tutorials at Oxford are graded, although in exceptional circumstances a tutorial may be converted to pass/fail before the end of the fourth week of term with the permission of the Programme director.

Students are required to enroll in two tutorial courses during Michaelmas term and two tutorials during Hilary Term (each consisting of eight individual tutorial meetings and generally requiring the preparation of eight essays). During Trinity term, students may choose to enroll in either one or two tutorial courses. Although some students take the minimum five tutorial courses, most have enrolled in two tutorials per term for a total of six tutorials over their time at Oxford.

GRADES AND CREDIT

Grades for each tutorial course reflect the grade assigned to all eight tutorial sessions, including their related essays, considered together, as well as the grade for the final examination. Final examinations last three hours and are always sat in the ninth week of term, following the eight weeks of instruction. For some tutorial courses, tutors may elect to offer the student the option of a final paper or project in lieu of an examination.

Upon satisfactory completion of the requirements for the Williams-Exeter Programme at Oxford University, students receive academic credit for a regular Williams academic year, with each eight-session tutorial plus final examination counting as the equivalent of 1.6 regular semester courses taken at Williams. Grades eventually become a part of their Williams transcript and will be included in the computation of their Grade Point Average.

Tutorial courses in Oxford may be used toward fulfilling the divisional distribution requirement; a student may earn a maximum of three distribution requirements, with no more than one from each division, for the year. All tutorial courses at Oxford meet the Williams College “Writing Intensive” designation, except for those in the studio arts, mathematics, and the sciences.
Tutorial courses in Oxford may also be used to meet major requirements. Students are encouraged to check with their department chair(s) to confirm official department policy.

THE COURSE OF STUDY

In addition to the opportunity to pursue British and Commonwealth Studies, Williams students in Oxford will be able to pursue tutorials in fields in which Oxford is particularly noted (Economics, English Literature, Mathematics, Modern History, Philosophy, Politics, Classics, Theology, the Natural Sciences, etc.). Exeter College also has fellows in English Language and Literature (with interests ranging from the Renaissance—including Shakespeare—to the early nineteenth century), and in History (with an interest in the Ottoman empire) committed to teaching Williams students, and students are thus encouraged to consider undertaking at least one tutorial course in these fields as part of their course of study.

What follows is a PARTIAL list of tutorial courses normally available to students studying on the Williams-Exeter Programme at Oxford. The tutorials listed below represent a selection of some of the standard “papers” (courses) that comprise the Oxford degrees in various subjects and that are taught in tutorial format, although most are not offered every Oxford term. It needs to be emphasized that this is only a partial list, that the tutorial offerings at Oxford University are incredibly rich, and that one of the attractions of the Programme is that it enables students to define, develop, and pursue their academic interests. Students are therefore encouraged to explore all the courses offered at Oxford even if they are not listed in this Catalog.

Tutorial courses are not offered every term and are often accompanied by scheduled lectures. It is therefore imperative that students consult the relevant “faculty” webpages to make sure when the lectures and/or tutorials they wish to take are actually offered. Sometimes, where appropriate, prerequisites are also listed. It must be noted that study in the sciences is not normally accompanied by laboratory work; science majors seeking major credit for tutorials in the sciences should discuss this situation with their major advisors. Students interested in learning more about the possible courses of study available at Oxford should contact the Director of International Education and Study Away.

A full summary of the list of courses offered by subject can be found at: http://www.ox.ac.uk/admissions/undergraduate_courses/courses/index.html. Detailed descriptions of all the courses listed in this catalog can be found on the websites of respective departments or faculties of which can be found at: http://www.ox.ac.uk/divisions/department_az.html.

NON-CREDIT FOREIGN LANGUAGE STUDY

In addition to their regular tutorial courses, students may begin or continue the study of a wide range of foreign languages on a non-credit basis through a variety of arrangements available through the University as well as a number of other educational and cultural institutions in the city of Oxford. Students may put funds from their Programme Cultural Subsidy towards such study.

STUDENT LIFE

By virtue of the fact that, while in Oxford, they are officially Visiting Students at the University—and full members of Exeter College—Williams students are offered every opportunity to become fully integrated into student life in Oxford. Both Exeter College and Oxford University are home to an exceptional variety of sports clubs, debating societies, interest groups, cultural organizations, and social activities, virtually all of which are available to Visiting Student members of the University. Students are encouraged to participate fully in the social life of Exeter College—to dine in Hall as often as they wish, to frequent the College bar, to use the College’s athletic facilities, and to become members of the various College clubs and organizations. Furthermore, Williams students also have access to the University’s athletic events, concerts, theatrical productions, museums, and libraries. All Williams students in Oxford are encouraged to join the Oxford Union, which, in addition to its debating activities and club rooms, possesses dining facilities and the largest lending library in the University.

At the Ephraim Williams House, all Williams students are housed in large double rooms and enjoy full access to the House’s library, common rooms, laundry facilities, computer lab, and a large dining room, in which a weekly catered meal is served during the eight weeks of term. There are also a number of small kitchens in the House that students may use. The entire facility has high-speed wireless internet access. Bedrooms are hard wired for high-speed internet access and are fully equipped with furnishings, bed linens, and a telephone. The grounds include a courtyard, sheltered bike racks, and gardens. A number of student jobs are available during the academic year for students who wish to earn a little spending money by helping to maintain the facilities and organize Programme activities. Ephraim Williams House is a short bike or bus ride (or a twenty-minute walk) from Exeter College and the center of town, and is within easy walking distance of the University parks and the local shops, restaurants and banks of Summertown. The Programme will partially subsidize student bus passes to facilitate travel around Oxford. The Programme also has a large fleet of bikes for student use.

Before the academic year begins—ten days of orientation activities are scheduled. Students are expected to be in residence for all of these many activities, some of which take place in Ephraim Williams House, others at Exeter College. At this time students will become acquainted with the
Throughout the academic year, provision will be made for trips to a few of sites of historical, cultural, or political interest. In the past these have included the Cotswolds, Stratford, Stonehenge, Bath, Wimbledon, Warwick Castle, Blenheim Palace, and various sites of interest in London. Students will also be given the opportunity to attend a number of theatrical productions and other cultural events. Oxford’s proximity to London gives students ready access to that city’s multiple attractions and many resources. The Oxford-London train service is frequent and the journey takes just over an hour. The buses to London run even more regularly (and are generally cheaper), and the one-way journey takes about ninety minutes.

During the summer before students arrive in Oxford, they will receive a copy of the latest edition of “The WEPO Handbook,” which will further explain the perks, policies, and procedures of the Programme, the rules and regulations they are expected to follow, and tips for how best to enjoy a fulfilling year in and around Oxford.

ILLNESS AND INSURANCE

Students must ensure they are covered either by the Williams College health insurance policy or by some other comprehensive health insurance plan (generally a family health insurance policy). While in Britain, students will be covered by the National Health Service (NHS) for routine visits at the Group Medical Practice used by Exeter College and for emergency hospital treatment. The Programme also works with a physician in private practice attached to a local private hospital. Prescription drugs are available through the NHS for a nominal fee. There are limited outpatient psychological counseling services available through the NHS and the Programme, although, as Visiting Students at the University, Williams students are entitled to make use of the University Counseling Centre. Any extensive or long-term counseling, however, would need to be covered by the student’s personal health insurance policy. Finally, students are not likely to be covered under the NHS for medical services received in foreign countries.

FEES

The tuition and room fees paid by students on the Williams-Exeter Programme at Oxford are the same as those for a year spent in residence at Williams. Students are responsible for some of their own meals and for all of their personal expenses. They are also responsible for arranging and funding the cost of their air travel to and from Britain, although many students opt to take the same flight from JFK. They are provided with three meals a day for the first four or five days in Oxford and with a weekly catered meal in Ephraim Williams House during the eight weeks of term. They may also eat breakfast, lunch, and/or dinner on any day of the week at Exeter. Students will not be charged the full Williams board fee during their year in Oxford, but they will pay a proportion of the board fee to help cover these costs. For planning purposes, students and their parents should expect the cost of a year on the Programme to be roughly the same as a year at Williams. Financial aid eligibility will be figured on the usual basis of tuition, fees, room, board, and personal and book expenses, as if the student were at Williams for the year. Similarly, the normal self-help contribution would be expected. Since the academic year ends later at Oxford than at Williams, the summer earning expectations for students for the following year will be reduced by one half and the difference will be made up by additional Williams aid.

APPLICATION

Admission to the Programme is competitive. Students must apply to the Dean’s Office by the prescribed deadline (normally early in February) and, prior to applying, should consult with the chair of their major department. Any questions students might have about curricular offerings at Oxford can also be raised with the director of the Programme in Oxford. In addition to completing the formal application form, students can expect to be interviewed at Williams and will subsequently need to complete an application for Visiting Student status at Oxford University. All admissions to the Programme are subject to approval by Exeter College. Students can expect to be notified of acceptance before Spring Break. It is normally expected that they will have completed the College’s distribution requirement by the end of their sophomore year. In making its decisions, the Admissions Committee of the Williams-Exeter Programme at Oxford University takes student GPA into account, with a general expectation of a minimum GPA of 3.0. More importantly, we expect all applicants to have demonstrated capacity for rigorous independent work and extensive essay writing, and looks favorably on those students whose intellectual maturity, curiosity and enthusiasm would best prepare them for a demanding course of study in Oxford. All applicants must identify two Williams faculty members who are willing to provide references. Because of the emphasis at Oxford on weekly written work for each tutorial course, at least one of those faculty members should be able to offer an assessment of the applicant’s writing ability.
WIOX South Asia
WIOX Lowland South America
WIOX Maritime South East Asia
WIOX Gender–Theories and Realities
WIOX Material Cultural Studies
WIOX Japanese Society
WIOX Anthropology of Medicine
WIOX Anthropology of Europe

**WIOX Archaeology**

http://www.arch.ox.ac.uk
http://www.arch.ox.ac.uk/undergraduate-studies.html

WIOX Social Analysis and Interpretation
WIOX Cultural Representations, Beliefs, and Practices
WIOX Landscape, Ecology, and Human Evolution
WIOX Urbanization and Change in Complex Societies: Comparative Approaches
WIOX The Later Prehistory of Europe
WIOX Archaeology of Southern African Hunter-Gatherers
WIOX Farming and Early States in Sub-Saharan Africa
WIOX Mesopotamia and Egypt, 1000-500 BC
WIOX The Late Bronze Age and Early Iron Age Aegean
WIOX The Greeks and the Mediterranean World c. 950-500 BC
WIOX Greek Archaeology and Art 500-323 BC
WIOX Roman Archaeology–Cities and Settlements under the Empire
WIOX Art under the Roman Empire, AD 14-336
WIOX The Emergence of Medieval Europe, AD 400-900
WIOX Byzantium–The Transition from Antiquity to the Middle Ages, AD 500-1100
WIOX The Formation of the Islamic World
WIOX Science-Based Methods in Archaeology
WIOX Archaeology of Modern Human Origins
WIOX Anglo-Saxon Society and Economy in the early Christian Period
WIOX Landscape Archaeology
WIOX Biological Techniques in Environmental Archaeology
WIOX From Hunting and Gathering to States and Empires in South-west Asia
WIOX Physical Anthropology and Human Osteoarchaeology

**WIOX Biochemistry**

http://www.bioch.ox.ac.uk
http://www.bioch.ox.ac.uk/aspsite/index.asp?sectionid=about_und_course

WIOX Molecular Cell Biology
WIOX Biological Chemistry
WIOX Biophysical Chemistry
WIOX Organic Chemistry
WIOX Mathematics and Statistics for Biochemists
WIOX The Greeks and the Mediterranean World, 950-500 BC
WIOX Epic (Homer, Virgil, Lucan, Milton, Dryden, Pope)
WIOX Tragedy (Aeschylus, Sophocles, Euripides, Seneca, Kyd, Marlowe, Shakespeare, Jonson, Webster, Middleton, Ford, Milton)
WIOX Comedy (Aristophanes, Menander, Plautus, Terence, Gascoigne, Lyly, Shakespeare, Jonson, Wycherley, Vanbrugh, Congreve, Sheridan)
WIOX Satire (Horace, Wyatt, Donne, Marston, Dryden, Johnson, Pope)
WIOX Pastoral (Theocritus, Bion, Virgil, Mantuan, Tasso, Guarini, Spenser, Fletcher, Milton, Pope, Shelley, Arnold)
WIOX Medieval and Renaissance Latin Hexameter Poetry
WIOX The Reception of Classical Literature in Poetry in English since 1900

WIOX Computer Science
http://www.cs.ox.ac.uk
http://www.cs.ox.ac.uk/admissions/undergraduate/courses/index.html
WIOX Imperative Programming
WIOX Design and Analysis of Algorithms
WIOX Models of Computation
WIOX Quantum Computer Science
WIOX Digital Systems
WIOX Concurrent Programming
WIOX Object-Oriented Programming
WIOX Computational Linguistics

WIOX Earth Sciences (Geology)
WIOX Planet Earth
WIOX Fundamentals of Geology
WIOX Topics in Earth Sciences

WIOX Economics
http://www.economics.ox.ac.uk
http://www.economics.ox.ac.uk/Undergraduate/undergraduate-matrix

All of the Economics teaching is arranged by Oxford's Economics Department and not by the Director of the Williams-Exeter Programme. Students will be expected to attend the lectures in all terms designated and undertake their tutorial work in the appropriate term. Not all of the choices listed below may be offered in a given year. Students interested in studying Economics should carefully review the course descriptions to insure that they have the necessary background. In addition, students should consult with their major advisors to confirm that they will receive major credit and discuss how the course will fit into their Williams economics curriculum.

WIOX Quantitative Economics
WIOX Macroeconomics (Similar to Econ 252; Lectures and Tutorials HT only)
WIOX Microeconomics (Similar to Econ 251; Lectures and Tutorials MT only)
WIOX Microeconomic Theory (Lectures and Tutorials MT)
WIOX Money and Banking (Prerequisites: Econ 110, 120, and 252; Lectures and Tutorials MT)
WIOX Economics of Industry (Prerequisites: Econ 110, 120, and 251; Lectures MT, Tutorials MT, HT)
WIOX Labour Economics and Industrial Relations (Prerequisites: Econ 110 and 120; Econ 251 or 252; Lectures MT, Tutorials MT, HT)
WIOX International Economics (Prerequisites: Economics 110 and 120; Economics 251 or 252; Lectures and Tutorials, MT, HT)
WIOX Command and Transitional Economies (Prerequisites: Economics 110 and 120; Economics 251 or 252. Lectures and Tutorials: MT, HT)
WIOX Public Economics (Prerequisites: Economics 110, 120, and 251. Lectures and Tutorials: MT)
WIOX Economics of Developing Countries (Prerequisites: Economics 110 and 120; Economics 251 or 252. Lectures and Tutorials: MT, HT)
WIOX British Economic History Since 1870 (Prerequisites: Economics 110 and 120; Economics 251 or 252 . Lectures and Tutorials: MT, HT, TT)
WIOX Econometrics (Lectures and Tutorials: MT)
WIOX Comparative Demographic Systems (Tutorials and Lectures: MT and HT)
WIOX Game Theory (Lectures and Tutorials: HT)

WIOX English Languages and Literatures

http://www.english.ox.ac.uk
http://www.english.ox.ac.uk/prospective-undergraduates/course-structure.html#fhs

English Literature (surveys)

The following courses offer general introductions to the literature of specific periods of English history. There are no prerequisites for these courses, but usually they are available only in the terms indicated below.

WIOX English Literature from 650 to 1350 MT, HT
WIOX English Literature from 1066 to 1550 MT, HT
WIOX English Literature from 1550 to 1660 MT, TT
WIOX English Literature from 1660 to 1760 HT, TT
WIOX English Literature from 1760 to 1830 TT
WIOX English Literature from 1830 to 1910 MT
WIOX English Literature from 1910 to present HT
WIOX Shakespeare
WIOX The History, Theory, and Use of the English Language
WIOX Old English
WIOX Old English Literature
WIOX Old English Philology
WIOX Middle English Dialectology
WIOX Modern English Philology
WIOX Linguistic Theory

Special Authors

WIOX The Beowulf poet, or Alfred, or the Exeter Book (600-1100) MT
WIOX Chaucer, or Langland, or the York Cycle, or the N-Town Cycle (1100-1509) MT
WIOX Spenser, or Milton, or Jonson (1509-1642) MT
WIOX Marvell, or Dryden, or Eliza Haywood (1642-1740) MT
WIOX Wordsworth, or Austen, or Byron (1740-1832) MT,
WIOX Tennyson, or Dickens, or Wilde (1832-1900) MT
WIOX Joyce, or Conrad, or Yeats, or Woolf (1900-present) MT
WIOX Walcott, or Roth, or Friel MT
WIOX Emerson, or Dickinson, or Faulker, MT

Special Topics

Prerequisite: some background in the close reading of literary texts and a general familiarity with the literature of the period.
WIOX The American Novel after 1945
WIOX Linguistic Theory
WIOX Medieval and Renaissance Romance
WIOX Scottish Literature
WIOX Old Norse
WIOX Medieval French Literature
WIOX Medieval Welsh Language and Literature
WIOX Classical Literature
WIOX Fiction in English
WIOX Drama in English
WIOX Prose in English
WIOX Poetry in English
WIOX American Literature from the beginnings to the present day
WIOX Women’s Writing in English
WIOX History and Theory of Criticism
WIOX Postcolonial Literature
WIOX Post-war British Drama

WIOX Fine Art
http://www.rsa.ox.ac.uk
WIOX Anatomical Drawing
WIOX History and Theory of Visual Culture

WIOX Geography
http://www.geog.ox.ac.uk
http://www.geog.ox.ac.uk/undergraduate/course/course.html
WIOX Earth Systems Processes
WIOX Human Geography
WIOX Critical Thinking for Geographers
WIOX Geographical Controversies
WIOX Geographical Techniques
WIOX Space, Place and Society
WIOX Earth System Dynamics
WIOX Environmental Geography
WIOX African Societies
WIOX Biogeography, Biodiversity and Conservation
WIOX Climate Change and Variability
WIOX Climate Change Impacts and Adaptation
WIOX Complexity
WIOX Contemporary India
WIOX Contemporary Urban Life
WIOX Desert Landscapes and Dynamics
WIOX European Integration
WIOX Forensic Geography
WIOX Geographies of Finance
WIOX Geographies of Nature
WIOX Geopolitics in the Margins
WIOX Transport and Mobilities
WIOX History

http://www.history.ox.ac.uk

http://www.history.ox.ac.uk/prospective/undergraduate/studying/single-hons.html

General History (Prelims), periods I to IV

The following courses offer general introduction to western history during specific time periods. There are no prerequisites for these courses and tutorials can generally be arranged for any of them in Hilary terms.

- WIOX General History I. 370-900: The Transformation of the Ancient World
- WIOX General History II. 1000-1300: Medieval Christendom and its Neighbors
- WIOX General History III. 1400-1650: Renaissance, Recovery, and Reform
- WIOX General History IV. 1815-1914: Society, Nation, and Empire

British History (Prelims or FHS)

The following courses offer general introductions to the History of the British Isles, paying particular attention to the evolution and development of Britain as a nation and to the major political, social, and economic trends that have shaped the course of the nation's development.

There are no prerequisites for these courses and while lectures are normally delivered in Michaelmas Term, tutorials can generally be arranged for any of them in Michaelmas term. Tutorials for FHS British History are held in Trinity term.

- WIOX History of the British Isles I. c.300-1087
- WIOX History of the British Isles II. 1042-1330
- WIOX History of the British Isles III. 1330-1550
- WIOX History of the British Isles IV. 1500-1700
- WIOX History of the British Isles V. 1685-1830
- WIOX History of the British Isles VI. 1815-1924
- WIOX History of the British Isles VII. 1900 to the present

Historical Methods (Prelims)

All of the papers in this group offer a choice of introductions to the ways in which history has been and is being written. They are designed to encourage reflection on the variety of methods used by historians, and on the many forms of historical writing.

- WIOX Approaches to History
- WIOX Historiography: Tacitus to Weber

Optional Subjects (Prelims)

The Optional Subjects are based on close study of selected primary texts or documents, and offer an opportunity for more specialized study than is possible in the outline papers. They provide a first indication of the range of the interests of members of the Faculty, and are often taught by experts in the particular field of the subject. Over twenty options are available, but there may be some variation in the papers available from year to year. Prelim Options are available during Trinity term.

- WIOX Theories of the State (Aristotle, Hobbes, Rousseau, Marx)
- WIOX The Age of Bede c.660-c.740
- WIOX Early Gothic France c.1100-c.1150
- WIOX Conquest and Frontiers: England and the Celtic Peoples 1150-1220
- WIOX English Chivalry and the French Wars c.1330-c.1400
- WIOX Crime and Punishment in England, c.1280-c.1450
- WIOX Nature and Art in the Renaissance
- WIOX Witchcraft and Witch-hunting in Early Modern Europe
- WIOX Making England Protestant, 1558-1642
- WIOX Conquest and Colonization: Spain and America in the Sixteenth Century
- WIOX Revolution and Empire in France 1789-1815
- WIOX Women, Gender and the Nation: Britain, 1789-1825
- WIOX The Romance of the People: The Folk Revival from 1760 to 1914
The following courses offer general introductions to western history during specific time periods. There are no prerequisites for these courses and tutorials can generally be arranged for any of them in Michaelmas or Trinity term.

WIOX General History i, 285-476
WIOX General History ii, 476-750
WIOX General History iii, 700-900
WIOX General History iv, 900-1150
WIOX General History v, 1100-1273
WIOX General History vi, 1273-1409
WIOX General History vii, 1409-1525
WIOX General History viii, 1500-1618
WIOX General History ix, 1618-1715
WIOX General History x, 1715-1799
WIOX General History xi, 1789-1871
WIOX General History xii, 1856-1914
WIOX General History xiii, 1914-1945
WIOX General History xiv, 1941-1973
WIOX General History xv, Britain’s North American Colonies: from settlement to independence, 1600-1812
WIOX General History xvi, From Colonies to Nation: the history of the United States, 1776-1877
WIOX General History xvii, The History of the United States sine 1863
WIOX General History xviii, Eurasian Empires, 1450-1800
WIOX General History xix, Imperial and Global History 1750-1914

FHS Further Subjects

Offered in Hilary Term, these require attendance in classes as well as tutorials. Each is based on a large number of primary sources which must be read in advance over the Christmas holiday. In order to gain admission to these courses, students must register well in advance, by the end of first week of Michaelmas Term and admission is not guaranteed.

WIOX Anglo-Saxon Archaeology c.600-750: Society and Economy in the Early Christian period
WIOX The Near East in the Age of Justinian and Muhammad, 527-c.700
WIOX The Carolingian Renaissance
WIOX The Viking Age: War and Peace, c. 750-1100
WIOX The Crusades
WIOX Culture and Society in Early Renaissance Italy, 1290-1348
WIOX Flanders and Italy in the Quattrocento, 1420-80
WIOX The Wars of the Roses, 1450-1500
WIOX Women, Gender and Print Culture in Reformation England, c.1530-1640
WIOX Literature and Politics in Early Modern England
WIOX Representing the City, 1558-1640
WIOX Writing in the Early Modern Period, 1550-1750
WIOX Court Culture and Art in Early Modern England 1580-1700
WIOX The Military and Society in Britain and France, c.1650-1815
WIOX The Metropolitan Crucible, London 1685-1815
WIOX The First Industrial Revolution, 1700-1870
WIOX Medicine, Empire, and Improvement, 1720-1820
WIOX The Age of Jefferson, 1774-1826
WIOX Culture and Society in France from Voltaire to Balzac
WIOX Nationalism in Western Europe, 1799-1890
WIOX Intellect and Culture in Victorian Britain
WIOX The Authority of Nature: Race, Heredity and Crime, 1800-1940
WIOX The Middle East in the Age of Empire, 1830-1971
WIOX Imperialism and Nationalism, 1830-1980
(a) South Asia;
(b) Sub-Saharan Africa;
(c) Britain's settler colonies;
(d) Maritime South-East Asia;
(e) Slavery (suspended for 2015-16)
WIOX Modern Japan, 1868-1972
WIOX British Economic History since 1870 (as prescribed for the Honour School of Philosophy, politics and Economics)
WIOX Nationalism, Politics and Culture in Ireland, c.1870-1921
WIOX A Comparative History of the First World War, 1914-20 (suspended for 2015-16)
WIOX China since 1900
WIOX The Soviet Union, 1924-41
WIOX Culture, Politics and Identity in Cold War Europe, 1945-68
WIOX Britain at the Movies: Film and National Identity since 1914
WIOX Scholastic and Humanist Political Thought
WIOX The Science of Society, 1650-1800
WIOX Political Theory and Social Science c.1780-1920
WIOX Post-Colonial Historiography: Writing the Indian Nation

WIOX History of Art
http://www.hoa.ox.ac.uk
https://www.ox.ac.uk/admissions/undergraduate/courses-listing/history-art?wssl=1
WIOX Introduction to the History of Art
WIOX Antiquity after Antiquity
WIOX European Art, 1400-1800: Meaning and Interpretation
WIOX Approaches to the History of Art

Further Subjects in Art
WIOX Anglo-Saxon Archaeology of the Early Christian Period (History FS)
WIOX The Carolingian Renaissance (History FS)
WIOX Northern European Portraiture, 1400-1800
WIOX Culture and Society in Early Renaissance Italy, 1290-1348
WIOX Flanders and Italy in the Quattrocento, 1420-1480
WIOX Court Culture and Art in Early Modern Europe (History FS)
WIOX Intellect and Culture in Victorian Britain (History FS)
Classical, Pre-Modern, or Non-Western Art Option

WIOX Greek Art and Archaeology, c.500-300 BC
WIOX Art Under the Roman Empire, AD 14-337
WIOX Hellenistic Art and Archaeology, 330-30 BC
WIOX The Formation of the Islamic World, AD 550-950
WIOX Byzantine Art: The transition from Antiquity to the Middle Ages, 500-1100
WIOX Gothic Art through Medieval Eyes
WIOX Art in China since 1911
WIOX Understanding Museums and Collections
WIOX Ancient Egyptian Art and Architecture

Modern Art Option

WIOX Literature and the Visual Arts in France
WIOX German Expressionism
WIOX European Cinema
WIOX Modernism and After
WIOX The Experience of Modernity: visual Culture, 1880-1925
WIOX Understanding Museums and Collections
WIOX Art in China since 1911

Special Subjects in Art History

WIOX Painting and Culture in Ming China
WIOX Politics, Art and Culture in the Italian Renaissance: Venice and Florence, c.1475-1525
WIOX The Dutch Golden Age, 1618-1672
WIOX English Architecture 1660-1720
WIOX Art and its Public in France, 1815-67

WIOX Historiography and Methodologies of Art History

An overview of the development of the History of Art as a discipline. The course surveys influential projects of the field and the methods it has adopted for executing them. Topics include: style and periodization; iconography, semiotics; narratology, spectatorship; the social functions of images and the social history of art; art and the market; gender and sexuality; and art-historical narrative as representation. With permission of the Art Department, counts as ARTH 301.

Prerequisites: ARTH 101-102. Lectures: MT and HT, with permission. Tutorials: depending on availability, any term.

WIOX Human Sciences

http://www.ih.s.ox.ac.uk
http://www.ih.s.ox.ac.uk/current-students/course-handbooks
WIOX: The Biology of Organisms including Humans
WIOX: Genetics and Evolution
WIOX: Society, Culture, and Environment
WIOX: Sociology and Demography
WIOX: Quantitative Methods for the Human Sciences
WIOX: Behaviour and its Evolution: Animal and Human
WIOX: Human Genetics and Evolution
WIOX: Human Ecology
WIOX: Demography and Population
WIOX: Anthropological Analysis and Interpretation
The Oxford Internet Institute is a graduate level programme and the courses offered are typically taught as seminars. Williams-Exeter students can participate in the seminar with the permission of the convener and will supplement the seminar with additional writing assignments or tutorial meetings. Note that Williams-Exeter students may only enroll in one seminar for course credit during their year in Oxford.

WIOX Social Dynamics of the Internet (MT)
WIOX Internet Technologies & Regulation (MT)
WIOX Big Data in Society (HT)
WIOX Digital Era Government and Politics (HT)
WIOX ICT and Development (HT)
WIOX Internet Economics (HT)
WIOX Law and the Internet (HT)
WIOX Learning, the Internet and Society (HT)
WIOX Online Social Networks (HT)
WIOX Subversive Technologies (HT)
WIOX The Philosophy and Ethics of Information (HT)
WIOX Virtual Economies and Virtual Selves (HT)

WIOX Law (Jurisprudence)
http://www.law.ox.ac.uk
http://www3.law.ox.ac.uk/published/ughandbook.pdf
WIOX Constitutional Law
WIOX Criminal Law
WIOX Medical Law and Ethics
WIOX Jurisprudence
WIOX International Public Law
WIOX Contract
WIOX Tort
WIOX Land Law
WIOX European Community Law
WIOX Trusts
WIOX Administrative Law

WIOX Materials Science
http://www.materials.ox.ac.uk
WIOX Structure of Materials
WIOX Properties of Materials
WIOX Transforming Materials
WIOX Mathematics for Materials and Earth Science
WIOX Structures and Transformation of Materials
WIOX Electronic Properties of Materials
WIOX Mechanical Properties
WIOX Engineering Applications of Materials

WIOX Mathematics

http://www0.maths.ox.ac.uk/courses/material for a full listing of undergraduate courses offered at Oxford. Moderation and Part A courses are most relevant. It is critical for Williams-Exeter students to review the lecture calendar for the year and to attend relevant lectures for tutorials they are considering pursuing in later terms. Students should be sure to review course descriptions with their major advisors to determine major credit.

WIOX Introduction to Groups, Rings and Fields (Counts as Math 355. Prerequisites: Math 250.)
WIOX Topology
WIOX Probability
WIOX Number Theory
WIOX Real Analysis I, II & III (Counts as Math 350. Prerequisites: Math 150/151 and 250.)
WIOX Algebra, Analysis and Differential Equations
WIOX Complex Analysis
WIOX Abstract Algebra
WIOX Algebraic Number Theory
WIOX Topology and Groups
WIOX Analytic Number Theory
WIOX Galois Theory
WIOX Integration
WIOX Measure Theory and Integration
WIOX Algebraic Geometry
WIOX Analytic Number Theory
WIOX Integral Transforms
WIOX Logic
WIOX Linear Algebra
WIOX Applied Probability

WIOX Mathematics and Statistics

https://www.stats.ox.ac.uk/study_here/bammath_maths_and_statistics/course_structure
WIOX Statistical Programming and Simulation
WIOX Applied Statistics
WIOX Statistical Inference
WIOX Applied Probability
WIOX Statistical Lifetime Models

WIOX Modern Languages and Linguistics

http://www.mod-langs.ox.ac.uk

Note that general language instruction is not available for course credit. Students can study languages on a non-credit basis through the Language Institute for a nominal fee. Students with strong language skills (fluency in speaking, reading, and writing) may pursue literature and linguistics within those languages.

WIOX Language Papers
WIOX Linguistic Studies
WIOX Period of Literature or Period Topics
Courses offered by the Faculty of Oriental Studies include language, literature, history and culture, and there are a wide range of options in such fields as art and archaeology, history, literature, philosophy, religion and modern social studies. Some of these courses may require knowledge of the primary sources. It is imperative that students possess the requisite language skills before requesting any of these courses.

WIOX Arabic and Islamic Studies
http://www.orinst.ox.ac.uk/undergraduate/handbook/arabic.html

WIOX: Arabic Literature
WIOX: Islamic History, 570-1500
WIOX: Islamic Religion
WIOX: Hadith
WIOX: Muslims and Others in Abbasid Story-Telling
WIOX: Early Islamic Historiography
WIOX: The Ethos of the jahiliya in the Muallaqa of Imrual-Qays
WIOX: Aspects of Islamic Art, Architecture and Archaeology
WIOX: The rise of the Sufi orders in the Islamic world, 1200-1500
WIOX: Sufism
WIOX: al-Ghazali
WIOX: Religion and politics during the Mongol period
WIOX: The Middle East in the Age of Empire, 1830-1970
WIOX: A modern Islamic thinker (e.g., Sayyid Qutb, Mohamed Talbi, Rashid Rida)
WIOX: Modern Arabic literature
WIOX: Society and Culture in the Middle East
WIOX: The Biography of Mohammad
WIOX: Modern Islamic Thought in the Middle East
WIOX: Harems, Homes and Streets: Space and Gender in the Middle East
WIOX: History of Jewish-Muslim Relations
WIOX: Later Islamic art and architecture, 1250-1700

WIOX Chinese
http://www.orinst.ox.ac.uk/undergraduate/handbook/chinese.html#Special_Option
WIOX: China and the World
WIOX: Painters on Painting
WIOX: Modern Literature and Film
WIOX: Myth of the Confucian Classic in the Warring States Period

WIOX Egyptology and Ancient Near Eastern Studies
http://www.orinst.ox.ac.uk/undergraduate/handbook/eanes.html
WIOX: Egyptian Art and Architecture
WIOX: Anthropological Theory and Archaeological Enquiry
WIOX: Urbanization and Change in Complex Societies

WIOX Hebrew
http://www.orinst.ox.ac.uk/undergraduate/handbook/hebrew.html
WIOX: Biblical and Rabbinic Hebrew
WIOX: Medieval and Modern Hebrew
WIOX: History, Culture and Society

WIOX Japanese
http://www.orinst.ox.ac.uk/undergraduate/handbook/japanese.html
WIOX: Classical Japanese Literature (MT)
WIOX: Japanese Linguistics (MT)
WIOX: Modern Japanese Literature (MT)
WIOX: Economy of Japan
WIOX: History of Japanese Language
WIOX: Japanese Art
WIOX: Japanese Politics
WIOX: Japanese Society
WIOX: Modern History of Japan
WIOX: Pre-modern Japanese History I: to 1185
WIOX: Pre-modern Japanese History II: 1185-1853
WIOX: Topics in Court Literature
WIOX: Topics in Modern Japanese Literature
WIOX: Economy of Japan

WIOX Jewish Studies
http://www.orinst.ox.ac.uk/undergraduate/handbook/jewish_studies.html
The following courses are offered under Jewish Studies and may require knowledge of biblical or modern Hebrew.
WIOX: Biblical History
WIOX: Biblical Archaeology
WIOX: Biblical Narrative
WIOX: Biblical Prophecy
WIOX: Second Temple Judaism
WIOX: Second Temple History
WIOX: History of the Talmudic Period
WIOX: Mediaeval Jewish History
WIOX: Jewish Aramaic Literature
WIOX: Modern Jewish Society
WIOX: Israel: History, Politics and Society
WIOX: Modern Hebrew Literature
WIOX: History of Jewish-Christian Relations
WIOX: History of Jewish Bible Interpretation
WIOX: Orthodox Judaisms
WIOX: Biblical Religion
WIOX: Mediaeval Jewish thought
WIOX: Modern Jewish History
WIOX: Modern Judaism

WIOX Persian

http://www.orinst.ox.ac.uk/undergraduate/handbook/persian.html
WIOX: Persian Literature: 1000-1400
WIOX: Persian Literature: 1400-1900
WIOX: Persian Literature 1900-present
WIOX: Themes in Iranian History
WIOX: The Transition from Sasanian to Islamic Persia (up to the 10th Century CE)
WIOX: Safavid History
WIOX: Qajar History
WIOX: Iranian History form 1921-1979
WIOX: Iranian History from the 1979 Revolution to the Present
WIOX: Early Islamic Monetary History
WIOX: Early Islamic Historiography
WIOX: Islamic Art and Architecture of the Persian-speaking World
WIOX: The Rise of the Sufi Orders in the Islamic World, 1200-1500
WIOX: Religion and Politics during the Mongol Period
WIOX: Ottoman State and Society, 1566-1700
WIOX: History of the Middle East during the late Ottoman Age, 1750-1882
WIOX: Persian Prose Composition and Unprepared Translation
WIOX: Spoken Persian
WIOX: Classical Poetry: Lyric Genres
WIOX: Classical Poetry: Narrative Genres
WIOX: Classical Prose
WIOX: Modern Literature
WIOX: Modern Social and Political Writing
WIOX Turkish
http://www.orinst.ox.ac.uk/undergraduate/handbook/turkish.html
WIOX: Unprepared Translation from Ottoman and Modern Turkish
WIOX: Translation into Turkish and Essay in Turkish
WIOX: Spoken Turkish
WIOX: Ottoman Historical Texts
WIOX: Turkish Political and Cultural Texts, 1860 to the Present
WIOX: Modern Turkish Literary Texts
WIOX: Turkish and Ottoman Literary Texts, 1300-1900
WIOX: Turkish Literature: General Questions
WIOX: Turkish Language Reform and Language Politics From 1850 to the Present Day
WIOX: Islamic History, 570-1500
WIOX: The Ottoman Empire, 1300-1566
WIOX: The Ottoman Empire, 1566-1807
WIOX: The Ottoman Empire and the Republic of Turkey

WIOX Philosophy
http://www.philosophy.ox.ac.uk
http://www.philosophy.ox.ac.uk/undergraduate/course_descriptions
WIOX: Early Modern Philosophy
WIOX: Knowledge and Reality
WIOX: Ethics
WIOX: Philosophy of Mind
WIOX: Philosophy of Science and Social Science
WIOX: Philosophy of Religion
WIOX: The Philosophy of Logic and Language
WIOX: Aesthetics
WIOX: Medieval Philosophy: Aquinas
WIOX: Medieval Philosophy: Duns Scotus and Ockham
WIOX: The Philosophy of Kant
WIOX: Post-Kantian Philosophy
WIOX: Theory of Politics
WIOX: Plato: Republic
WIOX: Aristotle, Nicomachean Ethics
WIOX: Frege, Russell, and Wittgenstein
WIOX: The Later Philosophy of Wittgenstein
WIOX: Formal Logic
WIOX: Intermediate Philosophy of Physics
WIOX: Advanced Philosophy of Physics
WIOX: Philosophy of Mathematics
WIOX: Philosophy of Science
WIOX: Philosophy of Cognitive Science
WIOX: The Philosophy and Economics of the Environment
WIOX: Philosophical Logic
WIOX: Plato, Theaetetus and Sophist (in Greek)
WIOX: Aristotle, Nicomachean Ethics (in Greek)
WIOX: Aristotle, Physics (in Greek)
WIOX: Sextus Empiricus: Outlines of Pyrrhonism (in Greek)
WIOX: Latin Philosophy (in Latin)
WIOX: Jurisprudence
WIOX: The Rise of Modern Logic

WIOX Politics (PPE)

http://www.politics.ox.ac.uk
http://www.ppe.ox.ac.uk/index.php/course-structure
WIOX: Comparative Government
WIOX: British Politics and Government Since 1900
WIOX: Theory of Politics
WIOX: Modern British Government and Politics
WIOX: Government and Politics of the United States
WIOX: Politics in Europe
WIOX: Politics in Russia and the Former Soviet Union
WIOX: Politics in Sub-Saharan Africa
WIOX: Politics in Latin America
WIOX: Politics in South Asia
WIOX: Politics in the Middle East
WIOX: International Relations in the Era of the Two World Wars
WIOX: International Relations in the Era of the Cold War
WIOX: International Relations
WIOX: Political Thought: Plato to Rousseau
WIOX: Political Thought: Bentham to Weber
WIOX: Marx and Marxism
WIOX: Sociological Theory
WIOX: The Sociology of Post-Industrial Societies
WIOX: Labour Economics and Industrial Relations
WIOX: The Government and Politics of Japan
WIOX: Social Policy
WIOX: Politics in China
WIOX: The Politics of the European Union
WIOX: Political Sociology

WIOX Physics and Astrophysics

http://www.physics.ox.ac.uk
http://www2.physics.ox.ac.uk/study-here/undergraduates/the-courses/3-year-ba-physics
WIOX Thermal Physics (Prerequisites: Physics 210.)
WIOX Electromagnetism and Optics (Prerequisites: Physics 201. Recommended Physics 202.)
WIOX Quantum Physics (Prerequisites: Physics 141 and Physics 210. Recommended: Physics 142 and Physics 201.)
WIOX: Condensed Matter Physics
WIOX: Flows, Fluctuations and Complexity
WIOX: General Relativity and Cosmology
WIOX: Quantum, Atomic and Molecular Physics
WIOX: Sub-Atomic Physics
WIOX: Symmetry and Relativity
WIOX Astrophysics
WIOX Laser Science and Quantum Information Processing
WIOX Condensed Matter Physics
WIOX Particle Physics
WIOX Physics of Atmospheres and Oceans
WIOX Theoretical Physics
WIOX Biological Physics

WIOX Psychology
http://www.psy.ox.ac.uk
http://www.psy.ox.ac.uk/study/undergrad/ugexppsy
WIOX Developmental Psychology
WIOX Social Psychology
WIOX Personality, Individual Differences and Psychological Disorders
WIOX Language and Cognition
WIOX Cognitive Neuroscience
WIOX Behavioural Neuroscience
WIOX Perception
WIOX Language and Cognition
WIOX Memory, Attention and Information Processing

WIOX Theology
http://www.theology.ox.ac.uk
http://www.theology.ox.ac.uk/current-students/undergraduate1/undergrad-theology.html
WIOX: God and Israel in the Old Testament
WIOX: The Gospels and Jesus
WIOX: Pauline Literature
WIOX: The Development of Doctrine in the Early Church to AD 451
WIOX: God, Christ and Salvation
WIOX: The History and Theology of Western Christianity, 1050-1350
WIOX: The History and Theology of Western Christianity, 1500-1648
WIOX: Christian Life and Thought in Europe and the English-Speaking World, 1789-1921
WIOX: Issues in Theology, 1789-1921
WIOX: Further Studies in History and Doctrine: Special Theologians
Origen
Augustine
Anselm
Aquinas
Luther
Calvin
Kierkegaard
Newman
Dostoevsky
Barth
Tillich
Bonhoeffer
Rahner
WIOX: Philosophy of Religion
WIOX: Christian Moral Reasoning
WIOX: The Nature of Religion
WIOX: The Formation of Rabbinic Judaism
WIOX: Judaism in History and Society
WIOX: Islam in the Classical Period
WIOX: Islam in the Modern World
WIOX: Foundations of Buddhism
WIOX: Buddhism in Space and Time
WIOX: Hinduism I: Sources and Development
WIOX: Hinduism II: Hinduism in History and Society
WIOX: Selected Topics (Old Testament) I
WIOX: Selected Topics (Old Testament) II
WIOX: The Hebrew of the Old Testament
WIOX: Archaeology in Relation to the Old Testament
WIOX: Religions and Mythology of the Ancient Near East
WIOX: The New Testament in Greek
WIOX: Varieties of Judaism 100 BC-AD 100
WIOX: Christian Liturgy
WIOX: Early Syriac Christianity
WIOX: History and Theology of the Church in the Byzantine Empire from AD1000 to 14
WIOX: Science and Religion
WIOX: The Sociology of Religion
WIOX: Mysticism
WIOX: Psychology of Religion
WIOX: English Church and Mission 597-754
WILLIAMS-MYSTIC MARITIME STUDIES PROGRAM
Executive Director: Thomas Van Winkle

Associate Professors: C. Hall (Williams College), L. Gilbert (Williams College), M. Bercaw-Edwards (University of Connecticut). Assistant Professor: T. Pusack (Williams College).

The Williams College-Mystic Seaport Maritime Studies Program offers students a unique opportunity to explore the ocean, travel the Atlantic, Pacific, and Gulf coasts, and conduct original primary research of their own design in the humanities and sciences. Williams-Mystic is considered the coastal and ocean studies campus of Williams College. Sophomores, juniors, and seniors of all majors welcome to apply. A term at Williams-Mystic includes credit for one semester plus one Winter Study requirement, as well writing-intensive course credit. Four Williams courses are offered as an interdisciplinary curriculum in the semester-long program based at Mystic Seaport, in Mystic, Connecticut: Americans and the Maritime Environment, Literature of the Oceans, Marine Policy, and either Marine Ecology or Oceanographic Processes. Travel includes an offshore voyage on the open ocean sailing aboard a tall ship, a seminar along the Pacific Coast, and a Louisiana field seminar, all of which are cross-disciplinary and interdisciplinary exercises. The Spring 2019 semester will include a field seminar to Sitka, Alaska. Students live in historic, cooperative, co-ed houses at Mystic Seaport, the world’s largest maritime museum, and have full access to world-class maritime collections, a maritime library, a state-of-the-art Marine Sciences teaching and research center, and diverse coastal habitats (where field research can be undertaken in a wide variety of environments, ranging from tide pools and salt marshes to sandy beaches and estuaries). Students also participate in maritime skills under professional instruction, with choices such as ship carving, music of the sea, boat building, or small boat handling and sailing. Williams-Mystic seeks candidates who are willing to try new things and work in a compelling academic environment. No sailing experience necessary. Participation in Williams-Mystic can also be used in partial fulfillment of the Maritime Studies Concentration at Williams. Admission is competitive, and interested students should email wmadmissions@williams.edu, call 860-572-5359, or visit the Williams-Mystic website.

BIOL 231 (F) Marine Ecology
Crosslistings: BIOL231 / MAST311
Secondary Crosslisting
Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Class Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project
Requirements/Evaluation: two tests, a research project, and a presentation
Extra Info: offered only at Mystic Seaport
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Distributions: (D3)
Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses

Fall 2018
LEC Section: 01 TBA Tim J. Pusack

Spring 2019
LEC Section: 01 TBA Tim J. Pusack

ENGL 231 (F) Literature of the Sea (WI)
Crosslistings: MAST231 / ENGL231
Secondary Crosslisting
Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story
writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example—depending on fall or spring semester—Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville's masterpiece *Moby-Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science.

**Class Format:** small group tutorials with weekly lectures, including coastal and near-shore field trips and ten days at sea

**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final paper

**Extra Info:** offered only at Mystic Seaport

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Distributions:** (D1) (WI)

**Attributes:** AMST Arts in Context Electives; ENVI Humanities, Arts + Social Science Electives;

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**ENVI 26 (W) Material Culture and Craft of 19th Century Coastal New England**

Crosslistings: ENVI26 / MAST25

**Secondary Crosslisting**

The goal in this course is to provide an opportunity for students to develop an intimate understanding of 19th century Mystic through lived experience. To appreciate a culture or a community so different from what we live and experience today, you must also understand the ways in which its residents shaped their world, specifically, the crafts they plied. There are few opportunities in life when this understanding can be delivered through lived experience. This will be one of them. Taking advantage of the extraordinary resources of Williams-Mystic, the coastal and ocean studies campus of Williams College located at the Mystic Seaport in Mystic, CT, this winter-study course, taught at Williams-Mystic, aims to: 1) provide rich hands-on participatory experiences that authentically mirror 19th century maritime craft and culture; and 2) offers learners a rare opportunity to delve deeply into the mindset of 19th century maritime culture by creating an authentic artifact that reflects understanding of the values and mores of this time period. There will be a number of instructors; including instructors employed by the Mystic Seaport in who specialize in chanteys, shipsmithing, ship Carving, scrimshaw, canvasworks, and boatbuilding.

**Class Format:** Williams-Mystic

**Requirements/Evaluation:** performance-based evaluation using exemplars, experts and authentic audience; final paper or project

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** by application

**Materials/Lab Fee:** $1,500

**Attributes:** EXPE Experiential Education Courses

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Winter 2019

TVL Section: 01 Cancelled

**ENVI 351 (F) Marine Policy**

Crosslistings: ENVI351 / PSCI319 / MAST351

**Secondary Crosslisting**

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy,
examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

**Class Format:** lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

**Requirements/Evaluation:** an independent research paper, a presentation, and a final exam

**Extra Info:** offered only at Mystic Seaport

**Department Notes:** satisfies the Environmental Policy requirement for the Environmental studies concentration

**Distributions:** (D2)

**Attributes:** ENVI Environmental Policy; EXPE Experiential Education Courses; POEC International Political Economy Courses

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**Fall 2018**
LEC Section: 01  TBA  Catherine Robinson Hall

**Spring 2019**
LEC Section: 01  TBA  Catherine Robinson Hall

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**GEOS 210 (F) Oceanographic Processes**

Crosslistings: GEOS210 / MAST211

**Secondary Crosslisting**

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

**Class Format:** lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Extra Info:** offered only at Mystic Seaport

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses

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**Fall 2018**
LEC Section: 01  TBA  Lisa A. Gilbert

**Spring 2019**
LEC Section: 01  TBA  Lisa A. Gilbert

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**HIST 352 (F) Americans and the Maritime Environment (WI)**

Crosslistings: HIST352 / MAST352

**Secondary Crosslisting**

This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind's changing relationship with the world's oceans. Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

**Class Format:** lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project

**Requirements/Evaluation:** two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style

**Extra Info:** offered only at Mystic Seaport

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Distributions:** (D2) (WI)
MAST 25 (W) Material Culture and Craft of 19th Century Coastal New England

Crosslistings: ENVI26 / MAST25

Primary Crosslisting

The goal in this course is to provide an opportunity for students to develop an intimate understanding of 19th century Mystic through lived experience. To appreciate a culture or a community so different from what we live and experience today, you must also understand the ways in which its residents shaped their world, specifically, the crafts they plied. There are few opportunities in life when this understanding can be delivered through lived experience. This will be one of them. Taking advantage of the extraordinary resources of Williams-Mystic, the coastal and ocean studies campus of Williams College located at the Mystic Seaport in Mystic, CT, this winter-study course, taught at Williams-Mystic, aims to: 1) provide rich hands-on participatory experiences that authentically mirror 19th century maritime craft and culture; and 2) offers learners a rare opportunity to delve deeply into the mindset of 19th century maritime culture by creating an authentic artifact that reflects understanding of the values and mores of this time period. There will be a number of instructors; including instructors employed by the Mystic Seaport in who specialize in chanteys, shipsmithing, ship carving, scrimshaw, canvasworks, and boatbuilding.

Class Format: Williams-Mystic

Requirements/Evaluation: performance-based evaluation using exemplars, experts and authentic audience; final paper or project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: by application

Materials/Lab Fee: $1,500

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 Cancelled

MAST 211 (F) Oceanographic Processes

Crosslistings: GEOS210 / MAST211

Primary Crosslisting

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

Class Format: lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Extra Info: offered only at Mystic Seaport

Distributions: (D3)

Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses
**MAST 231 (F) Literature of the Sea**  (WI)

Crosslistings: MAST231 / ENGL231

**Primary Crosslisting**

Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example—depending on fall or spring semester—Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville's masterpiece *Moby-Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students’ emerging knowledge of maritime history and marine science.

**Class Format:** small group tutorials with weekly lectures, including coastal and near-shore field trips and ten days at sea

**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final paper

**Extra Info:** offered only at Mystic Seaport

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Distributions:** (D1) (WI)

**Attributes:** AMST Arts in Context Electives; ENVI Humanities, Arts + Social Science Electives;

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Fall 2018

LEC Section: 01  TBA  Mary K. Bercaw Edwards

Spring 2019

LEC Section: 01  TBA  Mary K. Bercaw Edwards

**MAST 311 (F) Marine Ecology**

Crosslistings: BIOL231 / MAST311

**Primary Crosslisting**

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

**Class Format:** lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Extra Info:** offered only at Mystic Seaport

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses

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Fall 2018

LEC Section: 01  TBA  Tim J. Pusack

Spring 2019

LEC Section: 01  TBA  Tim J. Pusack

**MAST 351 (F) Marine Policy**

Crosslistings: ENVI351 / PSCI319 / MAST351
This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Extra Info: offered only at Mystic Seaport

Department Notes: satisfies the Environmental Policy requirement for the Environmental studies concentration

Distributions: (D2)

Attributes: ENV Environmental Policy; EXPE Experiential Education Courses; POEC International Political Economy Courses

Fall 2018
LEC Section: 01 TBA Catherine Robinson Hall

Spring 2019
LEC Section: 01 TBA Catherine Robinson Hall

MAST 352 (F) Americans and the Maritime Environment (WI)
Crosslistings: HIST352 / MAST352

Primary Crosslisting
This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind's changing relationship with the world's oceans. Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project

Requirements/Evaluation: two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style

Extra Info: offered only at Mystic Seaport

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Distributions: (D2) (WI)

Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern;

Fall 2018
LEC Section: 01 TBA Alicia C. Maggard

Spring 2019
LEC Section: 01 TBA Alicia C. Maggard

PSCI 319 (F) Marine Policy
Crosslistings: ENVI351 / PSCI319 / MAST351

Secondary Crosslisting
This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean
governance.

**Class Format:** lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

**Requirements/Evaluation:** an independent research paper, a presentation, and a final exam

**Extra Info:** offered only at Mystic Seaport

**Department Notes:** satisfies the Environmental Policy requirement for the Environmental studies concentration

**Distributions:** (D2)

**Attributes:** ENVI Environmental Policy; EXPE Experiential Education Courses; POEC International Political Economy Courses

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**Fall 2018**

LEC Section: 01   TBA   Catherine Robinson Hall

**Spring 2019**

LEC Section: 01   TBA   Catherine Robinson Hall


WILLIAMS PROGRAM IN TEACHING
Director: Susan Engel

The Program in Teaching offers a coordinated cluster of courses, advising and field work that give students the opportunity to study the ideas, questions, and practices involved in good teaching at all levels. The Program seeks to promote and facilitate an exchange of ideas about teachers, learners, and schools, within and beyond the Williams campus. The Program offers a range of opportunities including courses on education, intensive supervised student teaching, workshops, advising, lecture series, and ongoing peer groups for those who teach.

Students may participate in a variety of ways, ranging from taking one course to a sustained in-depth study of teaching and learning geared to those who want to become teachers or educational psychologists. We seek to connect students with one another, to bring in expert teachers to provide mentoring, and to create links across the curriculum so that students can see the vital connections between what they study (French, Algebra or Biology, for example) and the process of teaching those topics to elementary and high school students. The Program is open to any student interested in education and offers opportunities for all levels of interest, including those who want to find out about certification and graduate study.

No specific major is required to participate—although some lend themselves easily to certification, such as Mathematics, English, Biology, American History, or French, almost all of our majors can provide the basis of teacher certification. Alternately, students can major in Psychology, take a concentration of courses in a different field, and then pursue that content area more intensively in graduate work. More information can be found at program-in-teaching.williams.edu.

TEAC Related Courses

AMST 379 (F) American Pragmatism
Crosslistings: PHIL379 / AMST379

Secondary Crosslisting
Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Class Format: seminar
Requirements/Evaluation: final paper, several short assignments
Prerequisites: at least two PHIL courses
Enrollment Limit: 25
Enrollment Preferences: Philosophy and American Studies majors, then seniors and juniors of any major
Expected Class Size: 12-15
Distributions: (D2)
Attributes: AMST Critical and Cultural Theory Electives; PHIL History Courses; TEAC Related Courses

Not offered current academic year

PSYC 341 (S) Stereotypes, Prejudice, and Discrimination (WI)
Crosslistings: PSYC341 / WGSS339

Primary Crosslisting
This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people’s perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will
examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers

Prerequisites: PSYC 201 and 242

Enrollment Limit: 16

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 16

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; PSYC Area 4 - Social Psychology; PSYC Empirical Lab Course; TEAC Related Courses;

Spring 2019
LEC Section: 01 W 1:10 pm - 3:50 pm Steven Fein
LAB Section: 02 M 1:00 pm - 4:00 pm Steven Fein
LEC Section: 01 W 1:10 pm - 3:50 pm Steven Fein
LAB Section: 02 M 1:00 pm - 4:00 pm Steven Fein

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TEAC Teaching Sequence Courses

PSYC 101 (F) Introductory Psychology
An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, and psychological disorders and treatment. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Class Format: lecture

Requirements/Evaluation: two lab reports, unit quizzes, and a final exam

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 160

Distributions: (D2)

Attributes: NSCI Required Courses; TEAC Teaching Sequence Courses

Fall 2018
LEC Section: 01 MWF 10:00 am - 10:50 am Amie A. Hane, Clarence J. Gillig
Spring 2019
LEC Section: 01 MWF 10:00 am - 10:50 am Noah J. Sandstrom, Clarence J. Gillig

PSYC 232 (F) Developmental Psychology
An introduction to the study of human growth and development from conception through emerging adulthood. Topics for discussion include prenatal and infant development, perceptual and motor development, language acquisition, cognitive development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including those about early experience, neural plasticity, dynamic systems, information processing, social learning, attachment, and family systems.

Class Format: lecture/discussion
PSYC 242 (F) Social Psychology
A survey of theory and research in social psychology. Topics include the self, social perception, conformity, attitudes and attitude change, prejudice, aggression, altruism, attraction and love, intergroup conflict, and cultural psychology. Applications in the areas of advertising, law, business, and health will also be discussed.
Class Format: lecture
Requirements/Evaluation: two in-class exams, one paper and a final exam
Enrollment Limit: none
Expected Class Size: 50
Distributions: (D2)
Attributes: PSYC 200-level Courses; TEAC Teaching Sequence Courses

Fall 2018
LEC Section: 01   TR 11:20 am - 12:35 pm   Amie A. Hane

PSYC 272 (S) Psychology of Education
This course introduces students to a broad range of theories and research on education. What can developmental research tell us about how children learn? What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychological processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.
Class Format: lecture/discussion
Requirements/Evaluation: two exams and a final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: PSYC 101
Enrollment Limit: 50
Enrollment Preferences: Psychology majors and those who plan to become teachers
Expected Class Size: 50
Distributions: (D2)
Attributes: PSYC 200-level Courses; TEAC Teaching Sequence Courses
PSYC 327 (F) Cognition and Education
This class will focus on basic research into the cognitive processes underlying learning. How does the mind encode, store, and retrieve knowledge? How do learners (and teachers) manage their own learning? How do educational practices depart from what research recommends? The readings will be scientific articles. Students will do original research.

Class Format: empirical lab
Requirements/Evaluation: class participation, daily quizzes, research papers
Prerequisites: PSYC 201 and PSYC 221 or 222, or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Psychology majors
Expected Class Size: 12

Distributions: (D2)
Attributes: COGS Interdepartmental Electives; PSYC Area 2 - Cognitive Psychology; PSYC Empirical Lab Course; TEAC Teaching Sequence Courses

Fall 2018
LAB Section: 02  W 1:00 pm - 4:00 pm  Nate Kornell
SEM Section: 01  TF 2:35 pm - 3:50 pm  Nate Kornell

PSYC 338 (S) Inquiry, Invention and Ideas
Children tinker, explore and create, but some more than others, and under some conditions more than others. What leads children to investigate, invent and build their own ideas? We will examine the development of curiosity, invention, and the ability to have or construct an idea. We will also look at what accounts for individual differences between children, including the role of intelligence, creativity, social cues, and opportunity. We will look at how these processes unfold at home and in school, and discuss the educational implications of the research we read, and the research we conduct.

Class Format: seminar
Requirements/Evaluation: three 3-5 page essays, two child observations and a 7-10 page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 101, and PSYC 232 or PSYC 272, or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: preference given to Psychology majors
Expected Class Size: 16

Distributions: (D2)
Attributes: PSYC Area 3 - Developmental Psychology; TEAC Teaching Sequence Courses
Not offered current academic year

PSYC 372 (F) Advanced Seminar in Teaching and Learning
This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students’ learning? What does it take to be an educated person?
Class Format: seminar

Requirements/Evaluation: this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 232 or PSYC 272 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and those who plan to become teachers

Expected Class Size: 16

Distributions: (D2)

Attributes: EXPE Experiential Education Courses; PSYC Area 7 - Educational Psychology; TEAC Teaching Sequence Courses

Fall 2018

SEM Section: 01  W 1:10 pm - 3:50 pm  Susan L. Engel

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Winter Study, which began in January of 1968, is intended to provide students and faculty with a dramatically different educational experience. The differences are in the nature of the courses, the nature of the learning experience, and the change of educational pace and format from fall and spring semesters. These differences apply to the faculty and students in several ways: faculty can try out courses with new subjects and techniques that might, if successful, be used later in the regular terms; they can explore subjects not amenable to inclusion in regular courses; and they can investigate fields outside their usual areas of expertise. In their academic work (which is graded Pass, Perfunctory Pass, or Fail) students can explore new fields at low risk, concentrate on one subject that requires a great deal of time, develop individual research projects, or work in a different milieu (as interns, for example, or on trips outside Williamstown). In addition, Winter Study offers students an opportunity for more independence and initiative in a less formal setting, more opportunity to participate in cultural events, and an occasion to get to know one another better. More information can be found on the Winter Study website.

Registration

All students who will be on campus during the academic year must register for a Winter Study course. Registration will take place in early November. If you are registered for a senior thesis in the fall which must be continued through Winter Study by departmental rules, you will be registered for your WSP automatically. In every other case, you must complete registration. First-year students are required to participate in a WSP that will take place on campus; they are not allowed to do 99’s.

If you think your time may be restricted in any way (ski meets, interviews, etc.), clear these restrictions with the instructor before signing up for their project. Remember, for cross-listed projects, you should sign up for the subject you want to appear on your record. For many beginning language courses, you are required to take the Winter Study Sustaining Program in addition to your regular course. You will be automatically enrolled in this Sustaining Program once the Winter Study registration process is complete. Winter Study courses are graded Pass/Perfunctory Pass/Fail. A grade of pass means the student has performed satisfactorily. A grade of perfunctory pass signifies that a student's work has been significantly lacking but is just adequate to deserve a pass. Students who fail their Winter Study Projects or receive a second Perfunctory Pass will be placed on academic probation by the Committee on Academic Standing and will be required to make up the deficiency. Students who fail through gross neglect of work will normally be required to resign.

99s

Sophomores, juniors, and seniors are eligible to propose “99s,” independent projects arranged with faculty sponsors, conducted in lieu of regular Winter Study courses. Perhaps you have encountered an interesting idea in one of your courses which you would like to study in more depth, or you may have an interest not covered in the regular curriculum. In recent years students have undertaken in-depth studies of particular literary works, interned in government offices, assisted in international and domestic medical clinics, conducted field work in economics in developing countries, and given performances illustrating the history of American dance. Although some 99’s involve travel away from campus, there are many opportunities to pursue intellectual or artistic goals here in Williamstown. More information about Winter Study 99s can be found online.

AFR 24 (W) Touring Black Religion in the 'New' South

Crosslistings: ENVI24 / AFR24 / REL24

Primary Crosslisting

In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about “Negro culture in the South.” Hurston's reply, without hesitation, was the central and gulf coast of Florida because she believed there, "it was possible for [her] to get a cross section of the Negro South in one state." Hurston traveled directly to Eatonville, the town she eventually claimed as her birth home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion. Taking Hurston's lead, this course will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique? To answer these questions, we will travel to Florida's west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the 'New South' including a small mainstream denominational church in Tallevast Florida; a Pentecostal-Holiness church in St. Petersburg, Florida; and a mega-church in Eaton, Florida. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local
historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. A 200-page course packet will contextualize the trip.

**Class Format:** travel

**Requirements/Evaluation:** based on an electronic field journal, participation in weekly colloquies, and an oral presentation

**Prerequisites:** none; not open to first-year students

**Enrollment Limit:** 8

**Enrollment Preferences:** majors and concentrators in Africana Studies, Religion, and Environmental Studies; students with a background in ethnographic methods; application essays and interviews

**Materials/Lab Fee:** cost to student: $3362

**Attributes:** EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Rhon S. Manigault-Bryant, James A. Manigault-Bryant

**AFR 30 (W) Sen Project: Africana Studies**

To be taken by students registered for Africana Studies 491 who are candidates for honors.

**Class Format:** independent study

**Distributions:** (D2)

Winter 2019

IND Section: 01 TBA James A. Manigault-Bryant

**AFR 99 (W) Ind Study: Africana Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Distributions:** (D2)

Winter 2019

IND Section: 01 TBA James A. Manigault-Bryant

**AMST 10 (W) New(ish) and Rare: Special Collections in the 20th century**

What makes relatively recent books and manuscripts worth preserving? Whose voices are missing from the library’s collections? Students in this course will explore the market for 20th-century rare books and manuscripts and recommend items for Special Collections to purchase. We will spend our first two weeks exploring the library’s existing collections of 20th-century Americana, focusing on what makes these books and manuscripts valuable—not just in terms of their cost but their usefulness in supporting teaching and student research. We’ll explore the market for antiquarian books, and we’ll consider how social movements and historical events including second-wave feminism, workers’ strikes, and the civil rights era are documented in primary sources. Outside of class, students will spend additional hands-on time with rare materials in the Special Collections reading room. Students will also search printed and online catalogs from booksellers who specialize in 20th-century material to look for potential additions to our collections. Given a theoretical budget of $1000, each student will assemble a proposal to acquire a new collection of books and manuscripts for the Chapin Library or the College Archives. We’ll spend the final week of class presenting these proposals to the Chapin Librarian, who will approve a selection of items to purchase for our collections. Adjunct Instructor Bio: Anne Peale, Special Collections Librarian at Williams, graduated from Dartmouth College and studied Material Cultures and Book History at the University of Edinburgh; she recently completed her PhD in Historical Geography.

**Class Format:** afternoons
**Requirements/Evaluation:** final collection development proposal/report justifying rationale for acquisition of rare books and manuscripts

**Prerequisites:** none

**Enrollment Limit:** 12

**Materials/Lab Fee:** $0

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01  Cancelled

**AMST 11 (W) North Adams, Massachusetts: Past, Present, and Future**

Crosslistings: AMST11 / HIST10

Secondary Crosslisting

This class gives students a chance to learn about resources and assets of Massachusetts's smallest city, North Adams. Readings, tours, films, field trips, and meetings with people who work with or lead nonprofits and civic organizations will introduce students to local history, current conditions in the city, and plans for future cultural and economic development. Students will be expected to complete assigned readings (assorted articles) and to attend all class meetings. Final assessment will be based on students' engagement in thoughtful discussions of class materials and in-person encounters and experiences. In addition, students will complete a final research project (written or multimedia) that they present to the class and two reflection papers. Most class sessions will take place off campus; students must be available to travel off campus and attend occasional sessions that occur outside of the regular class hours. Adjunct Instructor Bio: Anne Valk is Associate Director for Public Humanities at Williams, with affiliations in the Center for Learning in Action; the Office of Institutional Diversity; and the department of history.

**Class Format:** afternoons

**Requirements/Evaluation:** 2- to 3-page paper; final project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first-year students preferred

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01  Cancelled

**AMST 14 (W) The Davis Center Histories**

This course will explore the history of the Williams College Davis Center (DC), formerly the Multicultural Center. In exploring this history, the course readings and discussions will contextualize the local specificities of the Center’s establishment within broader U.S. academic, political, and cultural discourses on student-led protest, the evolution of multiculturalism, the centrality of Black resistance, and the import of cultural specificity in creating an equitable and just world. The course will thus rely on resources in the College archives, and students will be encouraged to hone their research skills, but will also rely on communal construction of a theoretical framework to analyze the archived history of the Center while attending to the DC’s current mission to facilitate conversations about race, gender identity, sexual orientation, class, religion, and ability. Readings will include work by Kimberlé Crenshaw, Patricia Hill Collins, Roderick Ferguson, Houston Baker, E. Patrick Johnson, Jeff Chang, Sami Schalk, and more. Students will be encouraged to engage in critical and constructive discussion about the historical place and work of the Davis Center, and contribute to that work with assignments that include weekly personal reflections and program proposals to enhance the curriculum and programmatic itinerary of the Center.

**Class Format:** mornings

**Requirements/Evaluation:** 2 program proposals, weekly reflections, and class participation

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** preference given to first-year students

**Attributes:** EXPE Experiential Education Courses
AMST 15 (W)  Contemporary American Songwriting
Crosslistings: MUS15 / AMST15

Secondary Crosslisting
This course will focus on learning how to write and perform songs in classical contemporary style. Song styles that will be addressed include pop, rock, blues, country, folk and jazz. Topics addressed will include the evolution of song structure, how to create a lyric that communicates, vocal and instrument presentation, recording and performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs in one of the above mentioned genres. These songs must be conceived during the course period (previously written material is not usable.) Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and final presentation is mandatory. Please note: this class meets every day. A short writing assignment will be passed in on the last day of class. Adjunct Instructor Bio: Bernice Lewis is the Artist Associate in Songwriting at Williams College. She is an accomplished singer, songwriter, producer and educator and has been a national touring artist for over thirty years. She has performed at the Kerrville Folk Festival, PBS's Mountain Stage, and the Kennedy Center in Washington D.C. In 2009, she was chosen by the National Park Service to be an Artist in Residence. She has released seven recordings of original songs.

Class Format: mornings
Requirements/Evaluation: final performance and a 2- to 3-page paper
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: students with a musical background and the ability to play and instrument may be given preference, but anyone interested is encouraged to register
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  M-F 10:00 am - 11:50 am  PORG 10:00 am - 11:50 am  Bernice Lewis

AMST 30 (W)  Senior Honors: American Studies
To be taken by students registered for American Studies 491 or 492.
Class Format: independent study
Distributions:  (D2)

Winter 2019
HON Section: 01  TBA  Cassandra J. Cleghorn

AMST 99 (W)  Independent Study: American Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions:  (D2)
**ANSO 14 (W) Epidemiology, Public Health, and Leadership in the Health Professions**

Crosslistings: PHLH14 / ANSO14 / CHEM14

Primary Crosslisting

More and more, decisions in the health professions are being made on evidence from the medical literature rather than solely from the "experience" of the physician or other health practitioner. What kinds of questions (hypotheses) are being asked, and how are they answered, and answered reliably? How does a conscientious health professional keep up with this evidence and evaluate it both critically and efficiently? After a brief introduction to the history of epidemiology, the class will study a selection of "unknown" historic epidemics, and contemporary data sets in small groups, and present their conclusions in class. The remainder of roughly the middle third or so of the class will explore systematically the approaches and research designs epidemiologists use to answer, among others, questions of treatment effectiveness, preventive strategies, and to study cause and effect, e.g., is this exposure reliably related to an outcome of interest. And finally, how does one decide whether that relationship might be a causal one, and therefore actionable. The various research design applications will be illustrated by appropriate historic--some from the "canon" of the public health and clinical literature--or by more current papers. Although the first two weeks of this ambitious course is more about design issues than one of current topics in public health, about week 3--through lecture and perhaps student presentations--will apply the methodological "tool kit" to major current athletic health issues, e.g., athletic concussions and their short and long-term effects. The last week of the course the class will operate as a Journal Club, with individual and/or groups of students responsible for presenting and critiquing the design, conduct and analysis of a paper(s) concerning a current issue. These presentations may also look at athletic health issues. This WS course is designed to be a serious academic experience, with the rigor of a regular course.

Adjunct Instructor Bio: Dr. Wright is a medical epidemiologist who first worked with maternal and child health and family planning programs in Alabama and Georgia. Later, after training as an EIS officer at the CDC, he was a resident consultant to both the Sri Lankan and Thai Ministries of Public Health. Still later, he was a faculty member in the Robert Wood Johnson Medical School, in New Jersey.

Class Format: at least three times a week for a total of 6 hours

Requirements/Evaluation: 10-page paper, final project

Prerequisites: course in Biostat helpful, but not required

Enrollment Limit: 18

Department Notes: all interested students will be interviewed by the instructor

Materials/Lab Fee: Cost of books

Winter 2019

**ANSO 16 (W) The Ayn Rand Cult**

Crosslistings: COMP16 / ANSO16 / RLSP16

Secondary Crosslisting

The broad, "underground" influence of publicist-novelist Ayn Rand stands as one of the more curious sociocultural phenomena to have emerged out of post-War America. Examples: A youthful Alan Greenspan was a dedicated disciple of Rand's in the 1940s and 50s; Michael Milken was reported to have kept twenty-six copies of *Atlas Shrugged* in his jail cell while serving time for securities fraud; Congressman Paul Ryan and Exxon CEO (and current Secretary of State) Rex Tillerson both are avowed fans of Ayn Rand; each year to this day, Rand's books sell hundreds of thousands of copies; and, in a crowning instance of "canonization," the U.S. Postal Service issued a commemorative stamp in Rand's honor (as part of its "Great American Authors" series) in April 1999. This course will examine the nature and origins of the Rand phenomenon through reading of relevant works of journalism, fiction, and philosophy. Titles to be studied: Jeffrey Walker, *The Ayn Rand Cult*; Mary Gaitskill, *Two Girls: Fat and Thin*; Gene H. Bell-Villada, *The Pianist Who Liked Ayn Rand* (selections) and *On Nabokov, Ayn Rand and the Libertarian Mind*; and John Locke, *Second Treatise of Government*. We will also view two films: the movie version of *The Fountainhead* (1949) and the 1996 documentary *Ayn Rand: A Sense of Life*. Note: No books by Rand will be read in this class! It is a course not "about" Rand but rather about the cultural sociology and anthropology of Randism.

Requirements/Evaluation: class attendance and participation, short weekly journal entries, and a final 10-page paper

Prerequisites: some previous acquaintance with Rand's novels

Enrollment Limit: 30
Enrollment Preferences: by seniority (i.e. first seniors, then juniors, then sophomores, etc.)

Materials/Lab Fee: approximately $90 for books

Distributions: (D1)

Winter 2019
LEC Section: 01  MWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm  Gene H. Bell-Villada

ANSO 99 (W) Independent Study: Anthropology & Sociology
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D2)

Winter 2019
IND Section: 01  TBA  Antonia E. Foias

ANTH 12 (W) Coastal Navigation
Students will learn basic skills for piloting a small vessel in coastal waters using a compass and paper charts. Areas to be covered include: basic rules of navigation; reading nautical charts; recognizing and interpreting aids to navigation (buoys, lighthouses, etc.); reading a magnetic compass; plotting a position on a chart; plotting a course by dead reckoning; planning and charting a voyage; the use of standard navigation references; the use of open source chartplotting software. Work outside class meetings will consist of assigned readings and practice plotting.

Class Format: mornings

Requirements/Evaluation: periodic quizzes and a final exercise; punctual attendance and all class meetings is required; absences for the purpose of extra-curricular activities will not be excused

Prerequisites: none

Enrollment Limit: 10

Materials/Lab Fee: $77 plus cost of books

Winter 2019
LEC Section: 01  TWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm  Peter Just

ANTH 15 (W) Photographic Literacy and Practice
Crosslistings: ANTH15 / SOC15

Secondary Crosslisting
When you look at a photograph, what is it really saying? How can you make photographs that say what you mean? This course will educate students on the concepts of photographic seeing and visual literacy, while also training students to apply these concepts to their own photography. In class we will review historical and contemporary photography, photobooks, and other sources of visual inspiration. Students will conceptualize and photograph a project of their own choosing. Students will learn to defend their work during in-class critiques, and at the end of the course the class will design and produce an exhibition of their photography. Outside of class, students will be expected to photograph on their own in the Williamstown area and access to a car may be helpful.

Class Format: three times per week--Mondays and Fridays from 10am-12pm and Wednesdays from 1pm-5pm

Requirements/Evaluation: final project; formal public exhibit

Prerequisites: none, but students must own or borrow a digital camera (a DSLR with a 35mm lens is ideal, but compact cameras will also work)

Enrollment Limit: 12
Enrollment Preferences: students can email me

Materials/Lab Fee: $0

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    MF 10:00 am - 11:15 am W 1:00 pm - 6:00 pm PORG 1:00 pm - 5:00 pm Ben Brody

**ANTH 31 (W) Senior Thesis: Anthropology**

To be taken by students registered for Anthropology 493-494.

**Class Format:** thesis

**Distributions:** (D2)

Winter 2019

HON Section: 01    TBA     Antonia E. Foias

**ANTH 99 (W) Independent Study: Anthropology**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Distributions:** (D2)

Winter 2019

IND Section: 01    TBA     Antonia E. Foias

**ARAB 31 (W) Senior Thesis: Arabic Studies**

Arabic Studies senior thesis.

**Class Format:** thesis

Winter 2019

HON Section: 01    TBA     Magnús T. Bernhardsson

**ARAB 99 (W) Independent Study: Arabic**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Distributions:** (D1)

Winter 2019

IND Section: 01    TBA     Magnús T. Bernhardsson

**ARTH 10 (W) From Metal to Money: Ancient Numismatics**
How were coins made and circulated in the ancient world? Why did a city or individual choose to mint coins? What role did coins play in people's lived experience, as well as in Greek and Roman visual culture? In this course, we will explore the Western coinage tradition from its origins through Late Antiquity, using the college's own numismatic collection as a basis for methodological discussions and for individual research. In consultation with the professor, each student will select coins from the collection and relate it to each of the different methodological issues under investigation. These topics will include mint and die studies; analysis of coin hoards; approaches to coin finds in archaeological excavation; the use of coins as historical "documents"; and the iconography of Greco-Roman coinage as it relates to classical art history. For most class meetings, students will present a short report on how the methodological issue under discussion relates to specific coins they have selected from the college's collection, before choosing a final research project. In addition to the hands-on experience of working with these coins, we will also survey the different historical coinages from antiquity (e.g., Classical Greek, Hellenistic Greek, Roman Republican) through a series of illustrated lectures.

Class Format: afternoons
Requirements/Evaluation: 10-page paper and a presentation
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: preference will be given to students majoring in Classics, Art History, and History
Materials/Lab Fee: cost of books

Winter 2019
LEC Section: 01    TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Nicole G. Brown

ARTH 11 (W) Editorial Cartooning and the Art of Propaganda
Crosslistings: ARTH11 / PSCI11

This hands-on course, taught jointly by a nationally syndicated editorial cartoonist, Chan Lowe, and a former member of the Art Department faculty, E. J. Johnson, introduces students to the "Ungentlemanly Art" of cartooning through discussions and an emphasis on the creation of their own work. It is not an art course as much as an exercise in disciplining the mind to distill abstract concepts and opinions into visual and verbal symbols that can be clearly, economically and persuasively communicated to the reader. Previous drawing experience is NOT a prerequisite, nor even an advantage. Non-art majors are particularly encouraged to enroll. The basics of perspective, proportion, and shading will be covered as needed to provide all students with the necessary skills to express themselves. Much more important are an inquisitive mind, a healthy interest in the current national discourse, a willingness to enter into spirited classroom discussion, and an appreciation of satire. The fact that the course will meet during the second month of a newly elected Congress means that there will be plenty of material ripe for cartooning. Class assignments will be critiqued in a non-threatening atmosphere. Lowe, who will be continuously producing daily cartoons, will also present his own work for criticism. Class meetings, at least two hours per meeting three days a week, will alternate between the studio experience and lectures, given by Johnson, that will acquaint students with aspects of the history of caricature, cartooning and art with a propagandistic or overtly political purpose. The lectures will provide students with knowledge they may use in producing their cartoon assignments. The success of this course depends on the commitment and motivation of all participants. Course requirements include the drawing of several editorial cartoons per week, daily reading and viewing of news media. Adjunct Instructor Bio: Chan Lowe has been an editorial cartoonist and opinion writer since graduating from Williams in 1975. He has worked for newspapers in Oklahoma, Florida and is now a member of the editorial board of The Berkshire Eagle. His drawing and writing work have won many journalism awards, and is nationally and internationally syndicated by Tribune Content Agency. Co-Instructor: E.J. Johnson, Amos Lawrence Professor of Art, Emeritus

Class Format: afternoons
Requirements/Evaluation: editorial cartoons to be produced for each class meeting for evaluation by the class; final cartoons to be published in The Williams Record
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: preference will be given to non-art majors
Materials/Lab Fee: $50
ARTH 16 (W)  True and Wild Tales: Argentine Cinema after 1985
Crosslistings: ARTH16 / LATS16

**Primary Crosslisting**

The Argentine film industry is one of the most developed in the Spanish-speaking world. It is rich in genres and production scales, and in the issues raised by the films themselves. This immersive course encourages dynamic engagement with these issues, as we watch films that grapple with the country's painful legacy of dictatorial rule, coming-of-age road movies, familial dramas, and riotous comedies that feature that distinctive, biting Argentine humor. Our meetings consist of three mandatory screenings per week, two of which are followed by class discussion. In addition to learning about the Argentine context, we will learn vocabulary and tools for discussing and writing about film. No previous coursework in film, or fluency in Spanish required (the films are subtitled)--only an interest in contemporary Argentine cinema and culture.

**Class Format:** afternoons

**Requirements/Evaluation:** 2- to 3-page paper; 3 mandatory screenings each week

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference will be given to Art Studio and Art History majors, as well as students concentrating in Latino/a Studies

**Materials/Lab Fee:** cost of books

Winter 2019

LEC Section: 01   MTR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm   Mari Rodriguez Binnie

ARTH 17 (W)  Architectural Models

Architectural history is generally taught by photographs, which compress three-dimensional things into two-dimensional projections. But describing the dynamic nature of architectural space with a flat image is like describing an ice cream flavor with a flow chart. In this course groups of four or five students will receive measured drawings of major American buildings and construct models at quarter-inch scale. Possible subjects include works by Venturi, Wright, Eisenman, and Jefferson. No previous architectural experience is necessary. After the initial two sessions, there will be two three-hour studio sessions each week where the instructor will critique the projects. At a final meeting, a jury will review the models.

**Class Format:** mornings

**Requirements/Evaluation:** final project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Art majors will have preference

**Materials/Lab Fee:** $25

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01   MTR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Michael J. Lewis

ARTH 19 (W)  21st Century Museums--From the Inner Workings to the Future Vision of Culture Making
Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19

**Secondary Crosslisting**

The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st
century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums--from art museums to scientific, historical, and specialty collections--and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

**Requirements/Evaluation:** final formal public exhibit

**Prerequisites:** keen interest in museums and culture

**Enrollment Limit:** 12

**Enrollment Preferences:** random selection

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01  WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm  Lisa B. Dorin

**ARTH 31 (W) Senior Thesis: Art History**

To be taken by students registered for ArH 494. For requirements of entry into the course, please see "The Degree with Honors in Art, Art History" in the catalogue or on the Art Department's webpage.

**Class Format:** independent study

**Enrollment Limit:** 8

**Enrollment Preferences:** students need permission of the department to register for this course

**Distributions:** (D1)

Winter 2019

HON Section: 01  TBA  Elizabeth P. McGowan

**ARTH 33 (W) Honors Independent Study: Art History**

To be taken by candidates for honors by the independent study route.

**Class Format:** independent study

**Distributions:** (D1)

Winter 2019

IND Section: 01  TBA  Amy D. Podmore

**ARTH 99 (W) Independent Study: Art History**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** Independent study

**Distributions:** (D1)
ARTS 12 (W) Portrait Painting: from Fayum mummies to the Obamas

This course will be a hybrid of studio practice and a visual survey of the painted portrait, tracing various approaches to portraiture and mark-making, from the Fayum mummies to the recently unveiled portraits of Barack and Michelle Obama, in order to inform the ways by which we will, throughout the course, paint portraits (of oneself or another). The course will culminate in a final exhibition of each participant's painting, which will be worked on throughout the duration of the winter study, in- and outside of class. We will begin the course by looking to a range approaches to portraiture and engaging in various drawing and painting exercises, before spending the bulk of the remaining time working towards a single, polished painting, in oil or acrylic on canvas or panel. We will analyze many of the touchstone examples of portraiture over the centuries to survey a range of styles and how their respective techniques and painted marks reflected the zeitgeist, or collective psychology of a time and place, in order to inform our own painted works. The course will meet three times per week to engage in dedicated studio work, and group analysis of historic examples of painted portraits.

Outside of class, students will be expected to continue their studio work, as well as additional drawing or painting exercises, readings, and possible film screening(s). The final project, a single portrait painting, will be displayed in a group exhibition in the Spencer Art Building at the culmination of the Winter Study period, at which time each artist will present their finished work. No experience necessary, but some background in painting and drawing is a plus. Adjunct Instructor Bio: William Binnie (born Dallas, TX, 1985) is a visual artist living and working in Williamstown, MA and Brooklyn, NY. His work has been exhibited nationally and internationally and is held in a number of public and private collections across the United States, Europe, and Asia. Binnie's work is currently on view at MassMoCA's "The Lure of the Dark: Contemporary Painters Conjure the Night," through 2019. For more information and images of work, please visit: www.william-binnie.com.

Class Format: afternoons
Requirements/Evaluation: final formal public exhibit; completion of one (or more) portrait painting(s), to be worked on over the duration of the course
Prerequisites: no experience necessary, but some background in painting and drawing is a plus
Enrollment Limit: 15
Enrollment Preferences: preference will be given to studio and art history students, and will be given to seniors thereafter
Materials/Lab Fee: $125
Attributes: EXPE Experiential Education Courses

ARTS 13 (W) Creative Portraiture in the Darkroom

Crosslistings: ARTS13 / RLFR13

Secondary Crosslisting

In this course we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use a view camera (a large format camera used shortly after the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, and sensitive media and use them as tools to make creative portraits in the darkroom. By the end of the course students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Adjunct Instructor Bio: Documentary photographer Daniel Goudouffée, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Photaumnales in Beauvais, France and at the Biennale Internationale des rencontres Photographiques de Guyane.

Class Format: mornings
Requirements/Evaluation: 2- to 3-page paper; formal public exhibit
Prerequisites: knowledge of black and white analog photography is preferred, but not required
Enrollment Limit: 10
Enrollment Preferences: Art major and minors then random
Materials/Lab Fee: $120
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 WRF 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Daniel Goudrouffe

ARTS 14 (W) Results May Vary
An exploration of cross-disciplinary sampling: digital and visual art, sculpture, sound, music, moving image, text, theater. Paul de Jong presents the vast media archive the Mall of Found as a point of departure for discussion and as the resource for creative exploration, touching upon issues specific to the inception, production and presentation of art using sampled sources. De Jong will address topics related to the creative process and issues specific to the field of sampling: integrity in appropriation, conflict in collaboration, developing method and technique, making your own rules and having changes of heart, documenting and archiving, commercial considerations, presentation and audience subjectivity. Participants will receive a detailed introduction to the archive and its makeup. Throughout, access will be given to the digital collection. The physical archive (housed in North Adams, MA) will be accessible by appointment and through weekly group excursions. After determination of individual and collective goals, emphasis shall be given to a hands-on creative approach, outside-of-class. In-class time will be set aside for weekly individual presentations and critiques, as well as daily group meetings for topical discussions. The course may result in individual or group works presented in a gallery show, as a theatrical musical performance, a movie showing, a web production, printed matter, publications, or readings. Paul de Jong's Mall of Found is home to a wealth of assorted fringe media and ephemera. This includes some 5,000+ VHS, 1,500 LP's, 5,000 cassette tapes, as well as photography, printed matter and film, numbering over 100,000. The subject matter is sprawling, favoring independent and amateur production and analog forms. Categories include: televangelism, self-help, hunting, meditation, technical, instructional, medical and much more. Paul de Jong (formerly of the Books) recently released his second solo album You Fucken Sucker.

Requirements/Evaluation: final formal public exhibit
Prerequisites: active engagement in the creation of art, photography, film and video, poetry and prose, dance, theater and music
Enrollment Limit: 15
Enrollment Preferences: submitting portfolio, resume or proposal
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Paul de Jong

ARTS 15 (W) Shadow Puppetry
Crosslistings: ARTS15 / THEA15
Secondary Crosslisting
The ancient art of shadow puppetry has seen a resurgence in contemporary art and theater. William Kentridge writes, "It is in the very limitations of shadows that we learn...It is in the gap between the object and its representation that the image emerges, the gap we fill in." In this course, students will explore a range of techniques in shadow theater and build towards a culminating performance. We will survey the history of the form, from Asian traditions such as wayang kulit, through Victorian shadow plays, to the uses of shadow by contemporary theater makers and artists (e.g. William Kentridge, Kara Walker). Shadow puppeteer Karen Zasloff and visiting artists will guide students in creating shadow imagery from flat cutouts, sculpted objects and their bodies, and choreographing scenes on a classroom overhead projector and translucent screen. In small groups, we will interpret excerpts of prose and poetry through these handmade projections, exploring relationships among text, image sequences and music, culminating in a public performance. We will meet three times/week for three-hour sessions, with additional supervised lab and rehearsal periods according to our needs. Some basic equipment will be supplied, but students will be expected to purchase some of the materials. Adjunct Instructor Bio: Karen Zasloff has created performances in the US and abroad with shadows, toy theater, giant puppets and video, on themes of political violence and the unconscious. She has performed in NY at PS1, Saint Ann's Warehouse, National Sawdust, PS122 and Here Arts Center, and for 20 years with the Bread and Puppet Theater. Her drawings feature in "Banished", which premiered at Sundance 2007. Recent projects focus on Rwanda and South Africa, including a Fulbright with the Handspring Puppet Company.

Requirements/Evaluation: short presentations and works in progress
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: students will be asked to submit a letter of interest
Materials/Lab Fee: $215
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  Cancelled

ARTS 16 (W)  Glass and Glassblowing
Crosslistings: ARTS16 / CHEM16

Secondary Crosslisting
This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students. Note: if you are required to participate in a sustaining language program during Winter Study, this course meets at the same time.

Class Format: 9:00 a.m. to noon, M-F
Requirements/Evaluation: evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email to Professor Thoman
Materials/Lab Fee: $75
Distributions: (D3)
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    M-F 9:00 am - 12:00 pm PORG 9:00 am - 12:00 pm   John W. Thoman

ARTS 19 (W)  21st Century Museums--From the Inner Workings to the Future Vision of Culture Making
Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19

Primary Crosslisting
The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums--from art museums to scientific, historical, and specialty collections--and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

Requirements/Evaluation: final formal public exhibit
Prerequisites: keen interest in museums and culture
Enrollment Limit: 12
Enrollment Preferences: random selection
ARTS 20 (W) Performing Self-Portraiture in the Age of Instagram
Crosslistings: THEA20 / WGSS20 / ARTS20

What does it mean to represent your own body? How do we craft compelling performances of self in a social media marketplace that treats our bodies as currency? In this studio course, we look at the lineage of the self-portrait and the role it plays in the creation of our personal mythologies. We will consider the work of Frida Kahlo, Cindy Sherman, Carrie Mae Weems, Jacolby Satterwhite, Kim Kardashian West and others. How have artists, now and in the past, turned the camera on themselves? Is it possible to subvert the gendered and racialized gaze? Students will create their own kinetic self-portraits, exploring forms such as looping video, gifs, stop-motion, and animation. Adjunct Instructor Bio: Kameron Neal is a queer Black video artist and performance-maker based in NYC. His work has been seen and developed at Ars Nova, BAM, La MaMa, New York Theatre Workshop, Soho Rep., Digital Graffiti Festival, Vox Populi and Yale’s Center for Contemporary Arts and Media. Kameron has also designed campaigns for The Public Theater, Joe’s Pub, Under the Radar Festival, and Shakespeare in the Park, with the creative direction of Pentagram partner, Paula Scher.

Class Format: afternoons
Requirements/Evaluation: final performance
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: if overenrolled, students will be selected by submitting a brief statement of interest

ARTS 31 (W) Senior Studio: Independent Project Art Studio

Independent project to be taken by candidates for honors in Art Studio.

Class Format: Independent project

ARTS 99 (W) Independent Study: Art Studio

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses
Winter 2019
LEC Section: 01 WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm Lisa B. Dorin

ARTS 31 (W) Senior Studio: Independent Project Art Studio

Independent project to be taken by candidates for honors in Art Studio.

Class Format: Independent project

Distributions: (D1)

Winter 2019
IND Section: 01 TBA Amy D. Podmore

ARTS 99 (W) Independent Study: Art Studio

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D1)

Winter 2019
IND Section: 01 TBA Amy D. Podmore
ASPH 31 (W) Senior Research: Astrophysics
To be taken by students registered for Astrophysics 493, 494.

Class Format: independent study
Distributions: (D3)

Winter 2019
HON Section: 01    TBA     Jay M. Pasachoff

ASPH 99 (W) Independent Study: Astrophysics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D3)

Winter 2019
IND Section: 01    TBA     Jay M. Pasachoff

ASST 31 (W) Senior Thesis: Asian Studies
To be taken by all students who are candidates for honors in Asian Studies.

Class Format: independent study
Distributions: (D2)

Winter 2019
HON Section: 01    TBA     George T. Crane

ASST 99 (W) Independent Study: Asian Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D2)

Winter 2019
IND Section: 01    TBA     George T. Crane

ASTR 16 (W) An Infinity of Worlds: Planets and the Search for Life
Less than a generation ago, we wondered, as we had for millions of years before, whether there were any other planets at all. Now, we are privileged to be in the first generation of humans to know that many of the points of light dusting our night sky are host to orbiting worlds, some of which may be like our Earth. In this course, we will explore the techniques that are being used to discover these new worlds. We will make our own contributions to this great age of discovery, by using remotely-operated telescopes in Australia to gather data on new planets. This course, meant for non-majors, will deal with the science of planet hunting, the astounding diversity of planets known to exist, the emerging science of astrobiology, and the enduring question of "are we alone?" through works of science fiction and cutting-edge research. Adjunct Instructor Bio: Rob Wittenmyer '98 is Associate
Professor of astrophysics at the University of Southern Queensland in Australia. He is a veteran planet hunter with nearly 20 published planet discoveries.

**Class Format:** mornings  
**Requirements/Evaluation:** 10-page paper  
**Prerequisites:** none  
**Enrollment Limit:** 20  
**Enrollment Preferences:** if overenrolled, preference will be given to first-years and sophomores  
**Materials/Lab Fee:** cost of books

Winter 2019  
LEC Section: 01  MWF 10:00 am - 11:50 am  PORG 10:00 am - 11:50 am  Rob Wittenmyer

**ASTR 31 (W) Senior Research: Astronomy**  
To be taken by students registered for Astronomy 493, 494.  
**Class Format:** independent study  
**Distributions:** (D3)

Winter 2019  
HON Section: 01  TBA  Jay M. Pasachoff

**ASTR 99 (W) Independent Study: Astronomy**  
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.  
**Class Format:** independent study  
**Distributions:** (D3)

Winter 2019  
IND Section: 01  TBA  Jay M. Pasachoff

**BIMO 99 (W) Independent Study: Biochemistry and Molecular Biology**  
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.  
**Class Format:** independent study  
**Distributions:** (D3)

Winter 2019  
IND Section: 01

**BIOL 11 (W) Teaching 3rd Grade about Zebrafish--BioEYES**  
BioEYES brings tropical fish to 3rd grade classrooms in Williamstown, North Adams, and Lanesborough Elementary schools, in a science teaching workshop. Elementary school students will breed fish in the classroom, then study their development and pigmentation during one week. Williams students will adapt BioEYES lesson plans to the science curriculum for the schools we visit, work with classroom teachers to introduce concepts in
genetics and development, help the 3rd grade students in the classroom, and assess elementary student learning. No zebrafish experience is necessary; during the first week students will learn to set up fish matings, and learn about embryonic development and the genetics of fish pigmentation as well as practice teaching the 3rd grade BioEYES lesson plans with hands-on experiments using living animals. In the subsequent three weeks students will present lessons at the schools and review assessment data. Adjunct Instructor Bio: Jennifer Swoap, an elementary school teacher, currently coordinates Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. Adjunct Co-Instructor Bio: Renee Schiek currently serves as the liaison between Lanesborough Elementary School and the Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. She is a frequent substitute at Lanesborough ES and holds a degree in mechanical engineering.

**Class Format:** meeting time varies depending on needs of schools and laboratory requirements

**Requirements/Evaluation:** final project; review of pre and post survey assessments

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** preference to seniors

**Materials/Lab Fee:** $0

**Attributes:** EXPE Experiential Education Courses

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**BIOL 12 (W) : New Orleans-Style Jazz and Street Performance**

This course has a focus on making music based on the principles of improvisation and street performance embodied by New Orleans-Style jazz. Typically composed of brass instruments, this course welcomes musicians and performers of all types, from the classically trained to those with no experience who are willing to play washboards, kazoois, and experiment with other forms of sound-making. For when you travel the world after Williams, this course will prepare you to "busk," or make money playing music on the street, where some of the most dynamic forms of jazz and improvisation have been created. The course will include various street performances and culminate with a "gig" in a local music venue. We will meet twice a week for three-hour sessions, with extra band practices, five hours per week, and performances to be scheduled in accordance to our needs--attendance mandatory. Adjunct Instructor Bio: Andy Kelly, a local Jazz musician and former busker, Williams College Class of '80, now travels the world bridging cultures with music, using American jazz to make peace in the world.

**Class Format:** afternoons

**Requirements/Evaluation:** original musical composition with in-class performance; 2-page short research paper and oral presentation; final performance for 'all college' audience

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference given in order to: seniors, juniors, sophomores, first-years

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

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**BIOL 13 (W) Introduction to Animal Tracking**

This course is an introduction to the ancient art and science of animal tracking, and its use for ecological inventory. Participants will deepen their skills as naturalists, their awareness of the natural world, and discover that even the greens at Williams College are abundant with wildlife. Students will have field time in class at Hopkins Forest as well as through independent study at a convenient outdoor location of each student's choosing. Basic concepts of animal tracking, its history and use by indigenous people throughout the world will be discussed through video and slideshow. Students are required to create journals and site maps of Hopkins and their personal study areas, including all major features of the landscape, flora and fauna activity. Adjunct Instructor Bio: Dan Yacobellis is a local naturalist and wildlife tracker who has explored forest and field for more than 20 years. He teaches courses on wilderness skills and tracking at nature education centers in Massachusetts and New York as well as his own independent
programs for private groups and associations.

**Class Format:** 10:00am to 3:00pm two days a week

**Requirements/Evaluation:** attendance, participation, a final presentation of their maps and journals, with attention to detail and content, a field test and 3-page research paper

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** preference given to seniors

**Materials/Lab Fee:** $90 plus cost of book(s)

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01   TR 10:00 am - 3:00 pm POR 10:00 am - 3:00 pm   Dan Yacobellis

**BIOL 22 (W) Introduction to Biological Research**

An experimental research project will be carried out under the supervision of the Biology Department. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores, and requires the permission of the instructor.

**Class Format:** Independent study

**Extra Info:** meeting time: mornings

**Prerequisites:** none

**Enrollment Limit:** POI

**Materials/Lab Fee:** none

**Distributions:** (D3)

Winter 2019

LEC Section: 01   TBA   Robert M. Savage

**BIOL 25 (W) Sustainable Agriculture in California**

Crosslistings: BIOL25 / ENVI25

**Secondary Crosslisting**

This Winter Study Period course engages students with the diversity of agricultural practices in California on farms ranging from winter fruit and vegetable production, to orchards and vineyards, to livestock and dairy, to eggs along the Central Coast through hands-on experiences on a variety of farms. This is a Winter Study 2019 field course on Sustainable Agriculture in California, a field experience conducted primarily on-site for the month of January. For some participants, the WSP field course will segue from the seminar BIOL/ENVI 422--The Ecology of Sustainable Agriculture to be taught in Fall 2018 by H.W. Art. Preference for the WSP will be given to students who have previously taken BIOL 422. The WSP course will be limited to 8 students. This project is a replication of a WSP course HW Art taught in 2013 and again 2016, a travel WSP experiential course in which 7-8 students gained hands-on knowledge about agricultural systems by working on 8 farms and vineyards on the Central Coast of California. We concluded the month by participating in the Ecological Farming (EcoFarm) Conference. Sarah Gardner will be co-teaching the course with Prof. Art for pedagogical and practical reasons, including her experience in agriculture and her continuing this WSP periodically in the future. The learning-through-working experience is designed to both de-mystify and de-romanticize agriculture by having the students gain a fuller sense of the realities of producing food by working shoulder-to-shoulder with farmers and laborers. Art's previous experience is that the investments of time, labor, thought, and sweat by engaging in actual farming practice creates a depth of understanding not possible in the classroom. In addition to assigned texts, we also will be reading books individually and take turns reporting back to the group in the evenings, a bit like story-telling in the oral tradition. The final product will be a collaborative journal written by the class.

**Class Format:** travel

**Requirements/Evaluation:** 10-page paper; synthetic journal of field experiences to be produced by the group

**Prerequisites:** none, but see preferences for over-enrollment; not open to first-year students
Enrollment Limit: 8

Enrollment Preferences: preference to senior Biology and Environmental Studies majors/concentrators who have taken The Ecology of Sustainable Agriculture and/or other food and agriculture courses; then by essay

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01    TBA  Henry W. Art,  Sarah Gardner

BIOL 31 (W)  Senior Thesis: Biology
To be taken by students registered for Biology 493, 494.

Class Format: independent study

Distributions: (D3)

Winter 2019

HON Section: 01    TBA  Steven J. Swoap

BIOL 99 (W)  Independent Study: Biology
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D3)

Winter 2019

IND Section: 01    TBA  Steven J. Swoap

CHEM 10 (W)  Persuasive Presentation--Maximize your Impact
The objective of this course is to introduce a process for preparing and delivering oral presentations with accompanying visuals to enable anyone to maximize their impact. In many fields the ability to transform detailed personal knowledge of a subject into a more broadly accessible message is critical to both personal and organizational success. Often individuals are well prepared as subject matter experts, however, the ability to leverage that expertise into setting a direction or advocating for policy change is learned through trial and error. The instructor of this course has over 25 years of experience presenting scientific and product information in a corporate environment to internal and external customers. This course will focus on a deliberate method for developing persuasive communication that is both engaging and effective. The in-class portion of this course will focus on instruction with a heavy emphasis of “hands on” practice including iterative brainstorming, group sharing and feedback around presentation design, content optimization and oral delivery. The topics for these in class exercises will primarily be provided practice subjects and data sets related to everyday sales pitches and issue advocacy. Student provided topics will also be encouraged. Assigned work outside of class will focus on selected readings, viewing presentations by relevant thought leaders and developing a final presentation on a topic of interest to the student. Students should be prepared to develop ideas they wish to communicate about and preference will be given to students who can articulate concepts they wish to communicate about. This course will utilize Microsoft PowerPoint and Microsoft Excel; students do no need to have expertise in these platforms, however, basic familiarity will be helpful. Adjunct Instructor Bio: Jamie Gardner holds a Ph.D. in Inorganic Chemistry from MIT and leads 3M's Global Fall Protection Laboratory. Over the last 25 years he has focused on the commercialization of Photosensitive, Pest Elimination, Electronic Adhesive, Lithium Ion Battery, Cleaning and Fall Protection products. In pursuit of these efforts he has developed and taught a process utilized to update and influence co-workers, executive stakeholders, customers, external investors and sponsoring government agencies.

Class Format: afternoons

Requirements/Evaluation: final project: students to identify topic of personal interest, develop presentation and present presentation to class

Prerequisites: none
CHEM 13 (W)  Ultimate Wellness: Concepts for a Happy Healthy Life

This course provides an opportunity to drastically improve your life by introducing concepts that can start making a difference in the way you feel today! We will approach nutrition, lifestyle, and happiness from a holistic perspective. Students will learn how to tune out mixed media messages and look within to find ultimate health and wellness. Topics include: Ayurveda, cleansing, preventative medicine, mindfulness and meditation, food intolerance awareness, healthy eating and meal planning, deconstructing cravings and overcoming sugar addiction, healthy skin care, and finding your happiness. Adjunct Instructor Bio: Nicole Anagnos is Health Coach and Director at Zen Tree Wellness in Williamstown. She is co-founder of the organic skin care company, Klo Organic Beauty. She also holds a master's degree in education.

Class Format: twice a week for three-hour sessions as a group

Requirements/Evaluation: completion of assignments, class participation, reflective 5-page paper, creative project, and final presentation that demonstrates a level of personal growth

Extra Info: the course will include two individual sessions, an initial health assessment plus an additional session designed to personalize the course and assist the student in applying the learned techniques; there will be several books required for this class

Prerequisites: after signing up for this course please email Nicole at nicole@zentreewellness.com with a brief statement describing your interest in the course and what you hope to achieve in it

Enrollment Limit: 15

Enrollment Preferences: email statements will be used in the event of over-enrollment

Materials/Lab Fee: $85 plus cost of book(s)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Nicole Anagnos

CHEM 14 (W) Epidemiology, Public Health, and Leadership in the Health Professions

Crosslistings: PHLH14 / ANSO14 / CHEM14

Secondary Crosslisting

More and more, decisions in the health professions are being made on evidence from the medical literature rather than solely from the "experience" of the physician or other health practitioner. What kinds of questions (hypotheses) are being asked, and how are they answered, and answered reliably? How does a conscientious health professional keep up with this evidence and evaluate it both critically and efficiently? After a brief introduction to the history of epidemiology, the class will study a selection of "unknown" historic epidemics, and contemporary data sets in small groups, and present their conclusions in class. The remainder of roughly the middle third or so of the class will explore systematically the approaches and research designs epidemiologists use to answer, among others, questions of treatment effectiveness, preventive strategies, and to study cause and effect, e.g., is this exposure reliably related to an outcome of interest. And finally, how does one decide whether that relationship might be a causal one, and therefore actionable. The various research design applications will be illustrated by appropriate historic--some from the "canon" of the public health and clinical literature--or by more current papers. Although the first two weeks of this ambitious course is more about design issues than one of current topics in public health, about week 3--through lecture and perhaps student presentations--will apply the methodological "tool kit" to major current athletic health issues, e.g., athletic concussions and their short and long-term effects. The last week of the course the class will operate as a Journal Club, with individual and/or groups of students responsible for presenting and critiquing the design, conduct and analysis of a paper(s) concerning a current issue. These presentations may also look at athletic health issues. This WS course is designed to be a serious academic experience, with the rigor of a regular course. Adjunct Instructor Bio: Dr. Wright is a medical epidemiologist who first worked with maternal and child health and family planning
programs in Alabama and Georgia. Later, after training as an EIS officer at the CDC, he was a resident consultant to both the Sri Lankan and Thai Ministries of Public Health. Still later, he was a faculty member in the Robert Wood Johnson Medical School, in New Jersey.

**Class Format:** at least three times a week for a total of 6 hours

**Requirements/Evaluation:** 10-page paper, final project

**Prerequisites:** course in Biostat helpful, but not required

**Enrollment Limit:** 18

**Department Notes:** all interested students will be interviewed by the instructor

**Materials/Lab Fee:** Cost of books

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**CHEM 16 (W) Glass and Glassblowing**

**Crosslistings:** ARTS16 / CHEM16

**Primary Crosslisting**

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students.

Note: if you are required to participate in a sustaining language program during Winter Study, this course meets at the same time.

**Class Format:** 9:00 a.m. to noon, M-F

**Requirements/Evaluation:** evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email to Professor Thoman

**Materials/Lab Fee:** $75

**Distributions:** (D3)

**Attributes:** EXPE Experiential Education Courses

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**CHEM 18 (W) Introduction to Research in Biochemistry**

An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, and the molecular basis of bacterial gene regulation.

**Class Format:** daily

**Requirements/Evaluation:** a 10-page written report

**Prerequisites:** variable, depending on the project (at least CHEM 151) and permission of the Dept. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors and the Department Chair

**Enrollment Limit:** POI

**Enrollment Preferences:** expression of student interest

**Department Notes:** enrollment limited to space in faculty research lab; since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the department chair before electing this course

**Materials/Lab Fee:** $0
CHEM 19 (W)  Methods in Environmental Chemistry

Crosslistings: CHEM19 / ENVI19

Primary Crosslisting

This course introduces students to the advanced techniques used to study the fate of contaminants in the environment. Students will collect samples, learn a variety of extraction protocols, and become comfortable using chemical instrumentation (GC-MS, LC-MS, AA, etc.) to identify and quantify target inorganic and organic contaminants from various environmental media (soil, air, water, and biota). Studies may include: determination of heavy metals from water and sediment sources, measurement of chemical partition coefficients (octanol-water, soil-water, air-water, etc.), rates of contaminant degradation, microscopic and chemical analysis of airborne particular matter, etc. This course will meet for approximately 10-12 hours each week for lectures, discussion of reading assignments, laboratory work, and field sampling.

Requirements/Evaluation: evaluation will be based on overall performance in the laboratory, three 2- to 3-page assignments

Prerequisites: CHEM 151 or CHEM 153 or CHEM 155 or ENVI 102

Enrollment Limit: 10

Enrollment Preferences: preference will be given to CHEM and/or ENVI majors/concentrators

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

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CHEM 22 (W)  Introduction to Research in Environmental Analytical Chemistry

Representative projects include: Analysis of sediment and fish samples collected from the Hoosic River drainage basin for contamination with polychlorinated biphenyls (PCBs) and soil, plant and aquatic animal samples from southern Vermont for perfluorooctanoic acid (PFOA) and its chemical relatives. This project focuses on techniques used in environmental analysis including trace-level determination of persistent organic pollutants by GC-MS and/or LC-MS.

Class Format: mornings

Requirements/Evaluation: a 10-page written report

Prerequisites: variable, depending on the project (at least CHEM 151) and permission of the Dept. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors and with the Department Chair

Enrollment Limit: POI

Enrollment Preferences: expression of student interest

Attributes: EXPE Experiential Education Courses

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CHEM 24 (W)  Introduction to Research in Physical Chemistry

An independent experimental project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, molecular modeling of water clusters, laser spectroscopy of chlorofluorocarbon substitutes, and observing the dynamics in glasses using single molecule spectroscopy and molecular dynamics simulations.

Class Format: mornings
**Requirements/Evaluation:** a 10-page written report

**Prerequisites:** variable, depending on the project (at least CHEM 151) and permission of the Dept. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors and with the Department Chair

**Enrollment Limit:** POI

**Enrollment Preferences:** expression of student interest

**Materials/Lab Fee:** $0

**Distributions:** (D3)

Winter 2019

LEC Section: 01  W 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm  Enrique Peacock-López

**CHEM 31 (W) Senior Research and Thesis: Chemistry**

To be taken by students registered for Chemistry 493, 494.

**Class Format:** independent study

**Distributions:** (D3)

Winter 2019

HON Section: 01  TBA  Lee Y. Park

**CHEM 99 (W) Independent Study: Chemistry**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Distributions:** (D3)

Winter 2019

IND Section: 01  TBA  Lee Y. Park

**CHIN 11 (W) Shanghai Cuisine**

Food plays a quintessential role in Chinese culture. Approaching the foot ways in various regions in China provides a unique path to a better understanding of the richness and diversity of China's regional cultures. Shanghai cuisine (benbang cai), originated in Shanghai and developed its cooking style under the profound influence of those surrounding regions, is a very popular branch of Chinese food. This hands-on course introduces the culinary tradition of many famous Shanghai dishes. The instructor will demonstrate how to turn those fresh raw ingredients and special seasonings into "color-aroma-tasty" Shanghai style dishes. (e.g. soup dumplings, wantons, eight-treasure rice puddings, red braised pork, sweet and sour spare ribs, crystal shrimp etc.) Through discussions of reading and videos, hands-on practices, as well as independently cooking of certain dishes, students will gain insight into the Shanghainese way of life. Students will be expected to complete assigned readings and videos outside class, participate discussions and cook with the instructor in class, make a few recipes of what they cook, and write a 10-12-page final essay. The final essay should include 5 to 6 finalized recipes of the dishes students cook and a conclusion. There is a mandatory field trip to a traditional Shanghai restaurant.

Important reminder: for students who have food allergies and/or who are vegetarians please inform the instructor and consult your healthcare professional before the course starts on January 3rd, 2019. Adjunct Instructor Bio: Wendy Wan has extensive experience teaching Chinese language and culture at K-12 levels in the United States. She is a Shanghai native and a food enthusiast.

**Class Format:** two three-hour sessions per week from 10:00 AM to 1:00 PM

**Requirements/Evaluation:** attendance of all cooking classes and mandatory field trip (50%); in-class efforts (20%); assignments including readings, videos, recipe and reflection paper writing (15%); 10-12-page final essay, which includes student made recipes and conclusion (15%)

**Prerequisites:** none
Enrollment Limit: 8
Enrollment Preferences: preference is given to Chinese language students and based on class years
Materials/Lab Fee: $200
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    MR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Wendy Wan

CHIN 25 (W)  Taiwan Study Tour
Interested in learning first-hand about Taiwanese culture and becoming acquainted with what has been called the “Taiwan (economic and political) miracle”? Want to improve your knowledge of Mandarin, the language with the largest number of native speakers in the world? Then join us on this 23-day study tour to Taiwan, Republic of China. We'll spend the first two weeks in Taipei, the capital city, where 3 hours of Mandarin language classes at levels from beginning to advanced will be scheduled each morning at the Mandarin Center of National Taiwan Normal University. After class we'll meet as a group for lunch and discussion. Activities with Taiwanese university students and visits to cultural and economic sites of interest will be scheduled for some afternoons and Saturdays, with other afternoons, evenings, and Sundays free for self-study and individual exploration. During the last week, we'll travel to central and southern Taiwan, staying at small hotels and youth hostels. Two orientation sessions will be conducted on campus in the fall to help participants prepare for their experience.

Class Format: travel
Requirements/Evaluation: evaluation will be based on satisfactory completion of the language course, a 10-page paper on a topic related to Taiwan, and active participation in all scheduled activities
Prerequisites: none; not open to first-year students
Enrollment Limit: 10
Enrollment Preferences: statement of rationale and goals for wishing to participate; CHIN and ASST majors and intended majors who have no previous experience in Taiwan may receive preference
Materials/Lab Fee: $3,800
Distributions: (D1)
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01    TBA    Cornelius C. Kubler

CHIN 31 (W)  Senior Thesis: Chinese
To be taken by all students who are candidates for honors in Chinese.
Class Format: independent study
Distributions: (D1)

Winter 2019
HON Section: 01    TBA    George T. Crane

CHIN 99 (W)  Independent Study: Chinese
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D1)
CLAS 10 (W)  From Metal to Money: Ancient Numismatics
Crosslistings: ARTH10 / CLAS10
Primary Crosslisting
How were coins made and circulated in the ancient world? Why did a city or individual choose to mint coins? What role did coins play in people's lived experience, as well as in Greek and Roman visual culture? In this course, we will explore the Western coinage tradition from its origins through Late Antiquity, using the college's own numismatic collection as a basis for methodological discussions and for individual research. In consultation with the professor, each student will select coins from the collection and relate it to each of the different methodological issues under investigation. These topics will include mint and die studies; analysis of coin hoards; approaches to coin finds in archaeological excavation; the use of coins as historical "documents"; and the iconography of Greco-Roman coinage as it relates to classical art history. For most class meetings, students will present a short report on how the methodological issue under discussion relates to specific coins they have selected from the college's collection, before choosing a final research project. In addition to the hands-on experience of working with these coins, we will also survey the different historical coinages from antiquity (e.g., Classical Greek, Hellenistic Greek, Roman Republican) through a series of illustrated lectures.

Class Format: afternoons
Requirements/Evaluation: 10-page paper and a presentation
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: preference will be given to students majoring in Classics, Art History, and History
Materials/Lab Fee: cost of books

CLAS 15 (W)  Plato's Symposium and Its Afterlife
Crosslistings: CLAS15 / PHIL15 / WGSS15 / COMP15
Primary Crosslisting
Plato's Symposium commemorates a gathering held at the home of the poet Agathon of Athens, in 416 BCE, shortly after his first victory in the tragedy contest. The attendees of Agathon's drinking party agree to dedicate their evening to delivering speeches in praise of love (eros/Eros). This dialogue has long been one of Plato's most widely appreciated works and its influence has ranged far beyond the purview of academic philosophy. We will read and analyze the dialogue itself, then turn to an eclectic array of works inspired by the Symposium to study its artistic and philosophical "afterlife."

Class Format: mornings
Requirements/Evaluation: 5-page paper and an in-class presentation of independent research
Prerequisites: none
Enrollment Limit: 8
Enrollment Preferences: preference given to majors or intending majors in Classics, Comparative Literature, WGSS, or Philosophy
Materials/Lab Fee: cost of books

CLAS 31 (W)  Senior Thesis: Classics
May be taken by students registered for Classics 493-494.
Class Format: independent study
Distributions: (D1)
CLAS 99 (W) Independent Study: Classics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D1)

CLGR 99 (W) Independent Study: Greek
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D1)

CLLA 99 (W) Independent Study: Latin
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D1)

CMAJ 31 (W) Senior Thesis: Contract Major
To be taken by students registered for Contract Major 493, 494.
Class Format: independent study
Distributions: (D2)

CMAJ 99 (W) Independent Study: Contract Major
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a
faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study  
**Distributions:** (D2)

Winter 2019  
IND Section: 01  TBA  Amanda B. Turner

COGS 31 (W)  Senior Thesis: Cognitive Science  
May be taken by students registered for Cognitive Science 494.

**Class Format:** independent study  
**Distributions:** (D2)

Winter 2019  
HON Section: 01  TBA  Safa R. Zaki

COGS 99 (W)  Ind Study: Cognitive Science  
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study  
**Distributions:** (D2)

Winter 2019  
IND Section: 01  TBA  Safa R. Zaki

COMP 10 (W)  Constructing Gender and Body in the Gym  
While it may not be written on the campus map, it's common Williams knowledge that the gym on upper Lasell is called "the EstroGym." Have you ever wondered why cardio spaces, like the EstroGym, seem to be occupied predominantly by women while weight rooms (think Lower Level Lasell) are filled with men? We will explore the answers to this and many more questions in this hybrid physical and academic course. Half of this course will be a critical exploration of phenomena that are often taken for granted within the fitness industry. We will discuss the ways in which cultural understandings of gender and bodies are created and reinforced in physical activity spaces. Topics will include the cultural reinforcement of the gender binary, the policing of nonconforming identities in physical spaces, hegemonic masculinity in the gym, and the social construction of ideal femininity and masculinity. Much of our reading will be grounded in feminist and sociological theory (L. Heywood, *Bodymakers: A Cultural Anatomy of Women's Body Building;* Markula & Pringle, *Foucault, sport, and exercise: Power, knowledge, and transforming the self*) but will also include text and visual sources from CrossFit gyms, international weightlifting competitions, bodybuilding shows, and more. The other half of this course will be taught in the weight room, where students will learn proper strength training form and technique. It is a suitable introduction for novice lifters as well as an opportunity for experienced lifters to improve and refine their technique. Students will explore the differences between powerlifting, Olympic weightlifting, and bodybuilding and will have the opportunity to practice these different forms. This includes, but is not limited to, the following exercises: squat, deadlift, overhead press, bench press, clean, jerk, push-up, and pull-up. Outside of class meeting times, students will be expected to complete readings, brief writing assignments (1-2 pages max), gym observations, short film viewings, and gym selfies (seriously). Depending on class size and logistics, we may take 1-2 field trips to other local gyms for observation purposes. Details TBA. **IMPORTANT NOTE:** This course is open to students with any type of lifting experience (from zero physical activity background to Olympic athlete). This also includes students with any form of disability, so long as they are cleared by a licensed medical provider.

**Requirements/Evaluation:** 2- to 3-page paper and final project  
**Prerequisites:** none -- open to those with any type of lifting experience (no experience to Olympic athlete), including students with any form of
COMP 11 (W)  Queer Russia

Crosslistings: RUSS11 / WGSS11 / COMP11

Secondary Crosslisting

A 2013 law banning "homosexual propaganda" represents the latest in a long series of efforts by the Russian state to erase the existence and experience of its LGBTQ citizens. This course will explore Russia's suppressed queer archive from the imperial, Soviet, and post-Soviet eras, focusing on the vibrant literature, art, and film about LGBTQ Russians. We will examine works produced by and about queer Russians in an attempt to understand distinctly Russian notions of gender and sexual identity, as well as how LGBTQ Russians have formed their own identity within the country's evolving gender regime. Our survey will include works of fiction, poetry, visual art, and film from before and after the Bolshevik revolution, Stalinism and its aftermath, and the post-Soviet era. Throughout our discussions, we will work towards an alternative cultural history of Russia that will allow us to determine how and why the country's queer citizens have become the despised Other under Putin. Knowledge of Russian is not required. All readings will be in English, and all films will include English subtitles.

Class Format: afternoons

Requirements/Evaluation: completion of reading and viewing assignments, attendance in class, active participation in discussions, and completion of a collaborative project with other members of the class

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference to Comparative Literature, Russian, and Women's, Gender, and Sexuality Studies majors

Materials/Lab Fee: $10 plus cost of books

Winter 2019

LEC Section: 01 MTR 12:00 pm - 1:00 pm PORG 12:00 pm - 1:00 pm MTR 1:00 pm - 2:50 pm Holly E. Crane

COMP 12 (W)  The Grand Hotel in Modern Fiction and Film

Crosslistings: COMP12 / GERM12

Secondary Crosslisting

The grand hotel with its dual promise of luxury and estrangement was considered a theater of social transformations in the age of travel. We will discuss novels, short stories and films that feature the hotel as a space of both class distinction and possible class confusion, of sexual taboo breaking, and gendered performance, and a transnational extension of colonialist oppression. Authors will include Edith Wharton, Thomas Mann, Vicki Baum, Ali Smith, Rick Moody. Films may include: The Last Laugh, Grand Hotel, Grand Hotel Budapest, Anomalisa, Screaming Man, Hotel Sahara, Hotel Rwanda, A Single Girl, Maid in Manhattan. We will also consider short theoretical readings on conspicuous consumption, branding, modernity and metropolitan spaces, and postcoloniality. In the present, hotel dramas focus on issues of the invisible worker, neoliberalism (Anomalisa, Single Girl), or the trauma of civil war and the raced body (Hotel Rwanda, Screaming Man), or cultural alienation and the inability to feel joy (Lost in Translation, Hotels of North America). Comedies explore the fantasy of a dramatic social climb through identity confusion in a hotel setting (Maid in Manhattan), satires highlight the confidence man/trickster who profits from social pretensions (Felix Krull, Grand Hotel). Class lines are straddled and the boundaries between death and life blurred (Hotel World, Hotel Sahara) as the hotel space becomes a riotous echo chamber, mirroring precarious lives of illegal migrants and displaced workers.

Class Format: mornings

Requirements/Evaluation: 10-page paper
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: $10 plus cost of books

Winter 2019
LEC Section: 01 MWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Helga Druxes

COMP 13 (W)  Fanon: Anticolonialism and Revolution
Crosslistings: COMP13 / ENGL13
Secondary Crosslisting
This course will serve as an intensive introduction to Fanon's philosophical and political writings, which continue to stand as some of the most influential and rousing works of the twentieth century. Born in Martinique and trained in France as a psychiatrist, Fanon spent the last decade of his life in Algeria, where he joined the struggle for national liberation. Marked by a layered history of anti-colonial struggle in the Caribbean, Europe, and North Africa, as much as by a commitment to the world-wide projects of decolonization and revolution, Fanon's writing has been taken up by protest movements around the world, from South Africa to Sri Lanka, from the Black Panthers to queer theory.

Class Format: afternoons
Requirements/Evaluation: 10-page paper; 5-page paper; 2- to 3-page paper
Extra Info: tutorial-style pairing
Prerequisites: none
Enrollment Limit: 10
Materials/Lab Fee: cost of books

Winter 2019
LEC Section: 01 Cancelled

COMP 15 (W)  Plato's Symposium and Its Afterlife
Crosslistings: CLAS15 / PHIL15 / WGSS15 / COMP15
Secondary Crosslisting
Plato's Symposium commemorates a gathering held at the home of the poet Agathon of Athens, in 416 BCE, shortly after his first victory in the tragedy contest. The attendees of Agathon's drinking party agree to dedicate their evening to delivering speeches in praise of love (eros/Eros). This dialogue has long been one of Plato's most widely appreciated works and its influence has ranged far beyond the purview of academic philosophy. We will read and analyze the dialogue itself, then turn to an eclectic array of works inspired by the Symposium to study its artistic and philosophical "afterlife."

Class Format: mornings
Requirements/Evaluation: 5-page paper and an in-class presentation of independent research
Prerequisites: none
Enrollment Limit: 8
Enrollment Preferences: preference given to majors or intending majors in Classics, Comparative Literature, WGSS, or Philosophy
Materials/Lab Fee: cost of books

Winter 2019
LEC Section: 01 Cancelled

COMP 16 (W)  The Ayn Rand Cult
Crosslistings: COMP16 / ANSO16 / RLSP16
Secondary Crosslisting

The broad, "underground" influence of publicist-novelist Ayn Rand stands as one of the more curious sociocultural phenomena to have emerged out of post-War America. Examples: A youthful Alan Greenspan was a dedicated disciple of Rand's in the 1940s and 50s; Michael Milken was reported to have kept twenty-six copies of *Atlas Shrugged* in his jail cell while serving time for securities fraud; Congressman Paul Ryan and Exxon CEO (and current Secretary of State) Rex Tillerson both are avowed fans of Ayn Rand; each year to this day, Rand's books sell hundreds of thousands of copies; and, in a crowning instance of "canonization," the U.S. Postal Service issued a commemorative stamp in Rand's honor (as part of its "Great American Authors" series) in April 1999. This course will examine the nature and origins of the Rand phenomenon through reading of relevant works of journalism, fiction, and philosophy. Titles to be studied: Jeffrey Walker, *The Ayn Rand Cult*; Mary Gaitskill, *Two Girls: Fat and Thin*; Gene H. Bell-Villada, *The Pianist Who Liked Ayn Rand* (selections) and *On Nabokov, Ayn Rand and the Libertarian Mind*; and John Locke, *Second Treatise of Government*. We will also view two films: the movie version of *The Fountainhead* (1949) and the 1996 documentary *Ayn Rand: A Sense of Life*. Note: No books by Rand will be read in this class! It is a course not "about" Rand but rather about the cultural sociology and anthropology of Randism.

Requirements/Evaluation: class attendance and participation, short weekly journal entries, and a final 10-page paper

Prerequisites: some previous acquaintance with Rand's novels

Enrollment Limit: 30

Enrollment Preferences: by seniority (i.e. first seniors, then juniors, then sophomores, etc.)

Materials/Lab Fee: approximately $90 for books

Distributions: (D1)

Winter 2019

LEC Section: 01   MWR 10:00 am - 12:50 pm  PORG 10:00 am - 12:50 pm  Gene H. Bell-Villada

COMP 31 (W)  Senior Thesis: Comparative Literature

To be taken by students registered for Comparative Literature 493-494.

Class Format: independent study

Distributions: (D1)

Winter 2019

HON Section: 01   TBA  Christopher M. B. Nugent

COMP 99 (W)  Independent Study: Comparative Literature

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D1)

Winter 2019

IND Section: 01   TBA  Christopher M. B. Nugent

CRHE 99 (W)  Independent Study: Hebrew

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D1)
CRHI 99 (W) Independent Study: Hindi
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D1)

CRKO 99 (W) Independent Study: Korean
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D1)

CRLA 99 (W) Independent Study: Critical Languages
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D1)

CRSW 99 (W) Independent Study: Swahili
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D1)
CSCI 11 (W)  Hour of Code
Knowledge of computing fundamentals empowers people with a unique set of problem-solving skills. These skills are currently in high demand and are expected to remain so in the foreseeable future. Yet computer science isn't just a useful skill—it's also a limitless canvas for expressing one's own creativity. Computer science is interesting and fun! Hour of Code is a one-hour, hands-on workshop that introduces young students to computer science. Not surprisingly, mastery of computer science takes a bit longer than one hour. Therefore, the goal of Hour of Code is simply to demystify computer programming. A typical workshop blends self-paced activities with in-class tutorials. The best Hour of Code experience inspires participants to pursue further study in computer science on their own time. The first half of this winter study course exposes you to elementary programming, the nuts and bolts of pedagogy, and prepares you to run an Hour of Code workshop. The second half puts your training into practice: you will organize and run an Hour of Code workshop in a Berkshire-area middle school. No prior computer science knowledge is required. The only prerequisite is a love of technology and an enthusiasm for working with young learners.

Class Format: afternoons
Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: 1/2 CS students; 1/2 non-CS students, with preference to first- or second-year students
Materials/Lab Fee: $35
Attributes: EXPE Experiential Education Courses

CSCI 12 (W)  Stained Glass Tiling: Quasicrystals and Geometric Solids, Building an Invisbility Cloak
In this course students learn geometric drawing, design, and the traditional craft skills needed to build a stained glass window. Each student will make a single panel of stained glass from a mosaic of transparent colored glass tiles. Students will learn how to cut glass; to paint and print on glass with kiln-fired enamels; to assemble, solder, patinate and frame a stained glass window. Instructional sessions on the use of tools and safe handling of materials are included where necessary. Exhibition of work on the last day of Winter Study is mandatory. All students must participate in setting up a group exhibition of work, and tidying the lab at the end of Winter Study. This course is time-consuming. More information may be found at https://coombscriddle.wordpress.com/2016/03/28/stained-glass-tiling-the-process/ Adjunct Instructor Bio: Debora Coombs' stained glass windows are exhibited and commissioned internationally. She is a Fellow of the British Society of Master Glass Painters with a Masters degree from London's Royal College of Art and 35 years of experience in the design, fabrication and teaching of stained glass. Contact: (802) 423-5640, debora@coombscriddle.com Photos: http://www.coombscriddle.com and http://coombscriddle.wordpress.com

Class Format: mornings, 15 hours per week. Students must be willing and able to put in an additional 5-10 hours per week outside of class
Requirements/Evaluation: creativity and effort demonstrated throughout; quality of finished panel and final presentation; teamwork whilst mounting exhibition; attendance; formal public exhibit
Prerequisites: no previous experience in art or geometry is necessary, however, ideal applicants will have an interest in art or mathematics, patience, good hand skills and want to spend at least 20-25 hours per week working on their project
Enrollment Limit: 10
Enrollment Preferences: preference to seniors and those who express an early or specific interest
Materials/Lab Fee: $260
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am  Debora Coombs
CSCI 14 (W)  Creative Dynamics

Crosslistings: MATH14 / CSCI14

Secondary Crosslisting

Broadly defined, a dynamical system is an object whose future state can be calculated from its current state. Examples include ordinary and partial differential equations, discrete dynamics, cellular automata, billiards, spatial games, coupled/synchronized systems, agent models, evolutionary/Selektive dynamics, graph dynamics, Markov chains, and many more. The instructor will give a survey of such systems, and students will be free to imagine, create, and compute their own systems with an emphasis on graphical presentation of results.

Class Format: mornings

Requirements/Evaluation: grading will be based on class participation, presentation of results, and a final project

Prerequisites: solid computer programming skills in some language with good support for graphics

Enrollment Limit: 15

Enrollment Preferences: computational skills, math background, and enthusiasm; students will be asked to submit a brief description of their qualifications

Materials/Lab Fee: none

Winter 2019

LEC Section: 01    MWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Stewart D. Johnson

CSCI 16 (W)  Introduction to Tech Entrepreneurship

This course provides an introduction to the fundamental aspects of building a technology startup. It's one thing to make software—and it's another to build a successful software company. You will learn how to develop product/market fit, how to build an MVP (minimum viable product), how to market products on a budget, organizing and running a team, shipping software, and the different types of corporate structures. You'll learn from a range of successful entrepreneurs and industry experts, through their writings as well as short guest appearances (via video calls) during classroom sessions. Students will create a demo and 5-minute pitch (pitch deck optional) by the end of the course. For the product demo, students can choose to produce either working code, a technical white paper, or design mockups/wireframes. Students will be graded on the quality of the product demo and pitch. Attendance and participation will also be taken into account for final grades. Students will have the opportunity to show off their final products, and their pitches, in an optional Demo Day.

Adjunct Instructor Bio: Elissa Shevinsky '01 helped launch Geekcorps (acquired), Everyday Health (IPO), Daily Steals, Glimpse, and Brave ($35M ICO.) Shevinsky was featured on the cover of the New York Times Sunday Business, for her startup Glimpse. Shevinsky is Editor of the book "Lean Out: The Struggle for Gender Equality in Tech and Startup Culture."

Class Format: afternoons

Requirements/Evaluation: attendance and participation in class; final project

Prerequisites: CSCI 134 or CSCI 135 or permission from the instructor

Enrollment Limit: 22

Enrollment Preferences: preference given to Computer Science students, and to students who demonstrate evidence of entrepreneurial initiative

Materials/Lab Fee: $135 plus cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    RF 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm   Elissa B. Shevinsky

CSCI 23 (W)  Introduction to Research and Development in Computing

An independent project is completed in collaboration with a member of the Computer Science Department. The projects undertaken will either involve the exploration of a research topic related to the faculty member's work or the implementation of a software system that will extend the students design and implementation skills. It is expected that the student will spend 20 hours per week working on the project. At the completion of the project, each student will submit a 10-page written report or the software developed together with appropriate documentation of its behavior and design. In addition, students will be expected to give a short presentation or demonstration of their work. Prior to the beginning of the Winter Study registration period, any student interested in enrolling must have arranged with a faculty member in the department to serve as their supervisor for the course.
**CSCI 28 (W)  Solution Design: from Ideas to Implementation**

Crosslistings: ECON28 / CSCI28

Secondary Crosslisting

Designing a pair of computerized glasses is not enough. Who will use them, and what problems will they solve? How can you be certain someone will adopt your new technology before you spend millions of dollars building it? Google Glass and other wearable technologies have struggled to answer these questions. In fact, somewhere between 40 and 60 percent of large IT projects fail and all too often, the cause has little to do with the quality of technical engineering. Innovators often solve the wrong problem, misidentify the users of the software, or fail to adapt to evolving requirements. The challenge is that engineers—and Williams students—like to be told what problem they are to solve, but the average consumer is terrible at knowing what they want until they see how the new product will work. Solution design offers a powerful framework for resolving this paradox efficiently. We will examine how to visualize interactions between market forces, corporate directives, and engineering requirements, and how to apply design thinking to generate novel ideas within these constraints. Then, we will interrogate the strength of our ideas by asking author Marty Kagan's questions: is it feasible? is it valuable? will someone use it? and does it have business viability? Readings by Steve Blank and Eric Reis emphasize the importance of low-cost, rapid prototyping/experimentation and statistical analysis thereof that results in actionable development goals. Finally, we will introduce topics in human computer interaction, and organization tools for complex technical collaborations like Git and the Getting Things Done methodology for task management. Throughout the course, small teams will deploy this toolkit against problems of the students' choosing. One team may wish to design a new app for the WSO website. Another team may choose to interview a local organization and design a technology powered tool that can improve its operations. You are the innovator. Small teams of students will each execute one iteration of design and prepare a plan for developing a technological solution to a problem of their choosing. The contents of the plans may include: careful descriptions of the product's goals, stakeholders, target users, assumptions, and constraints; a business plan; sketches of a user interface; first steps in programming an application; write ups of experiments intended to test underlying assumptions; and a direction for future development efforts. Adjunct Instructor Bio: Allan Wellenstein is a senior vice-president at DataArt, a global technology consulting firm and the head of their Solution Design consulting practice. Allan has over 15 years of experience helping some of the world largest companies design and implement massive technology transformations. Though technically headquartered in New York City, he lives with his wife and three children in Pittsfield, MA.

**Requirements/Evaluation:** final project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students will be asked to submit a brief paragraph describing their interest in the course and what they hope to get out of it

**Materials/Lab Fee:** cost of books

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm    Allan Wellenstein

**CSCI 31 (W)  Senior Thesis: Computer Science**

To be taken by students registered for Computer Science 493-494.

**Class Format:** independent study

**Distributions:** (D3)
CSCI 99 (W) Independent Study: Computer Science
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D3)

DANC 10 (W) Funk Styles/Hip-Hop Dance
This course will focus on the foundations of Hip-Hop as dance and as culture. The techniques of lockin’, poppin’, breakin’, 90’s and house dance as well as terminology and history. Technique class will include across the floor and center combinations allowing dancers to find their relationship to athleticism, dynamics and articulation of the body. We will also view and discuss media and literature that contextualizes Hip-Hop, deepens understanding of the form as dance and embodied history. Students will journal to reflect and record information. Technique class will meet three times a week followed by a required rehearsal of choreography that will be created. The expected contact hours will meet the required average of 20 weekly.

Class Format: afternoons; required practice times are 10am-11:50am (Technique and Context), 11:50am-1pm (Lunch Break), 1pm-3pm (Practice)
Requirements/Evaluation: final performance
Prerequisites: some experience in any type of dance form or athletics and an interest in the history of Hip-Hop
Enrollment Limit: 20
Enrollment Preferences: instructor will contact waitlisted people via email to determine
Materials/Lab Fee: $25 plus cost of books
Attributes: EXPE Experiential Education Courses

DANC 11 (W) BFF Beginner (Ballet Film Festival!)
This course is for ANYONE interested in learning more about ballet, through a variety of experiences. First will be physical practice, 2 times per week. For those who have no (or little) prior ballet training, you’ll learn the fundamentals of ballet technique in a safe but challenging class; separate classes will be held for intermediate/advanced dancers. All course participants will gather together twice a week for movie/documentary viewings of a wide range of films (primarily) about ballet and ballet dancers from around the world, and/or group discussions about the films as well as the history and/or current context related to them. Reading and additional viewing material will be assigned. At the end of Winter Study, students will participate in an informal physical presentation. Students must contact the instructor at jmp2@williams.edu for proper level placement.

Class Format: afternoons
Requirements/Evaluation: evaluation will be based on individual progress in the physical components, as well as on the quality of participation in all activities–physical work as well as discussions
Prerequisites: none for beginner-level students: none; sufficient prior ballet training (with permission and/or placement class from instructor) for intermediate/advanced level students
Enrollment Limit: 30
Enrollment Preferences: students who are planning on taking DANC 203 in the Spring will get preference
Materials/Lab Fee: $100
DANC 99 (W) Independent Study: Dance

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

ECON 10 (W) A Practitioner's Overview of Securities Markets and Investment Banking

A broad overview of various aspects of the Fixed Income and Equities Markets and the role of Investment Banks. Topics, amongst others, will include: The effect of Fiscal and Monetary policy on Markets, Securities Sales and Trading, Bonds and Bond Math, Public Equities and Asset Management, Credit Analysis, Private Equity and Leveraged Buy-outs, Mergers and Acquisitions and Risk Management. Course will focus on real life practices and will include guest speakers and case studies. Course Goal: (1) to provide you with an understanding of how modern capital markets operate from a practical, real-life perspective (2) to help you think critically about issues effecting the stock and bond markets, and (3) to have fun and instill a passion in some of you for future study and/or work in the Securities Industry. Required Readings: (1) Understanding Wall Street (Fifth Edition) by Jeffrey Little and Lucien Rhodes (2) Packet of Case Studies (3) Students will be asked to read the Wall Street Journal on the day that each class meets. Class will meet 3 days per week for 2-3 hours per meeting. Outside of class, students will spend time on readings, preparation for case studies, and writing term paper. Adjunct Instructor Bio: Tim Bock ’88 worked at Credit Suisse for 28 years where he ran Global Capital Markets, leading a unit of 250 Investment Bankers responsible for Credit Suisse's global financing businesses, including equity capital markets, debt capital markets, leveraged finance origination and corporate derivatives. Tim held several other leadership roles at CS, including Global Co-head of the Product platform in the Private Bank and Head of Derivatives Origination in the Equity and Fixed Income Departments.

Class Format: mornings

Requirements/Evaluation: evaluation will be based on Group Case Study (oral presentation), 5-page term paper (topic TBD); class participation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If overenrolled, priority will be based on written statement of interest

Materials/Lab Fee: cost of books

ECON 11 (W) Financial Accounting & Financial Modeling for Private Equity & Investment Banking

ECON 11 is an intensive winter study designed for students intending to pursue or explore professional opportunities in finance and investing, with a focus on the private equity industry. Incorporating instruction by a dynamic mix of industry professionals and faculty, the course aims to equip students with the fundamental skills required in many entry-level finance positions, preparing them for interviews, internships, and jobs in the field. The course is structured as four-section progression over the four-week term. The first section is an introduction to the basic concepts of corporate finance, and an overview of the private equity and investment banking industries. The second section covers financial accounting, during which students will learn accounting fundamentals, and how to construct, interpret and analyze financial statements. In the third section, students will receive rigorous training in financial modeling and valuation methods, provided by Training the Street, a professional financial training firm. In the fourth week, students will put to test the skills they've acquired and build financial models to evaluate an investment in a case company. This is a unique opportunity to receive professional-level training in core competencies of finance and investing, and students are expected to approach it as such. Given the nature and
depth of material to be covered, students should plan on committing 20+ hours and 4-5 days per week between in-class sessions and assignments. Adjunct Instructor Bio: Alex Reeves '11 currently works in Corporate Strategy and Development at Penumbra, a medical technology company based in the San Francisco area. Prior to Penumbra, Alex was an Associate at private investment firm Graham Partners, where he evaluated investments in industrial and manufacturing-related businesses, and supported portfolio companies and their management teams across a range of strategic and financial initiatives. Alex plans to attend the Tuck School of Business in the fall of 2018. Adjunct Co-Instructor Bio: A.J. Rossi graduated from the University of Pennsylvania in 2014, with a double major in Economics and Political Science. A.J. has since joined Graham Partners as an Associate, where he sources and evaluates new investment opportunities and also provides support and oversight for a number of Graham Partners' portfolio companies. A.J. also currently manages the firm's intern and analyst training programs. Steven C. Graham '82 founded private investment firm Graham Partners in 1988 and serves as Senior Managing Principal. He oversees all of the activities of the firm, including investment sourcing, evaluating, monitoring and divesting.

Class Format: mornings and afternoons

Requirements/Evaluation: final project, short assignments

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: preference in order of: sophomore; junior; first-year; senior; if over-enrolled, students will submit written statements of interest

Materials/Lab Fee: none

Winter 2019

LEC Section: 01    M-F 10:00 am - 3:50 pm PORG 10:00 am - 3:50 pm   Alexander J. Reeves, AJ Rossi

ECON 12 (W) Public Speaking

This course will help students become effective and organized public speakers, whether public speaking means giving a class presentation, participating in a debate, or giving a formal speech before a large audience. We will primarily use extemporaneous and prepared class presentations as a means of learning this skill, but we will also study great American speeches, presidential debates, and other examples for further insights into persuasive public speaking techniques. The class will provide a supportive environment to help each student create his or her own public speaking style that is comfortable, confident, and conversational. We will also focus on organizational techniques, handling visual aids effectively, eye contact and body language. Finally, receiving feedback and providing constructive criticism to other students in the class will be an important part of the course.

Class Format: mornings

Requirements/Evaluation: evaluation will be based on in-class presentations, class participation, and a 10-page written critique of the student's own videotaped presentations

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference will be based on written statement of interest

Materials/Lab Fee: none

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   Lara D. Shore-Sheppard

ECON 13 (W) Essential Tools for Startups to Change Good Ideas to Successful Businesses and Organizations

This course provides a road map for turning business ideas into successful businesses. Students generate business ideas and then work in teams to develop a business model to take the ideas to startup and beyond. The course also provides basic training in design thinking, business financials, and business analysis. The course uses the Lean Launchpad methodology used at major business schools throughout the world and endorsed by the National Institutes for Health and the National Science Foundation for commercializing research projects. The course is appropriate for students in any field of study who want to know how to build a startup that succeeds. The class will meet for two and a half hours three days a week for short lectures,
discussions, group work, and presentations. Outside of class, students will be required to watch online lectures and videos, read handouts, and to
work in teams to develop and research their business models. Teams will be required to develop a team plan, to interview customers, to analyze the
results, to revise their plans, to meet with the instructor, and to develop presentations of their work. Each team will make weekly presentations along
with a final presentation of their work. They will also develop a team video of the lessons the team learned during the course. Students will also be
required to provide a 2-3 page final paper of their experiences in the course. Adjunct Instructor Bio: Steve Fogel has thirty years of experience
working with startups. He has helped over 1,000 people start businesses and works with hundreds of entrepreneurs each year. He has used the Lean
Launchpad methodology for the past six years and received training at Stanford University.

Class Format: mornings
Requirements/Evaluation: 2- to 3-page paper; weekly group presentations of the results of investigations done outside of class
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: seniors first
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  MTR 10:00 am - 12:50 pm PORC 10:00 am - 12:50 pm  Steven P. Fogel

ECON 14 (W) Sports Economics
Students will identify an empirical question relevant to a sport. This may be done in consultation with faculty from the Athletics Department. They will
then work in a group to review the existing literature, assemble appropriate data and construct an econometric model aimed at addressing the
question of interest. The statistical software package STATA will be used for the analyses. The resulting research will be presented at the end of the
January term.
Class Format: mornings
Requirements/Evaluation: group-based 10-page paper and final presentation
Prerequisites: Econometrics or suitable substitute
Enrollment Limit: 20
Enrollment Preferences: if over-enrolled, preference will be given to senior and junior Economics majors
Materials/Lab Fee: none

Winter 2019
LEC Section: 01  TWR 10:00 am - 11:50 am PORC 10:00 am - 11:50 am  Will Olney

ECON 15 (W) Value Investing and Other Hedge Fund Strategies
The intent of the class is to introduce students to the principles of fundamentals based equity investing. The primary focus will be on value investing,
but we will broadly explore different equity investment strategies, understand the process behind successful equity selection, and study great
investors. While oriented towards students interested in careers in investment management, students contemplating careers in consulting and
investment banking will also benefit. Adjunct Instructor Bio: Rahul Bahl ’09 is an investment analyst at Hidden Hills Partners Fund, a value oriented
hedge fund in San Francisco. Prior to HHPF, Rahul was an Associate in GE Capital’s Private Equity Group assisting in the management of their $2Bn
portfolio of public and private investments.
Class Format: mornings
Requirements/Evaluation: 10-page paper; final project
Prerequisites: quantitative background (math, econ, sciences) and ideally sophomores and juniors (students applying for internships)
Enrollment Limit: 15
Enrollment Preferences: instructor discretion
Materials/Lab Fee: approximately $200 for books
ECON 16 (W) Venture Capital--A Legal, Financial and Business Perspective

The course will examine the venture capital industry from both a theoretical and practical perspective and will focus on the interplay of the legal, business, economic and financial issues that need to be dealt with in the formation, organization, governance and financing of new enterprises. The course is designed to provide students with a fundamental knowledge of the corporate and other laws applicable to venture capital, as well as with an appreciation of the concerns of entrepreneurs, venture capitalists and early employees. Class sessions will be devoted primarily to a discussion of business cases taken from the entrepreneurial curriculum of the Harvard Business School. In addition, students will be required to participate in small groups prior to class to prepare advice for entrepreneurs or key employees in three scenarios--an early stage company negotiating with a key executive the company is seeking to hire, a company considering two competing term sheets for venture financing and a company faced with the need for additional financing in a distressed situation. An alternative to one of these scenarios would involve splitting the class into small groups designated as either founders or investors and requiring the groups to negotiate investment terms. As a capstone to the class, students will participate in an in-class business simulation game developed at Wharton that will require students to interact in assigned roles as founders, investors or key employees. In addition to reading and analyzing the assigned business cases prior to class, students will be asked to review various background materials. Classes will meet for at least six hours per week, with additional sessions scheduled for meetings with outside industry experts that accept invitations to address the class. Adjunct Instructor Bio: Mr. Schwed retired from the law firm of WilmerHale in December 2015 after a 40-year career focused on private equity and venture capital. For nine years, he was an adjunct professor at George Washington University Law School teaching a course on venture capital law. He taught this course during Winter Study in 2017 and 2018. Mr. Schwed graduated from Williams with a degree in Economics in 1971 and from Harvard Law School in 1974.

Class Format: mornings; occasional afternoon sessions will be held to meet with industry guests on an informal basis

Requirements/Evaluation: participation in class, preparation of discussion outlines (each equivalent to a 3-4 page paper) in connection with the small group assignments, and participation in the business simulation game

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: by lot with preference for seniors

Materials/Lab Fee: $100

Winter 2019

ECON 17 (W) Watching Wall Street from Washington: Financial Market Analysis for the Public Sector

This course investigates the strategies for, as well as the relevance of, financial market analysis directed toward the public good. Students will develop a deeper understanding of global financial markets, and learn how that understanding can be leveraged to help shape and achieve policy goals. Specifically, the course will cover five major topics: 1) Basic techniques for financial market analysis across a variety of major asset classes; 2) The characteristics of financial market analysis--its forms, theoretical underpinnings, positive attributes, and deficiencies; 3) The hierarchy of policy relevance of financial market analysis; 4) Costs, risks, and difficulties of financial market analysis for the public sector; and 5) Future challenges and formulations of public sector market analysis given the technological developments in finance, money management, and trading. Readings will primarily be publicly available articles and papers, as well as one basic reference book: Gliner, Greg; Global Macro Trading: Profiting in a New World Economy; Bloomberg Press, 2014. We will meet three times a week for two-hour sessions, with extra discussion and presentation times scheduled in accordance to our needs. Adjunct Instructor Bio: John Fagan '95, Director of the Treasury Markets Room and former senior strategist at Discovery Capital, holds a JD and an MPA from Harvard and a BA from Williams.

Class Format: mornings

Requirements/Evaluation: evaluation will be based on a 5- to 10-page presentation including charts and succinct text to be presented in a 10 minute briefing format; attendance and participation will also be taken into account

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 12

Enrollment Preferences: preference to seniors
ECON 18 (W) Games!
Crosslistings: ENVI18 / ECON18

Primary Crosslisting
We will explore interactive games and how they can be used for scholarly research, teaching or training, negotiation, and, oh, yes, having fun. In math and economics, games are the fundamental way we model situations in which people (or firms or governments) interact with each other, and we use these games to predict responses to new policies, to teach policymakers how policies might work in practice, and to test theories of behavior. In negotiation and policy making, games can be used to demonstrate key concepts about stakeholders, their positions, and their strategies, as well as pitfalls and paths to “win-win” outcomes to resolve public disputes. A number of popular board games and video games also can have similar applications. In our class, we will learn about different types of games and how they can be used. Short readings will be complemented with in-class game play and discussions of the games, and we will watch some relevant movies. Students will keep a journal of reflections on their experiences with the games. The semester will culminate in students designing games of their own--negotiation games, economic games, mathematical games, or board games--and presenting them and playing them with the group.

Class Format: Tuesday, Wednesday & Thursday 1-4pm
Requirements/Evaluation: final project; game journal
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: expressed interest
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

ECON 19 (W) Wall Street to Main Street: A Liberal Arts Approach to Wealth and Financial Management

The term "Wealth Management" may already have STEM majors, history majors, performing artists and for that fact most liberal art students skipping to another course title. But why is this relatively new field being populated by the very people most likely to skip this offering? The challenges and issues involved in the field of Wealth Management touch everyone, not just the perceived elite on Wall Street. Early life decisions about such matters such as paying back student debt, getting married, buying a house are just the beginning of a life entangled with the issues of allocating and managing one's resources. At its root, wealth management is a multidisciplinary field, so whether as a consumer (which everyone will be) or a potential practitioner, this course will hopefully provide and introduction to the major issues, terminology, and theories that make up the field. This includes gaining an understanding of basic tenets including: Risk/Reward, Time Value of Money, Borrowing principles, gifting, gifting to Williams College, and other areas of market theory. Through simulations, group projects and an individual paper, students will gain a solid overview of the field, demystifying its language and becoming better lifetime consumers with the potential result of creating one or two eventual practitioners. Adjunct Instructor Bio: Kate Kennedy '88 is an Attorney and CPA who is a co-leader of the Executive Financial Planning practice at a growing Registered Investment Advisor. She has practiced law, done taxes, survived the 2008 financial crisis. She has worked as an attorney in a law firm as well as at Arthur Andersen LLP, The Ayco Company (A Goldman Sachs Company); Lehman Brothers; Barclays and now is a Partner at HPM Partners (which is to be renamed by 7/1/18).

Class Format: mornings
Requirements/Evaluation: one short paper and class participation
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: random selection; preference to non-economics majors
ECON 20 (W) Ethical Issues of Hedge Fund Compliance and Regulation

Through lecture and case-study, this course is designed to introduce students to the structure and goals of hedge funds, the relevant laws and regulations that govern them, and the ethical issues which arise as an employee and in-house counsel. Having established a working foundation of what a hedge fund is and how it operates, students will focus on the various conflicts of interest endemic to a hedge fund structure. Conflicts between the hedge fund manager and the hedge funds (employees and their investors) as well as conflicts among the multiple funds themselves. Students will learn to recognize these conflicts not just in finance but throughout their daily lives. The course will detail the structure of the compliance departments that monitor hedge funds and the ethical obligations of in-house compliance and legal departments. The class will work through real life examples of issues that have arisen at hedge funds in recent years. Cases will involve some of the significant issues monitored by compliance such as insider trading, failure to disclose information to investors, conflicts of interest, bribery issues, Anti-money laundering issues, and presentation of the fund's performance. The class will examine the responsibilities of young analysts at a hedge fund and what is expected of them as well as the pressure they face to play close to the edge of what is legal. The course will discuss creating a culture of compliance and what that entails from the compliance department as well as from employees themselves. What are the obligations of the individual to speak out when violations are observed? The students will be presented with articles about hedge funds from both the media, the SEC and hedge funds themselves. These readings will present the students with a window into the goals of hedge funds and the ethical issues which must be managed when working at a hedge fund. Adjunct Instructor Bio: Mark Schein ’88: Econ/American Studies; Vanderbilt Law School 1991; Assistant District Attorney Bronx DA’s Office (prosecuted organized crime and police corruption) (1991-1997); Trial Counsel NYSE Enforcement Division (1997-2001); Director of Broker Dealer Compliance US Trust Company (2001-2004); Director of Anti-Money Laundering Schwab Capital Markets (2004-2005); Chief Compliance Officer York Capital Management (2005 to present).

Requirements/Evaluation: 5-page paper; the assessments are based on presenting the students with real-life compliance issues and asking them to prepare a policy and procedure to help manage this issue for the firm
Prerequisites: interest in finance or ethics
Enrollment Limit: 30
Enrollment Preferences: preference to juniors and seniors; other prospective students based on a paragraph describing their interest in the course
Materials/Lab Fee: none

ECON 22 (W) Volunteer Income Tax Assistance

Crosslistings: ECON22 / POEC22

Primary Crosslisting

This experiential course provides students the opportunity to explore public policy through training and work as volunteer income tax preparers for low income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10 page analytic essay or serving as tax preparers for local clients of the Berkshire Community Action Council. The course will also offer an overview of the U.S. income tax, and the role of the tax system in overall U.S. social policy, especially policy towards lower-income households. Coursework will consist of a series of classes and open lab sessions coordinated with the self-paced IRS "Link and Learn" online tax preparer training program. Class time will be spent discussing policy and program context as well as working through the online training program. A poverty simulation and follow up Q&A session featuring guests from local social service organizations will help orient students to the issues facing low-income families in the northern Berkshires.

Class Format: afternoons
Requirements/Evaluation: 10-page paper; complete IRS certification to assist in tax preparation; volunteer work
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: written statement of interest
Materials/Lab Fee: $15
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 M-F 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm William M. Gentry, Paula M. Consolini

ECON 23 (W)  Investing
This class is designed to provide students with an overview of endowment and investment management and is taught by members of the Williams College Investment Office. The Investment Office is responsible for overseeing Williams’ $2.7 billion endowment. Through presentations, discussion, readings, and project work, Winter Study students will gain a better understanding of the various components of an institutional investment portfolio, how it is managed, and how investment managers are selected and monitored. Students will learn about portfolio theory as well as specific asset classes such as global equities, hedge funds, venture capital, buyouts, real estate, and fixed income. Students are expected to attend all on-campus classes (approx. 6 hours/week) and complete a set of relevant readings, a case study exercise, journal entries, and a final project (approx. 20 hours/week). Students will also be required to complete an introductory excel course. The course is open to freshmen, sophomores, and juniors.
Adjunct Instructor Bio: Abigail Wattley ’05, Managing Director—Abigail rejoined Williams College in September 2010 after business school. From 2007 to 2008 Abigail worked in the Williams Investment Office in the role of Investment Analyst. Prior to working for Williams, Abigail was a Senior Consulting Associate at Cambridge Associates. Abigail received a B.A. in Economics from Williams College in 2005 and a Masters of Business Administration from Harvard Business School in 2010.
Class Format: mornings
Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 8
Enrollment Preferences: if overenrolled, students will be selected via phone interviews
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Abigail G. Wattley

ECON 24 (W) Economics, Geography and Appreciation of Wine
This course provides an introduction to the economics, geography and appreciation of wine. We will be studying the economics and geography of wine production, and will also learn to identify, understand and appreciate the major wine types of the world. The course will involve lectures, outside readings, discussions, and in-class wine tastings. We will focus primarily on the Old World wine styles and regions of France, Italy, Germany, Austria, Spain and Portugal, but will also cover some New World wine regions including California, Oregon, Chile, Argentina, South Africa, New Zealand and Australia among others. Students are invited to email the instructor with a brief description of background and interests, but are not required to do so.
Class Format: Tuesday and Thursday evenings
Requirements/Evaluation: in addition to the final project presentation, a blind tasting exam
Prerequisites: none, but students must be 21 years old on or before the first day of class
Enrollment Limit: 10
Enrollment Preferences: mix of academic record and diversity of backgrounds and interests
Materials/Lab Fee: $300
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TR 7:00 pm - 10:00 pm PORG 7:00 pm - 10:00 pm Peter L. Pedroni
ECON 27 (W) Quilting Inspired by Gee's Bend
Quilting as an art form is present in many communities, but residents of Gee’s Bend, Alabama are recognized for their very distinctive quilting style. In this hands-on class students will learn the basics of quilt-making, inspired by the designs and techniques used in Gee’s Bend. Students will also learn about the history of this group of African American quilt-makers and the economic forces that influenced their work. The course will involve field trips to a local quilt store and museum, instruction in techniques such as improvisational piecing, and creation of an original art quilt. The course will culminate with a public exhibition of students’ quilts. No previous sewing experience required. Adjunct Co-Instructor Bio: Chris LaLumia is a life-long quilter and retired teacher. She taught one of her daughters to be an award-winning art quilter. Her other daughter is an economics professor at Williams College.

Class Format: mornings
Requirements/Evaluation: final formal public exhibit
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: statement of interest
Materials/Lab Fee: $355
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Sara LaLumia, Christian LaLumia

ECON 28 (W) Solution Design: from Ideas to Implementation
Crosslistings: ECON28 / CSCI28
Primary Crosslisting
Designing a pair of computerized glasses is not enough. Who will use them, and what problems will they solve? How can you be certain someone will adopt your new technology before you spend millions of dollars building it? Google Glass and other wearable technologies have struggled to answer these questions. In fact, somewhere between 40 and 60 percent of large IT projects fail and all too often, the cause has little to do with the quality of technical engineering. Innovators often solve the wrong problem, misidentify the users of the software, or fail to adapt to evolving requirements. The challenge is that engineers—and Williams students—like to be told what problem they are to solve, but the average consumer is terrible at knowing what they want until they see how the new product will work. Solution design offers a powerful framework for resolving this paradox efficiently. We will examine how to visualize interactions between market forces, corporate directives, and engineering requirements, and how to apply design thinking to generate novel ideas within these constraints. Then, we will interrogate the strength of our ideas by asking author Marty Kagan's questions: is it feasible? is it valuable? will someone use it? and does it have business viability? Readings by Steve Blank and Eric Reis emphasize the importance of low-cost, rapid prototyping/experimentation and statistical analysis thereof that results in actionable development goals. Finally, we will introduce topics in human computer interaction, and organization tools for complex technical collaborations like Git and the Getting Things Done methodology for task management. Throughout the course, small teams will deploy this toolkit against problems of the students' choosing. One team may wish to design a new app for the WSO website. Another team may choose to interview a local organization and design a technology powered tool that can improve its operations. You are the innovator. Small teams of students will each execute one iteration of design and prepare a plan for developing a technological solution to a problem of their choosing. The contents of the plans may include: careful descriptions of the product's goals, stakeholders, target users, assumptions, and constraints; a business plan; sketches of a user interface; first steps in programming an application; write ups of experiments intended to test underlying assumptions; and a direction for future development efforts. Adjunct Instructor Bio: Allan Wellenstein is a senior vice-president at DataArt, a global technology consulting firm and the head of their Solution Design consulting practice. Allan has over 15 years of experience helping some of the world largest companies design and implement massive technology transformations. Though technically headquartered in New York City, he lives with his wife and three children in Pittsfield, MA.

Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: students will be asked to submit a brief paragraph describing their interest in the course and what they hope to get out of it
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses
ECON 30 (W) Honors Project: Economics
The “Specialization Route” to the degree with Honors in Economics requires that each candidate take an Honors Winter Study Project in January of their senior year. Students who wish to begin their honors work in January should submit a detailed proposal. Decisions on admission to the Honors WSP will be made in the fall. Information on the procedures will be mailed to senior majors in economics early in the fall semester. Seniors who wish to apply for admission to the Honors WSP and thereby to the Honors Program should register for this WSP as their first choice. Some seniors will have begun honors work in the fall and wish to complete it in the WSP. They will be admitted to the WSP if they have made satisfactory progress. They should register for this WSP as their first choice.

Class Format: honors project
Distributions: (D2)

ECON 31 (W) Honors Thesis: Economics
To be taken by students participating in year-long thesis research Economics 493-494.

Class Format: thesis
Distributions: (D2)

ECON 99 (W) Independent Study: Economics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D2)

ENGL 11 (W) The Brontes and the Visual Art Journal
Academic courses from all disciplines at Williams often require the use of a journal to help students focus on their work. This course will push that concept to its limit as we explore some of the classic writings of Charlotte, Emily and Anne Bronte. Our goal will be to find real and tangible ways that visual art journaling can enhance our learning of literature. We will create and record visual insights as we read, and we will explore how this practice can help us conceive what we are reading. In addition to reading the entirety of Charlotte Bronte's Jane Eyre we will read Emily Bronte's Wuthering Heights as well as selections from Anne Bronte's The Tenant of Wildfell Hall. There will also be readings from various authors and artists on the subject of journaling as a tool for learning. Adjunct Instructor Bio: Patricia Malanga received her BA in English Literature from the University of Massachusetts in 1990. While working as the Academic Assistant in the English Department here at Williams for the last 20 years, she has explored her love of literature and her love of the visual arts. This course will be the culmination of those interests.

Class Format: afternoons
Requirements/Evaluation: at least 10 pages of free style journal writing, a finished visual journal and participation in class discussion, projects and assignments
ENGL 12 (W)  The Art of Telling a Good Story

How do you offer an audience, out loud, a compelling and memorable story? This course will aim to develop both a sense of the structure behind a good story and the improvisational skills that bring a told story to life. In class we'll tell stories. We'll explore basic approaches to shaping stories (and elaborations on these approaches), as well as what makes a story a "story" instead of something else, using the models of folktales and narrative nonfiction. We'll engage in improvisational exercises, and explore the expressive capacities of voice, body, tempo and silence, considering how the improvisation of told tales might intersect with or resemble improvisational performance in other arts. We'll also discuss issues facing tellers of traditional tales, personal stories, and other story types. When do you or do you not have the right to tell a particular story? How do you claim "authority" to tell a story? What are the implications of choosing the stories we do tell? What stories need to be told that are not? What stories need amendment? What does storytelling mean for other academic or social realms? Outside class, students will analyze and critique videos of other storytellers with the goal of enhancing their own storytelling strategies. Students will prepare for presentation in class three different kinds of stories and will offer stories to two different public audiences, one on campus and another in a local school. Students will also be asked to write a brief reflective essay. The class will meet for two hours a day, Monday through Thursday.  Adjunct Instructor Bio: Kelly Terwilliger has been telling stories professionally for 17 years in schools, libraries, festivals, parks, museums, community centers, and pubs.

Class Format: mornings
Requirements/Evaluation: 2- to 3-page paper; performances, one of which will be offered to the wider public
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: statement of student interest
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  TWR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm  Kelly Terwilliger

ENGL 13 (W)  Fanon: Anticolonialism and Revolution

Crosslistings: COMP13 / ENGL13

Primary Crosslisting

This course will serve as an intensive introduction to Fanon's philosophical and political writings, which continue to stand as some of the most influential and rousing works of the twentieth century. Born in Martinique and trained in France as a psychiatrist, Fanon spent the last decade of his life in Algeria, where he joined the struggle for national liberation. Marked by a layered history of anti-colonial struggle in the Caribbean, Europe, and North Africa, as much as by a commitment to the world-wide projects of decolonization and revolution, Fanon's writing was has been taken up by protest movements around the world, from South Africa to Sri Lanka, from the Black Panthers to queer theory.

Class Format: afternoons
Requirements/Evaluation: 10-page paper; 5-page paper; 2- to 3-page paper
Extra Info: tutorial-style pairing
Prerequisites: none
Enrollment Limit: 10
Materials/Lab Fee: cost of books
ENGL 14 (W) Humor Writing and Analysis
In this class we'll hijack the tools of fiction writers, dishonor the genre of memoir, perpetuate the problem of fake news and push the bounds of taste in memes. You'll write something for every class, and most of your writing will be discussed in a workshop format. You'll also submit written reflections on the required text, Just the Funny Parts by Nell Scovell and make an oral presentation analyzing a specific work that you consider an example of comic excellence. We'll discuss what kind of relationship thinking people should have with sexist, ethnic and religious humor. And we'll talk quite a bit about postmodernism. Hey, it's an English class. Adjunct Instructor Bio: Eric Randall is a journalist whose work has been published in USA Today, Time, Newsweek and The Washington Post, as well as some reputable publications. He has no particular qualifications for teaching this class but is a firm believer in doing what you can get away with.
Class Format: MR 1:30-4:30pm
Requirements/Evaluation: 2- to 3-page paper; class participation; one group project
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: random selection by registrar with roughly equal distribution of class years
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses

ENGL 15 (W) Tolkien: The Hobbit, The Lord of the Rings, and Oxford
In this class we'll read and discuss in depth the literary and imaginative richness of J. R. R. Tolkien's beloved fantasy novels The Hobbit and The Lord of the Rings, as well as the aspects of his biography and the scholarly works he wrote while an Oxford professor that most illuminate his fantastical writings: "On Fairy-Stories," "Beowulf: The Monsters and the Critics," and "On Translating Beowulf." By combining the fantastical and the academic in Tolkien, we'll get a better view of his imagined fortresses, castles, strongholds, of his elves, dragons and shires, as well as a better view of "the city of dreaming spires," his beloved Oxford nestled in the green hills of its own Oxfordshire. Students are asked to participate in all class discussions, and, at the end of the class, students will be asked to submit a 10-page research paper. Class will meet three times a week for two hours each session, and your work outside the class will average around twenty hours a week and involve reading and film viewing. Adjunct Instructor Bio: Ryan Riley earned a master's degrees in literature from both Oxford and Yale, and a bachelor's in literature from Harvard, where he was a humor writer for The Harvard Lampoon and started a literary discussion and writing group inspired by Tolkien's Inklings.
Requirements/Evaluation: 10-page paper
Prerequisites: none--if student has already read some or all of Tolkien's writings, no need to worry, as there will still be much to learn about his imaginative world
Enrollment Limit: 30
Enrollment Preferences: if over-enrolled, preference will be given to students who write the instructor a short email explaining their interest in the class
Materials/Lab Fee: $10 plus cost of books

ENGL 16 (W) Henry James' The Golden Bowl
In this course we will read Henry James' late novel, The Golden Bowl, which dramatizes many of James' crucial preoccupations. Centered on a
wealthy American collector living in England at the turn of the twentieth century, the novel examines the personal and cultural costs of an American obsession with amassing relics of a collapsing European empire, as well as the potentially ruinous effects of wealth and refined sensibility on tangled love relations. The novel's ethical and perceptual intricacies are conveyed in an ingeniously demanding style that presses syntax to its limits. We will read critical essays on the novel, and draw on Walter Benjamin's work on collecting and on the Arcades of 19th-century Paris.

Class Format: afternoons

Requirements/Evaluation: 10-page paper

Prerequisites: a 100-level English course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: English majors will have priority

Materials/Lab Fee: $15 plus cost of books

Distributions: (D1)

Winter 2019

LEC Section: 01 TR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Anita R. Sokolsky

ENGL 17 (W) How to Write Auto-Fiction

Crosslistings: REL17 / ENGL17

Secondary Crosslisting

You glanced eagerly over the course descriptions, looking for something that would allow you finally, at last, to wrestle with the ridiculous assumption that those literary genres-namely, "Fiction" and "Non-Fiction"-had intrinsically established identities and clear bounds. You wanted the class that would allow you to write the truth as you experienced it, the truth that was not entirely dependent on facts as markers of truth, but also not so flimsy as to bend in the gentle breeze of every casual opinion. Your eyes stopped on the title, "How to Write Auto-Fiction," and your attention was piqued. Will it all be written in the second person? you wondered, a thought that had you a little concerned, but the professor calmly stepped in to assure you that no, it would not, in fact it would be best if you avoided that particular narrative mode entirely. You would be focusing on writing stories from your life (10-20 pages each), narrated in the first-person, not entirely factual, but certainly not false. They would be workshopped by your peers, revised, and resubmitted. You would come to class ready to write on the first day, and you would be ruthless in your revisions of shitty first drafts. Adjunct Instructor Bio: Dalena Storm is local writer of fiction and non-fiction. She earned her BA from Williams College and her MFA from Bennington College where she participated in a number of combined workshops on memoir and fiction, and she began to explore the space between the genres in her own fiction in addition to completing a memoir.

Class Format: afternoons

Requirements/Evaluation: two stories (10-20 pages) and two revisions (10-20 pages)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: email explaining reasons for interest in the course to Dalena.Storm@gmail.com

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Dalena Storm

ENGL 19 (W) Screenwriting Challenge: The Tale of an Underappreciated Musical Genius

Crosslistings: ENGL19 / MATH19

Secondary Crosslisting

The goal of this course is to draft a screenplay inspired by the last twelve years (1916-1928) of the remarkable Czech composer Leos Janacek's life. Before the course begins students will listen to a wide array of Janacek's music and read a number of essays about his life. Every weekday during winter study we will immerse ourselves in brainstorming and writing, with the aim of completing a draft by the end. The workload will be intense but (I hope) extremely rewarding. I particularly encourage students with a passion for writing and classical music to apply. A writing sample (any genre) and
ENGL 20 (W) Winter Naturalist's Journal
Crosslistings: ENVI20 / ENGL20
Secondary Crosslisting
This course will engage with the natural world through writing, drawing, and personal observation. Students will spend time out of doors exploring the ecosystem of the Williamstown area, and indoors practicing reflective writing (both poetry and prose), and observational drawing. Everyone will be required to keep a nature journal, to be shared and displayed as part of the final project. This course is designed for students who are interested in environmental studies, creative writing, and drawing. Instructor will meet with students for 6 hours of in-class time, and will provide assignments totaling at least 15 hours a week, including daily visits to a chosen spot on campus for writing and observation. Students will be provided with a binder of articles and poems, which they will be expected to read and comment on. There will be at least one field trip. The class will conclude with a celebratory reading/showing of student work. Students will be required to keep a daily journal, and also to write in class. They will be asked to perfect and edit several of these pieces in place of a ten page paper, and to read from one or more of them at the final celebration.

ENGL 25 (W) Journalism Today
This course will give students an in-depth view of the inner workings of journalism today. It will feature the perspectives of several Williams alumni who work in a broad spectrum of today's media universe, including print, broadcast, and new media. Our guests will help students workshop their ideas for a feature-length piece of journalism they're expected to create during the month. They will discuss the reporting skills to use, as well as their own experiences. In addition to reading the work of guests, there may be required texts about issues and methods related to journalism. Students will be expected to complete several small reporting and writing exercises, as well as one feature-length news story on a topic chosen at the beginning of the course. There will be a week-long trip to New York for field work and to visit various newsrooms. In previous years, organizations visited have included CNN, the New York Times, the Columbia School of Journalism, ABC News, Bloomberg News, BuzzFeed News, ProPublica, the Wall Street Journal and APM Marketplace. Adjunct Instructor Bio: Christopher Marcisz is a freelance writer and editor based in Williamstown. He was a reporter (and later editor) at the Berkshire Eagle. Previously he worked in Washington covering national energy policy, wrote about sports in Moscow, and worked on the international desk at Newsweek. Christopher graduated from the University of Pennsylvania and the Columbia University Graduate School of Journalism.
Class Format: travel

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference will be given to students with a demonstrated interest in journalism or media (as explained in a statement of interest), with a priority given to upperclassmen

Materials/Lab Fee: $923

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01  TR 12:30 pm - 3:00 pm  PORG 12:30 pm - 3:00 pm   Christopher Marcisz

ENGL 30 (W) Honors Project: English
Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

Class Format: honors project

Distributions: (D1)

Winter 2019
HON Section: 01  TBA  Kathryn R. Kent

ENGL 31 (W) Senior Thesis: English
Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

Class Format: thesis

Distributions: (D1)

Winter 2019
HON Section: 01  TBA  Bernard J. Rhie

ENGL 99 (W) Independent Study: English
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D1)

Winter 2019
IND Section: 01  TBA  Kathryn R. Kent

ENVI 12 (W) Geology of the National Parks
Crosslistings: ENVI12 / GEOS12

Secondary Crosslisting
A vicarious trip through a variety of national parks of the U.S. and Canada to appreciate the geological basis of their spectacular scenery. Areas will be selected to portray a wide range of geological processes (volcanism, desert and coastal erosion, mountain building, glaciation, etc.). We will meet most mornings during the first two weeks for highly illustrated classes supplemented by the interpretation of topographic and geologic maps and by
out-of-class study of rock samples. Reading will be from a paperbound text (PARKS AND PLATES) and from short publications by the U.S. Geological Survey and by natural history associations linked to the parks. The second part of the month will involve independent meetings with the instructor to prepare an oral report about the geology of a park of the student's choice. These reports during the last week will be comprehensive and well-illustrated, using PowerPoint and pertinent maps and samples. A detailed outline and bibliography will be distributed by the presenter at the time of the report.

Class Format: mornings
Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: preference to first-year students
Materials/Lab Fee: approximately $125 for books

Winter 2019
LEC Section: 01  M-F 10:00 am - 11:50 am  PORG 10:00 am - 11:50 am  Bud Wobus

ENVI 15 (W) From Basalt to Balsam to Beavers: The Natural History of New England
In this course we will explore, far and wide, the New England Landscape and try to make some sense of the amazing physiographic and biological diversity that it offers in a relatively small area. From the spruce clad Berkshires to the broad Connecticut River Valley to the glacially forged coastal plain, we will delve into various landscapes and decipher the primary forces and features that make them distinct--their bedrock and climate, glacial history, flora and fauna. We'll learn the predominant trees and shrubs and search for patterns to their occupation of the landscape. We will observe the behavior and evidence of winter-hardy wildlife--including chickadees, waterfowl, rabbits, weasels, beavers and coyotes. How do they manage to cope in their often rigorous and fickle environments and how might they be affected by climate change and other human influences? Through field trips, museum visits, individual investigations, readings, discussions and guest presentations, you'll become a little more aware and appreciative of the natural heritage of the region that you have made your recent home. Students should be prepared to spend significant time outdoors, sometimes hiking several miles, in winter conditions; some trips will require students to be away from campus beyond normal class hours. Adjunct Instructor Bio: Drew Jones is Manager of Hopkins Memorial Forest where he oversees the management of the facilities, coordinates research and teaching activities and outreach programs for the public and local schools. He also operates an owl banding station in the fall and intermittently engages in other field research. In the past, he has worked as a wildlife biologist and educator from the Southern Appalachians to the North Woods.

Class Format: mornings; several class sessions off campus will likely last the entire day
Requirements/Evaluation: 2- to 3-page paper; final project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: students who demonstrate a special enthusiasm for this subject will be favored; all else being equal, seniors will receive special consideration
Materials/Lab Fee: $260 plus cost of books
Distributions: (D3)
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  MWF 10:00 am - 12:50 pm  PORG 10:00 am - 12:50 pm  Andrew T. Jones

ENVI 18 (W) Games!
Crosslistings: ENVI18 / ECON18
Secondary Crosslisting
We will explore interactive games and how they can be used for scholarly research, teaching or training, negotiation, and, oh, yes, having fun. In math and economics, games are the fundamental way we model situations in which people (or firms or governments) interact with each other, and we use these games to predict responses to new policies, to teach policymakers how policies might work in practice, and to test theories of behavior. In
negotiation and policy making, games can be used to demonstrate key concepts about stakeholders, their positions, and their strategies, as well as pitfalls and paths to "win-win" outcomes to resolve public disputes. A number of popular board games and video games also can have similar applications. In our class, we will learn about different types of games and how they can be used. Short readings will be complemented with in-class game play and discussions of the games, and we will watch some relevant movies. Students will keep a journal of reflections on their experiences with the games. The semester will culminate in students designing games of their own–negotiation games, economic games, mathematical games, or board games–and presenting them and playing them with the group.

Class Format: Tuesday, Wednesday & Thursday 1-4pm

Requirements/Evaluation: final project; game journal

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: expressed interest

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    TWR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm    Sarah A. Jacobson, Pia M. Kohler

ENVI 19 (W) Methods in Environmental Chemistry

Crosslistings: CHEM19 / ENVI19

Secondary Crosslisting

This course introduces students to the advanced techniques used to study the fate of contaminants in the environment. Students will collect samples, learn a variety of extraction protocols, and become comfortable using chemical instrumentation (GC-MS, LC-MS, AA, etc.) to identify and quantify target inorganic and organic contaminants from various environmental media (soil, air, water, and biota). Studies may include: determination of heavy metals from water and sediment sources, measurement of chemical partition coefficients (octanol-water, soil-water, air-water, etc.), rates of contaminant degradation, microscopic and chemical analysis of airborne particular matter, etc. This course will meet for approximately 10-12 hours each week for lectures, discussion of reading assignments, laboratory work, and field sampling.

Requirements/Evaluation: evaluation will be based on overall performance in the laboratory, three 2- to 3-page assignments

Prerequisites: CHEM 151 or CHEM 153 or CHEM 155 or ENVI 102

Enrollment Limit: 10

Enrollment Preferences: preference will be given to CHEM and/or ENVI majors/concentrators

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm    Anthony J. Carrasquillo

ENVI 20 (W) Winter Naturalist's Journal

Crosslistings: ENVI20 / ENGL20

Primary Crosslisting

This course will engage with the natural world through writing, drawing, and personal observation. Students will spend time out of doors exploring the ecosystem of the Williamstown area, and indoors practicing reflective writing (both poetry and prose), and observational drawing. Everyone will be required to keep a nature journal, to be shared and displayed as part of the final project. This course is designed for students who are interested in environmental studies, creative writing, and drawing. Instructor will meet with students for 6 hours of in-class time, and will provide assignments totaling at least 15 hours a week, including daily visits to a chosen spot on campus for writing and observation. Students will be provided with a binder of articles and poems, which they will be expected to read and comment on. There will be at least one field trip. The class will conclude with a celebratory reading/showing of student work. Students will be required to keep a daily journal, and also to write in class. They will be asked to perfect and edit several of these pieces in place of a ten page paper, and to read from one or more of them at the final celebration.
ENVI 24 (W) Touring Black Religion in the 'New' South
Crosslistings: ENVI24 / AFR24 / REL24

Secondary Crosslisting

In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about "Negro culture in the South." Hurston's reply, without hesitation, was the central and gulf coast of Florida because she believed there, "it was possible for [her] to get a cross section of the Negro South in one state." Hurston traveled directly to Eatonville, the town she eventually claimed as her birth home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion. Taking Hurston's lead, this course will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique? To answer these questions, we will travel to Florida's west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the 'New South' including a small mainstream denominational church in Talleveast Florida; a Pentecostal-Holiness church in St. Petersburg, Florida; and a mega-church in Eaton, Florida. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. A 200-page course packet will contextualize the trip.

Class Format: travel
Requirements/Evaluation: based on an electronic field journal, participation in weekly colloquies, and an oral presentation
Prerequisites: none; not open to first-year students
Enrollment Limit: 8
Enrollment Preferences: majors and concentrators in Africana Studies, Religion, and Environmental Studies; students with a background in ethnographic methods; application essays and interviews
Materials/Lab Fee: cost to student: $3362
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

ENVI 25 (W) Sustainable Agriculture in California
Crosslistings: BIOL25 / ENVI25

Primary Crosslisting

This Winter Study Period course engages students with the diversity of agricultural practices in California on farms ranging from winter fruit and vegetable production, to orchards and vineyards, to livestock and dairy, to eggs along the Central Coast through hands-on experiences on a variety of farms. This is a Winter Study 2019 field course on Sustainable Agriculture in California, a field experience conducted primarily on-site for the month of
January. For some participants, the WSP field course will segue from the seminar BIOL/ENVI 422--The Ecology of Sustainable Agriculture to be taught in Fall 2018 by H.W. Art. Preference for the WSP will be given to students who have previously taken BIOL 422. The WSP course will be limited to 8 students. This project is a replication of a WSP course HW Art taught in 2013 and again 2016, a travel WSP experiential course in which 7-8 students gained hands-on knowledge about agricultural systems by working on 8 farms and vineyards on the Central Coast of California. We concluded the month by participating in the Ecological Farming (EcoFarm) Conference. Sarah Gardner will be co-teaching the course with Prof. Art for pedagogical and practical reasons, including her experience in agriculture and her continuing this WSP periodically in the future. The learning-through-working experience is designed to both de-mystify and de-romanticize agriculture by having the students gain a fuller sense of the realities of producing food by working shoulder-to-shoulder with farmers and laborers. Art's previous experience is that the investments of time, labor, thought, and sweat by engaging in actual farming practice creates a depth of understanding not possible in the classroom. In addition to assigned texts, we also will be reading books individually and take turns reporting back to the group in the evenings, a bit like story-telling in the oral tradition. The final product will be a collaborative journal written by the class.

Class Format: travel
Requirements/Evaluation: 10-page paper; synthetic journal of field experiences to be produced by the group
Prerequisites: none, but see preferences for over-enrollment; not open to first-year students
Enrollment Limit: 8
Enrollment Preferences: preference to senior Biology and Environmental Studies majors/concentrators who have taken The Ecology of Sustainable Agriculture and/or other food and agriculture courses; then by essay
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Henry W. Art, Sarah Gardner

ENVI 26 (W) Material Culture and Craft of 19th Century Coastal New England
Crosslistings: ENVI26 / MAST25
Secondary Crosslisting
The goal in this course is to provide an opportunity for students to develop an intimate understanding of 19th century Mystic through lived experience. To appreciate a culture or a community so different from what we live and experience today, you must also understand the ways in which its residents shaped their world, specifically, the crafts they plied. There are few opportunities in life when this understanding can be delivered through lived experience. This will be one of them. Taking advantage of the extraordinary resources of Williams-Mystic, the coastal and ocean studies campus of Williams College located at the Mystic Seaport in Mystic, CT, this winter-study course, taught at Williams-Mystic, aims to: 1) provide rich hands-on participatory experiences that authentically mirror 19th century maritime craft and culture; and 2) offers learners a rare opportunity to delve deeply into the mindset of 19th century maritime culture by creating an authentic artifact that reflects understanding of the values and mores of this time period. There will be a number of instructors; including instructors employed by the Mystic Seaport in who specialize in chanteys, shipsmithing, ship Carving, scrimshaw, canvassworks, and boatbuilding.
Class Format: Williams-Mystic
Requirements/Evaluation: performance-based evaluation using exemplars, experts and authentic audience; final paper or project
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: by application
Materials/Lab Fee: $1,500
Attributes: EXPE Experiential Education Courses

Winter 2019
TVL Section: 01 Cancelled

ENVI 31 (W) Senior Research and Thesis: Environmental Studies
To be taken by students registered for Environmental Studies 493-494.
ENVI 99 (W) Independent Study: Environmental Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D2)

EXPR 99 (W) Independent Study: Experimental Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

GBST 17 (W) The Third World City
Crosslistings: GBST17 / PSCI17
Secondary Crosslisting

In 2007, the world became majority urban. But most of these urbanites live not in places like New York or Tokyo but rather in places like Lagos or Mumbai, dwelling in shantytowns and working in petty commerce. Their cities' path of urbanization diverges from the "normal" one accompanying industrialization in the West and in East Asia. About this phenomenon, arguably the most important social fact in today's world, observers have adopted wildly divergent normative and theoretical stances, from the romantically optimistic to the apocalyptic. We read a few of these, including Mike Davis, Rem Koolhaas, Hernando De Soto, and Robert Neuwirth, and watch some films and videos on the subject.

Class Format: mornings
Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: preference to PSCI majors and GBST concentrators
Materials/Lab Fee: $10 plus cost of books
GBST 30 (W) Sr Proj: Global Studies
To be taken by candidates for honors in Global Studies.
Class Format: honors project
Distributions: (D2)

Winter 2019
HON Section: 01 TBA James E. Mahon

GBST 31 (W) Senior Thesis: Global Studies
Global Studies senior thesis.
Class Format: independent study
Distributions: (D2)

Winter 2019
HON Section: 01 TBA James E. Mahon

GBST 99 (W) Indep. Study: Global Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D2)

Winter 2019
IND Section: 01 TBA James E. Mahon

GEOS 11 (W) River Restoration in Practice
River restoration is a growing billion-dollar international industry. Since the environmental movement began in the 1960s and 1970s, renewed interest in the beauty and benefits of healthy streams has resulted in increased research, funding, and applied restoration of rivers, streams, wetlands, and riparian corridors. The restoration of rivers and streams comes in many different forms including dam removal and in-channel habitat restoration. In this course, we’ll learn about the history of restoration and the basics of fluvial geomorphology and hydrology. We will gain applied knowledge and experience with the practice of restoration through a combination of lectures, classroom exercises, conversations with restoration advocates and practitioners, field trips and field data collection. A final practicum will involve the design of a restoration project. The course will generally be structured around three sections: Science: Week 1 will primarily involve lectures and classroom exercises and discussion of the literature, learning about the history and evolution of river restoration as well as the basics of the science that drives restoration. Data Collection and Analysis: Week 2 will focus on data collection and analysis typically required for river restoration projects. This will include topographic surveying, geomorphic and habitat mapping, pebble counts, stream discharge measurements, GIS mapping, and hydraulic modeling. Intensive Practicum: Small groups of students will be given a real restoration project example to research, analyze, and design. This practicum will include data collection, GIS analysis, flow modeling, and design plan sheets describing the restoration plan. The class will meet on average 8 hours per week and will include up to 3 day-long field trips. Students should expect to be outside for portions of the day collecting field data in/near rivers in winter conditions. Adjunct Instructor Bio: Nick Nelson is a fluvial geomorphologist and regional director for Inter-Fluve, a river and wetland restoration company. He has assessed hundreds of miles of river and designed/managed the removal of more than a dozen dams in New England. He has lectured at the University of MN, Tufts University, University of TN, and currently teaches courses at Northeastern University and the Harvard Graduate School of Design.
Class Format: afternoons

Requirements/Evaluation: students will be evaluated based on their final group design submittal
Prerequisites: none, though some background in GIS and a scientific field (geology, biology, ecology, etc.) will be useful
Enrollment Limit: 15
Enrollment Preferences: background in scientific fields of study
Materials/Lab Fee: $16
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 Cancelled

GEOS 12 (W) Geology of the National Parks
Crosslistings: ENVI12 / GEOS12
Primary Crosslisting
A vicarious trip through a variety of national parks of the U.S. and Canada to appreciate the geological basis of their spectacular scenery. Areas will be selected to portray a wide range of geological processes (volcanism, desert and coastal erosion, mountain building, glaciation, etc.). We will meet most mornings during the first two weeks for highly illustrated classes supplemented by the interpretation of topographic and geologic maps and by out-of-class study of rock samples. Reading will be from a paperbound text (PARKS AND PLATES) and from short publications by the U.S. Geological Survey and by natural history associations linked to the parks. The second part of the month will involve independent meetings with the instructor to prepare an oral report about the geology of a park of the student's choice. These reports during the last week will be comprehensive and well-illustrated, using PowerPoint and pertinent maps and samples. A detailed outline and bibliography will be distributed by the presenter at the time of the report.
Class Format: mornings
Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: preference to first-year students
Materials/Lab Fee: approximately $125 for books

Winter 2019
LEC Section: 01 M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Bud Wobus

GEOS 31 (W) Senior Thesis: Geosciences
To be taken by students registered for Geosciences 493-494.
Class Format: thesis
Distributions: (D3)

Winter 2019
HON Section: 01 TBA Mea S. Cook

GEOS 99 (W) Independent Study: Geosciences
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D3)

Winter 2019
GERM 12 (W)  The Grand Hotel in Modern Fiction and Film
Crosslistings: COMP12 / GERM12

Primary Crosslisting
The grand hotel with its dual promise of luxury and estrangement was considered a theater of social transformations in the age of travel. We will discuss novels, short stories and films that feature the hotel as a space of both class distinction and possible class confusion, of sexual taboo breaking, and gendered performance, and a transnational extension of colonialist oppression. Authors will include Edith Wharton, Thomas Mann, Vicki Baum, Ali Smith, Rick Moody. Films may include: The Last Laugh, Grand Hotel, Grand Hotel Budapest, Anomalisa, Screaming Man, Hotel Sahara, Hotel Rwanda, A Single Girl, Maid in Manhattan. We will also consider short theoretical readings on conspicuous consumption, branding, modernity and metropolitan spaces, and postcoloniality. In the present, hotel dramas focus on issues of the invisible worker, neoliberalism (Anomalisa, Single Girl), or the trauma of civil war and the raced body (Hotel Rwanda, Screaming Man), or cultural alienation and the inability to feel joy (Lost in Translation, Hotels of North America). Comedies explore the fantasy of a dramatic social climb through identity confusion in a hotel setting (Maid in Manhattan), satires highlight the confidence man/trickster who profits from social pretensions (Felix Krull, Grand Hotel). Class lines are straddled and the boundaries between death and life blurred (Hotel World, Hotel Sahara) as the hotel space becomes a riotous echo chamber, mirroring precarious lives of illegal migrants and displaced workers.

Class Format: mornings
Requirements/Evaluation: 10-page paper
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: $10 plus cost of books

Winter 2019
LEC Section: 01    MWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   Helga Druxes

GERM 16 (W)  The Life and Death of a Vanished Nation: East Germany, 1949-1990
Crosslistings: GERM16 / HIST16

Secondary Crosslisting
In 1989, in the wake of the rapid crumbling of their power in the face of massive popular resistance, the authorities in the German Democratic Republic (Deutsche Demokratische Republik, or DDR) opened the Berlin Wall. Within a year the wall had been torn down and the East German state voted itself out of existence, absorbed wholly into the belly of its larger and more powerful neighbor to the West. Suddenly, the nation born of the promise to create a genuine people's democracy and claiming the moral high ground as an anti-Fascist state had vanished, its political culture and social institutions suddenly erased. What were the promises of the regime and what happened to those promises? What were the contradictions in East German society and why and where did resistance slowly build to the point where the entire edifice came crashing down? This course will briefly chart the short history of the DDR, from the founding of the Socialist Unity Party in the Soviet occupation zone of a defeated Germany at the end of the Second World War to the total collapse of the regime in 1989/90. The course will explore key moments in the political history of the DDR, including the uprisings of 1953 and the building of the Berlin Wall in 1961. It will also focus on the social and cultural practices of East German society, exploring the nature of everyday life under the Communist regime. The course will meet twelve times -- three or four times per week (1¼ -3¼ hours each meeting) for the three full weeks of Winter Study. Part of the evidence for our discussions will come from the viewing and analysis of seven films, the majority of which were made in the DDR during its short existence and are essential viewing for the course. A textual history of the DDR will also be accompanied by a packet of additional reading materials that will be discussed in class.

Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: preference given to History and German majors
Materials/Lab Fee: $20 plus cost of books
GERM 30 (W) Honors Project: German
To be taken by honors candidates following other than the normal thesis route.
Class Format: honors
Distributions: (D1)

GERM 31 (W) Senior Thesis: German
To be taken by students registered for German 493-494.
Class Format: thesis
Distributions: (D1)

GERM 99 (W) Independent Study: German
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D1)

HIST 10 (W) North Adams, Massachusetts: Past, Present, and Future
Crosslistings: AMST11 / HIST10
Primary Crosslisting
This class gives students a chance to learn about resources and assets of Massachusetts's smallest city, North Adams. Readings, tours, films, field trips, and meetings with people who work with or lead nonprofits and civic organizations will introduce students to local history, current conditions in the city, and plans for future cultural and economic development. Students will be expected to complete assigned readings (assorted articles) and to attend all class meetings. Final assessment will be based on students’ engagement in thoughtful discussions of class materials and in-person encounters and experiences. In addition, students will complete a final research project (written or multimedia) that they present to the class and two reflection papers. Most class sessions will take place off campus; students must be available to travel off campus and attend occasional sessions that occur outside of the regular class hours. Adjunct Instructor Bio: Anne Valk is Associate Director for Public Humanities at Williams, with affiliations in the Center for Learning in Action; the Office of Institutional Diversity; and the department of history.
Class Format: afternoons
Requirements/Evaluation: 2- to 3-page paper; final project
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first-year students preferred
HIST 12 (W)  Cold War Films
The Cold War between the Soviet Union and the United States, a nearly half-century standoff, was as ideological as it was military. For every nuclear test, arms sale, or military operation there was a propaganda ploy, rhetorical barb, or diplomatic ultimatum to match. Amidst this hostile competition between two incompatible ways of life--capitalism and communism, totalitarianism and democracy--an atmosphere marked by panic, secrecy, insecurity, paranoia, surveillance, and conformity pervaded American life. This class will explore these quintessential, overlapping elements of Cold War culture in a series of films produced from the mid-1940s to the mid-1960s. Film screenings will be accompanied by contextual readings to be completed prior to class discussion.

Class Format: mornings
Requirements/Evaluation: students will be evaluated on class participation and four response papers (2-3 pages each)
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: based on a questionnaire provided by professor
Materials/Lab Fee: $10

HIST 13 (W)  Eyewitnesses to History: American Treasures in the Chapin Library
What did Christopher Columbus write in his 1493 letter to the Spanish court? How did John Smith describe the Virginia colony the early 1600s? What would a pioneer find when following the Oregon Trail west in 1846? How much did a female slave cost in Richmond, Virginia, in 1860? These and many other intriguing questions are answered by rare books, manuscripts, newspapers, maps, and prints in the Chapin Library, primary sources which contain eyewitness accounts of important events in American history. Students in this course will learn, through handling rare materials, how to analyze primary sources and put them in historical context. For the first two weeks, they will investigate items, selected by the instructors, in tutorial-like sessions, with one student presenting conclusions of research and another giving a critique. For the final project, each student will select an item from the Chapin Americana holdings, write a 10-page research paper and present it to the class, and write a brief note about the item for a public display in the Special Collections instruction Gallery.

Class Format: mornings
Requirements/Evaluation: 10-page paper; formal public exhibit
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: none
reliefs ‘mean?’ Why did they merit inclusion in the palace of one of the most powerful kings in the ancient world? What (and how) do they ‘mean’ in their present Williamstown setting? Finally, what is the status of Nimrud, the ancient city where the reliefs were excavated, post-ISIS, and why does the study of the ancient world matter in the digital age? In this course, our ‘work’ includes readings in ancient texts, learning to write cuneiform signs and words in clay, the Epic of Gilgamesh, royal correspondence, ancient conceptions of the past, gender, sexuality, religion, and stories of queens, kings and courtiers in love and war. We finish with a feast of ancient Mesopotamian fare and an overnight field trip to Yale’s Babylonian Collection. Readings from the extensive bibliography will be selected based on student interest, and the course can be further refined for individual students, including those whose senior theses may benefit from consideration of the ancient world. Students with no experience in art history or ancient history are warmly invited to join, as are those with some background in relevant subjects, such as the religions, cultures and history of the modern Middle East. Adjunct Instructor Bio: Alison Gruseke, PhD, studied at Williams and Yale. Her research and teaching focus on the Hebrew Bible, the ancient Near East, and on the ways in which the ancient world can illuminate modern problems of identity, theology and ethics. The negotiation of cultural boundaries, identity formation, and the interrelationship of cultures in conflict form a strong thread that runs through her work.

Class Format: afternoons
Requirements/Evaluation: 10-page paper; the final project will be adjusted to fit the academic backgrounds and interests of individual students
Prerequisites: none
Enrollment Limit: 10–12
Enrollment Preferences: by seniority, auditors are welcome
Materials/Lab Fee: $200 plus cost of books

Winter 2019
LEC Section: 01 TR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Alison A. Gruseke

HIST 15 (W) Homer in Vietnam
This course will examine the impact of combat trauma on American soldiers during the war in Vietnam, and how that trauma affected their return to the United States. We will read two books that explore these issues through the lens of Homer's *Iliad* and *Odyssey*, Jonathan Shay's *Achilles in Vietnam* and *Odysseus in America*. We will discuss how Homer's classics have come to represent the trauma of war and coming home from the Trojan War to our current wars in the Middle East and beyond. In addition to discussing these two books, we will also view a number of films that address these issues. The class will be primarily discussion based on the readings and films.

Class Format: afternoons
Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: military veterans will be given priority should the class be overenrolled
Materials/Lab Fee: approximately $25 for books

Winter 2019
LEC Section: 01 TR 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Scott Wong

HIST 16 (W) The Life and Death of a Vanished Nation: East Germany, 1949-1990
Crosslistings: GERM16 / HIST16

Primary Crosslisting
In 1989, in the wake of the rapid crumbling of their power in the face of massive popular resistance, the authorities in the German Democratic Republic (Deutsche Demokratische Republik, or DDR) opened the Berlin Wall. Within a year the wall had been torn down and the East German state voted itself out of existence, absorbed wholly into the belly of its larger and more powerful neighbor to the West. Suddenly, the nation born of the promise to create a genuine people's democracy and claiming the moral high ground as an anti-Fascist state had vanished, its political culture and social institutions suddenly erased. What were the promises of the regime and what happened to those promises? What were the contradictions in East German society and why and where did resistance slowly build to the point where the entire edifice came crashing down? This course will briefly chart the short history of the DDR, from the founding of the Socialist Unity Party in the Soviet occupation zone of a defeated Germany at the end of the Second World War to the total collapse of the regime in 1989/90. The course will explore key moments in the political history of the DDR, including the
uprisings of 1953 and the building of the Berlin Wall in 1961. It will also focus on the social and cultural practices of East German society, exploring the
nature of everyday life under the Communist regime. The course will meet twelve times -- three or four times per week (1½ -3¼ hours each meeting)
for the three full weeks of Winter Study. Part of the evidence for our discussions will come from the viewing and analysis of seven films, the majority of
which were made in the DDR during its short existence and are essential viewing for the course. A textual history of the DDR will also be accompanied
by a packet of additional reading materials that will be discussed in class.

Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: preference given to History and German majors
Materials/Lab Fee: $20 plus cost of books

Winter 2019
LEC Section: 01    TWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Chris  Waters

HIST 30 (W)  Workshop in Independent Research
This course is intended for both junior History majors and sophomores intending on majoring in history who think they might like to do a senior thesis
and would like to gain more experience in independent research. Students who are interested in exploring a possible topic for a senior thesis are
especially encouraged to sign up. This workshop will help familiarize students with methods for doing historical research, including how historians
define good research questions; become familiar with the historiography; and identify primary sources. Students will pursue their own research on any
topic of their own choosing for a 10-page final paper, and we'll use a workshop format to discuss the research and writing of that paper.

Class Format: independent research
Requirements/Evaluation: 10-page paper; weekly assignment
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: interest in course subject determined by questionnaire
Materials/Lab Fee: $25

Winter 2019
LEC Section: 01    TBA     Alexander  Bevilacqua

HIST 31 (W)  Senior Thesis: History
To be taken by all senior honors students who are registered for HIST 493 (Fall) and HIST 494 (Spring), HIST 31 allows thesis writers to complete
their research and prepare a draft chapter, due at the end of Winter Study.

Class Format: thesis
Distributions:  (D2)

Winter 2019
HON Section: 01    TBA     Eiko Maruko Siniawer

HIST 99 (W)  Independent Study: History
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a
faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late
September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is
approved prior to the Winter Study registration period.

Class Format: independent study
Distributions:  (D2)
HSCI 99 (W) Indep Study: History of Science
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D2)

INTR 19 (W) 21st Century Museums--From the Inner Workings to the Future Vision of Culture Making
Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19

Secondary Crosslisting
The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums—from art museums to scientific, historical, and specialty collections—and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

Requirements/Evaluation: final formal public exhibit
Prerequisites: keen interest in museums and culture
Enrollment Limit: 12
Enrollment Preferences: random selection
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

INTR 99 (W) Indep Study: Interdisciplinary
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Kyoto Artisans: Exploring 1200 Years of Cultural History of Kyoto through Modern Craftsmanship

Kyoto, the former imperial capital of Japan has 1200 years of history. It is called Japan's cultural treasure house. The purpose of this travel course is to explore the cultural history of Kyoto and how traditional craftsmanship is perpetuated and transformed in a modern era as the city of Kyoto developed. Students will visit Kyoto artisans at their studio and through a discourse with thriving artists, they will arrive at their own conclusion about what it means to sustain tradition while pursuing modernization and innovation. The first week of the course is conducted on campus. Students will intensively study the cultural history of Kyoto with readings, films and discussion. Also in pairs, they will conduct research on one selected area of Kyoto craftsmanship to acquire in-depth knowledge. Each pair will be responsible to educate the entire group for the onsite visit in Kyoto. Then, for the second and third week, the class will travel to Kyoto. We will first visit historic sites to learn the context of how craftsmanship developed from courtly culture in the Heian period, samurai tradition in the Kamakura and Muromachi periods, religious ceremonies and Noh Theater and tea ceremonies. After and during these excursions, we will visit four artisan studios. They are a sacred mirror maker who could be the last of his kind, a textile weaver, a Noh mask maker, a sculptor of Buddhist statues. Some of these artisans are perpetuating hundreds of years of family tradition. Some started out as an apprentice and established his/her own studio. Students will also have hands on experiences at some studios. Students are expected to participate in all the scheduled activities, post a daily journal on the course website and share daily reflections. At the end of the Kyoto visit, students will summarize their reflections and present their views on Japanese traditional and modern craftsmanship to the local community and the Kyoto artisans at a public forum.

Class Format: travel
Requirements/Evaluation: final project; post daily blog to the course website and a public PowerPoint presentation in Kyoto
Prerequisites: at least one course in ASST or JAPN; not open to first-year students
Enrollment Limit: 8
Enrollment Preferences: personal statement
Materials/Lab Fee: $3,635
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Kasumi Yamamoto

JAPN 31 (W) Senior Thesis: Japanese
To be taken by all students who are candidates for honors in Japanese.
Class Format: independent study
Distributions: (D1)

Winter 2019
HON Section: 01 TBA George T. Crane

JAPN 99 (W) Independent Study: Japanese
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D1)

Winter 2019
IND Section: 01 TBA George T. Crane

JLST 14 (W) Mock Trial
In the Mock Trial course, students are divided into two teams in which they play the roles of attorneys and witnesses during their preparation for and
participation in a simulated civil trial. They are given a series of witness statements and pleadings together with various documents and other data that they must evaluate for potential use as evidence as they plan to present their case as either the plaintiff or the defendant. Team members must prepare and deliver Opening Statements and Closing Arguments as well as handle direct and cross-examinations of the witnesses who testify for both sides. The "final exam" consists of two trials with the two teams switching sides on the second day such that they must evaluate the case from both sides. At the two trials, an experienced attorney plays the role of judge, and volunteer jurors from the community listen to the evidence and render their "verdict" based on the presentations. Adjunct Instructor Bio: David Olson ’71 has practiced as a civil trial attorney for 40 years with a firm currently with over 500 attorneys handling cases in state and federal courts. He has taught Mock Trial on 6 previous occasions, receiving strong reviews for the course. Adjunct Co-Instructor Bio: After graduating from Villanova Law School where he was Editor in Chief of the Law Review, Steve Brown has been a litigator and trial lawyer for 40 years concentrating his practice in white-collar criminal defense and civil rights. He was a partner at Dechert LLP from 1991 to 2016, when he retired and became Civil Rights Counsel to the firm. He has spent much of his career doing pro bono work including representing Guantanamo Bay detainees and people and prisoners whose constitutional rights have been violated, and supervising Dechert associates in 40 trials in federal courts.

Class Format: Monday and Tuesday 10-1:30
Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: preference to upperclass students
Materials/Lab Fee: $16
Distributions: (D2)

Winter 2019
LEC Section: 01    M 1:00 pm - 3:50 pm T 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm David C. Olson, Steve Brown

JLST 99 (W) Independent Study: Legal Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D2)

Winter 2019
IND Section: 01    TBA    Alan Hirsch

JWST 31 (W) Senior Thesis: Jewish Studies
Jewish Studies senior thesis.

Class Format: thesis
Distributions: (D2)

Winter 2019
HON Section: 01    TBA    Edan Dekel

JWST 99 (W) Independent Study: Jewish Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
LATS 16 (W)  True and Wild Tales: Argentine Cinema after 1985
Crosslistings: ARTH16 / LATS16
Secondary Crosslisting

The Argentine film industry is one of the most developed in the Spanish-speaking world. It is rich in genres and production scales, and in the issues raised by the films themselves. This immersive course encourages dynamic engagement with these issues, as we watch films that grapple with the country's painful legacy of dictatorial rule, coming-of-age road movies, familial dramas, and riotous comedies that feature that distinctive, biting Argentine humor. Our meetings consist of three mandatory screenings per week, two of which are followed by class discussion. In addition to learning about the Argentine context, we will learn vocabulary and tools for discussing and writing about film. No previous coursework in film, or fluency in Spanish required (the films are subtitled)--only an interest in contemporary Argentine cinema and culture.

Class Format: afternoons
Requirements/Evaluation: 2- to 3-page paper; 3 mandatory screenings each week
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: preference will be given to Art Studio and Art History majors, as well as students concentrating in Latino/a Studies
Materials/Lab Fee: cost of books

LATS 31 (W)  Senior Thesis: Latina/o Studies
Students must register for this course to complete an honors project begun in the fall or begin one to be finished in the spring.

Class Format: thesis
Prerequisites: approval of program chair
Enrollment Preferences: limited to senior honors candidates
Distributions: (D2)

LATS 99 (W)  Independent Study: Latina/o Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
This course will examine issues related to effective leadership in a variety of contexts, primarily through the experience of guest lecturers. We will begin by identifying key principles of leadership with reference to several great leaders in history, moving on to consider contemporary yet timeless topics such as personal responsibility, corruption and fraud in the private sector as well as the essential role good communications skills play in exercising leadership. The majority of class sessions will feature distinguished guest speakers, many of whom are Williams alumni, who have held leadership roles in government, business, philanthropy and healthcare. Probing our guests’ approaches to organizational leadership is the primary goal of this Winter Study. Each student will be asked to host a guest at dinner or breakfast before we meet, to introduce him or her to the class, and to stimulate discussion. After each lecture, we will spend time in the next class sharing impressions, surprises and lessons learned. There will be a 10-page final paper which may take a variety of forms and formats, but which should address the basic themes in our readings as well as what you have learned from our guests, both collectively and more specifically in the case of at least three individuals. Adjunct Instructor Bio: William E. Simon, Jr., ’73. Businessman, lawyer, and philanthropist, Mr. Simon is Co-Chairman of William E. Simon & Sons, a private equity firm, and the William E. Simon Foundation. Early in his career he was Assistant U.S. Attorney in the Southern District of New York and later was the 2002 Republican gubernatorial nominee in California. Mr. Simon is a Trustee Emeritus of Williams College.

Class Format: mornings

Requirements/Evaluation: 10-page paper and an in-class presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators, preference to seniors and juniors

Materials/Lab Fee: none
**LEAD 14 (W) The CIA and the Politics of Intelligence**

Crosslistings: LEAD14 / PSCI14

Secondary Crosslisting

This course will trace the evolution of CIA from an organization largely focused, in its early days, on coups and regime change under the Dulles brothers, to its present role in the war on terror and beyond. Students will consider how intelligence is and ought to be gathered, and the political issues that emerge from those activities. Some of the Agency's signal successes and failures will be examined, and some of its directors will be evaluated. The fluctuating relationship between CIA and the FBI will also be discussed. Stress will be placed on the personal experiences of those who have served in the Agency.

Adjunct Instructor Bio: Donald Gregg '51 served in CIA from 1951-82, worked in the White House from 1979-89, and was US Ambassador to South Korea from 1989-93. He is now chairman emeritus of The Korea Society. 1980-89, taught a second-year graduate level course at the Master of Science in Foreign Service Program of Georgetown University. He is now chairman of the Pacific Century Institute in Los Angeles.

Class Format: afternoons

Requirements/Evaluation: evaluation will include class attendance and participation, and a short, 3- to 4-page retrospective paper on the course and its content

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to PSCI and LEAD students

Materials/Lab Fee: cost of book ($25)

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**LEAD 15 (W) Barack Obama: A First Draft of Presidential History**

Crosslistings: LEAD15 / PSCI15

Barack Obama's election in 2008 seemed to many Americans to mark the dawn of a new era in American history. Eight tumultuous years later, he left office with a significant record of achievement-and his political opponents in control of the White House, Congress, and most of the states. This course will undertake a preliminary historical assessment of the Obama presidency. Looking at foreign policy and domestic issues (including economic policy, health care, immigration, and LGBTQ rights), we will examine Obama's leadership style and its relation to the structure of American politics in the early 21st century; the sources of his achievements and disappointments; and his enduring significance for American politics and history. Students will read (and view) primary sources as well as works of journalism and scholarly analysis, which we will discuss in seminar-style class meetings. Halfway through the course, students will propose an essay on some important aspect of Obama's presidency; the final assignment will be the essay itself.

Class Format: afternoons

Requirements/Evaluation: 10-page paper

Prerequisites: one course in American politics, Leadership Studies, and/or 20th century American history

Enrollment Limit: 19

Enrollment Preferences: preference will be given to LEAD concentrators and PSCI majors

Materials/Lab Fee: $12 plus cost of books

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**LEC Section: 01**  Cancelled
LEAD 18 (W) Wilderness Leadership in Emergency Care

This Winter Study course is for students who would like to participate in a 9 day, 72 hour comprehensive hands on in-depth look at the standards and skills of dealing with wilderness based medical emergencies. Topics that will be covered include, Response and Assessment, Musculoskeletal Injuries, Soft Tissue Injuries, Environmental Injuries, and Survival Skills. Additional topics, such as CPR, are also included. Students will be required to successfully complete the written and practical exams, and not miss any of the 9 classes to receive credit and WFR/CPR certification.

**Class Format:** the course runs nine consecutive days straight from 9AM-5PM, with a possible one nighttime rescue exercise

**Requirements/Evaluation:** written and practical exam

**Prerequisites:** none

**Enrollment Limit:** 22

**Enrollment Preferences:** submit a statement of purpose to the instructor explaining why they want to take the course and hope to gain from the experience

**Materials/Lab Fee:** $465

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01   M-F 9:00 am - 5:30 pm PORG 9:00 am - 5:30 pm   Scott A. Lewis
LEC Section: 02   M-F 9:00 am - 5:30 pm PORG 9:00 am - 5:30 pm   Scott A. Lewis

LEAD 19 (W) 21st Century Museums--From the Inner Workings to the Future Vision of Culture Making

Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19

**Secondary Crosslisting**

The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums--from art museums to scientific, historical, and specialty collections--and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

**Requirements/Evaluation:** final formal public exhibit

**Prerequisites:** keen interest in museums and culture

**Enrollment Limit:** 12

**Enrollment Preferences:** random selection

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01   WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm   Lisa B. Dorin

LEAD 99 (W) Independent Study: Leadership Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study
MAST 25 (W) Material Culture and Craft of 19th Century Coastal New England

Crosslistings: ENVI26 / MAST25

Primary Crosslisting

The goal in this course is to provide an opportunity for students to develop an intimate understanding of 19th century Mystic through lived experience. To appreciate a culture or a community so different from what we live and experience today, you must also understand the ways in which its residents shaped their world, specifically, the crafts they plied. There are few opportunities in life when this understanding can be delivered through lived experience. This will be one of them. Taking advantage of the extraordinary resources of Williams-Mystic, the coastal and ocean studies campus of Williams College located at the Mystic Seaport in Mystic, CT, this winter-study course, taught at Williams-Mystic, aims to: 1) provide rich hands-on participatory experiences that authentically mirror 19th century maritime craft and culture; and 2) offers learners a rare opportunity to delve deeply into the mindset of 19th century maritime culture by creating an authentic artifact that reflects understanding of the values and mores of this time period. There will be a number of instructors; including instructors employed by the Mystic Seaport in who specialize in chanteys, shipsmithing, ship Carving, scrimshaw, canvaworks, and boatbuilding.

Class Format: Williams-Mystic

Requirements/Evaluation: performance-based evaluation using exemplars, experts and authentic audience; final paper or project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: by application

Materials/Lab Fee: $1,500

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 Cancelled

MAST 31 (W) Sen Thesis: Maritime Studies

Maritime Studies senior thesis.

Class Format: independent study

Winter 2019

HON Section: 01

MAST 99 (W) Independent Study: Maritime Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Winter 2019

IND Section: 01

MATH 12 (W) The Mathematics of Lego Bricks
This course is a modification of five previous winter studies I have done on the Mathematics of LEGO bricks. Similar to those, we will use LEGO bricks as a motivator to talk about some good mathematics (combinatorics, algorithms, efficiency). We will partner with Williamstown Elementary and teach an Adventures in Learning course (where once a week for four weeks we visit the elementary school after the day ends to work with the kids). We will also submit a Lego Ideas Challenge, to try and create a set that Lego will then market and sell.

Class Format: afternoons
Requirements/Evaluation: 2- to 3-page paper; final project
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: $40
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 M-F 1:00 pm - 2:50 pm PORQ 1:00 pm - 2:50 pm Steven J. Miller

MATH 13 (W) The Mathematics of SET (and other games)
SET is a popular game where players try to find certain collections of three cards, which share or fail to share properties like color, shape, and number. This seemingly simple game gives rise to an incredibly variety of mathematical ideas. These range from counting and probability, to the behavior of lines in strange models of geometry. Throughout this class we'll study these mathematical ideas, as well as those coming from other mathematically interesting games (and we'll of course play lots of SET and other games!). Previous experience with SET or with mathematics is not required! We will be meeting for 6 hours per week in class. Outside-of-class work will include readings (from the book "The Joy of SET" and short mathematical readings relevant to other board games), learning and practicing other mathematically relevant board games, working on small problem sets, and as a final project designing a new game based on mathematical ideas. These final projects will be showcased in a board game night at the end of Winter Study.

Class Format: afternoons
Requirements/Evaluation: final project; small problem sets
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: preference given to students with less mathematical background
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 MWF 10:00 am - 12:00 pm PORQ 10:00 am - 12:00 pm Ralph E. Morrison

MATH 14 (W) Creative Dynamics
Crosslistings: MATH14 / CSCI14
Primary Crosslisting

Broadly defined, a dynamical system is an object whose future state can be calculated from its current state. Examples include ordinary and partial differential equations, discrete dynamics, cellular automata, billiards, spatial games, coupled/synchronized systems, agent models, evolutionary/selective dynamics, graph dynamics, Markov chains, and many more. The instructor will give a survey of such systems, and students will be free to imagine, create, and compute their own systems with an emphasis on graphical presentation of results.

Class Format: mornings
Requirements/Evaluation: grading will be based on class participation, presentation of results, and a final project
Prerequisites: solid computer programming skills in some language with good support for graphics
Enrollment Limit: 15
Enrollment Preferences: computational skills, math background, and enthusiasm; students will be asked to submit a brief description of their qualifications

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 MWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Stewart D. Johnson

MATH 15 (W) Self Care: Exploring Acupressure, Reflexology and Aromatherapy

Crosslistings: MATH15 / SPEC15

Primary Crosslisting

Learn techniques to take care of yourself and others! In this course, students will explore acupressure and reflexology through hands-on practice with partners. Modalities will first be demonstrated by the instructor, and then will be reinforced through in-class practice. The course will also cover essential oils and the chemistry behind aromatherapy, studying chemical families and their main characteristics. With this knowledge, students will create custom aromatherapy blends to address specific health issues. These blends will be made in class, and can be taken home. This class is designed to be useful to students and their loved ones, providing the student with tools to cope with life events. The focus will be on using acupressure, reflexology and aromatherapy to help with stress, anxiety, sleep, skin health, and sickness. Assigned reading and/or online videos will be required to prepare for each class. In addition, students will complete 16 hours of acupressure and reflexology practice outside of class on volunteers. These hours will be signed off on a log sheet by the volunteers. In-class assessments of techniques will also occur. Each student will prepare at least one presentation to share with the class. Adjunct Instructor Bio: Graduate studies in zoology took Jennifer Turek to the University of Otago in New Zealand, where she also attended the Lotus College of Natural Therapies. After graduating, Jennifer opened up her business, Koru Therapies first in New Zealand, then California and now in Williamstown, MA. Jennifer provides a custom holistic health experience which is a unique blend of Eastern, Western, Kiwi and American techniques that is unlike what most have experienced before.

Class Format: mornings

Requirements/Evaluation: 16 out-of-class logged practice hours are required leading up to an in-class practical assessment for the acupressure and reflexology components of the course

Extra Info: the aromatherapy portion of the class will be evaluated by a presentation to the class on a particular aspect of aromatherapy and also in-class completion of specific tasks and products

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, students will be selected based on emailing the instructor the reasons behind choosing this course; preference will be given to seniors, and also to students with immediate wellness needs

Materials/Lab Fee: $20 plus cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Jenna L. Turek

MATH 17 (W) Modern Dance - Muller Technique

This dance class will be based on the modern dance technique developed by Jennifer Muller, with whom the instructor danced professionally for 5 years in New York City and in Europe. Jennifer Muller was a soloist in the dance company of José Limon before she started her own company in 1974. She has added her own style of movement to the Limon technique, creating an expansive, free flowing dance that is wonderful to do and to watch. The class will be multi leveled and open to both men and women alike. Students will have the opportunity to choreograph a short piece either as a soloist or in small groups. Adjunct Instructor Bio: Sylvia Logan received her B.A. in Slavic Literature from Stanford University. She danced professionally with several dance companies including Jennifer Muller and the Works, a modern company based in New York City for five years.

Class Format: mornings

Requirements/Evaluation: a 1/2-page journal entry is required after each class, a 1/2-page commentary on 10-12 dance videos, attendance, and a short performance at the end of winter study

Prerequisites: none; no previous dance experience necessary
**Enrollment Limit:** 24  
**Enrollment Preferences:** discretion of the instructor  
**Materials/Lab Fee:** none  
**Attributes:** EXPE Experiential Education Courses

Winter 2019  
LEC Section: 01 Cancelled

**MATH 18 (W) Introduction to Python Programming**
Python has become one of the most commonly used programming languages in recent times, due to its flexibility, readability, and reusability. In this course, we will develop the basic tools within python. These include mathematical and string operators, if-then statements, loops, functions, modules, objects, and file operations.

**Requirements/Evaluation:** final project  
**Prerequisites:** none  
**Enrollment Limit:** 25  
**Enrollment Preferences:** seniority and major  
**Materials/Lab Fee:** none

Winter 2019  
LEC Section: 01 MWF 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Andrew Bydlon

**MATH 19 (W) Screenwriting Challenge: The Tale of an Underappreciated Musical Genius**
Crosslistings: ENGL19 / MATH19  

**Primary Crosslisting**
The goal of this course is to draft a screenplay inspired by the last twelve years (1916-1928) of the remarkable Czech composer Leos Janacek's life. Before the course begins students will listen to a wide array of Janacek's music and read a number of essays about his life. Every weekday during winter study we will immerse ourselves in brainstorming and writing, with the aim of completing a draft by the end. The workload will be intense but (I hope) extremely rewarding. I particularly encourage students with a passion for writing and classical music to apply. A writing sample (any genre) and a brief description of what drew you to the course is required.

**Class Format:** afternoons  
**Requirements/Evaluation:** final project  
**Prerequisites:** none, but students with a passion for writing and classical music are encouraged to apply  
**Enrollment Limit:** 3  
**Enrollment Preferences:** writing sample and brief application  
**Materials/Lab Fee:** $55  
**Attributes:** EXPE Experiential Education Courses

Winter 2019  
LEC Section: 01 Cancelled

**MATH 30 (W) Senior Project: Mathematics**
To be taken by candidates for honors in Mathematics other than by thesis route.

**Class Format:** honors project  
**Distributions:** (D3)
MATH 31 (W) Senior Thesis: Mathematics
To be taken by students registered for Mathematics 493-494.

Class Format: thesis
Distributions: (D3)

MATH 99 (W) Independent Study: Mathematics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D3)

MUS 10 (W) Winter Study Chamber Orchestra (WiSCO)
I will organize a classical chamber orchestra to read and perform music of assorted periods and genres. Two student conductors will lead the orchestra, each one having completed my Fall conducting class. In addition to conducting the orchestra, they will act as personnel managers and librarians. I will coach them on every aspect involved in producing a symphonic performance. Berkshire Symphony members and players in the Chamber Orchestra of Williams will make up the majority of the ensemble. The backbone of the training for the orchestra and the student conductors will involve issues of intonation, articulation, balance, bowing, dynamics, tempo, and interpretation. During rehearsals, members of the orchestra will be encouraged to offer ideas and suggestions in order to take part in the ownership of the final product. There will be a final recorded and videotaped concert at the end of Winter Study. Maximum enrollment: Strings: 12 violins, 5 violas, 4 cellos, 2 basses, and Winds: 2 flutes, 2 oboes, 2 clarinets, 2 bassoons, 2 horns, 2 trumpets, timpani.

Class Format: MWF 7:00pm-9:00pm
Requirements/Evaluation: based on attendance and preparation
Prerequisites: none
Enrollment Limit: 36
Enrollment Preferences: if overenrolled, a short audition on the scheduled repertoire will be held and adjudicated by me and the student conductors
Attributes: EXPE Experiential Education Courses

MUS 11 (W) Sound and the City: New York on Film
Countless films take place in New York City, but not all foreground the city as an active character in the plot. In this course we will seek answers to the following questions: how does the urban environment participate in a film’s story? How can a movie soundtrack create a particularly urban atmosphere? How can sound represent or subvert the urban communities represented on screen? And more broadly: what does it mean to be a New Yorker? Films such as *The Naked City* (1948), *Thoroughly Modern Millie* (1967), *Taxi Driver* (1976), *Manhattan* (1979), and *Do the Right Thing* (1989)
are wildly diverse in terms of genre, cinematography, soundtrack, and the subject positions they represent, and yet their soundscapes all forge a distinctly New York "feel." Through close viewing--and listening--we will explore how the directors, mixers, editors, and composers deployed sound to forge distinct perspectives on the urban experience. Students will be expected to attend all screenings, read reviews and secondary literature, maintain a "sound journal," and produce a ten-page final paper.

Requirements/Evaluation: "sound journal" and a 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference given to Music, Theatre, and American Studies majors, and students with prior film studies coursework

Materials/Lab Fee: none

Winter 2019

LEC Section: 01    MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm   Jacek H. Blaszkiewicz

MUS 12 (W)  writing sample and brief application

Crosslistings: MUS12 / STAT12

Secondary Crosslisting

The Sacred Harp is a tunebook, a style, a community, and a tradition. One of the most distinctly American forms of music, with a continuous tradition dating back over 150 years, shape-note music continues to be sung in amateur communities around the country-and increasingly, the world. In the reading portion of the course, we will study the history and current culture of shape-note singing. We will discuss issues of tradition and community, including shifts and tensions with respect to geographical region, religious affiliation, and race. Meanwhile, we will engage in the actual practice of shape-note singing. For those with little formal training in music, this will include a quick introduction in the basics of music, but it will also highlight unique aspects of the Sacred Harp style in comparison to Western classical music, including the four-shape system of solfège. In addition to singing in class, we will visit one of the regular weekly singings in Northampton (mandatory). For the final project, students will have the opportunity to write a paper analyzing the tradition or stylistic aspects of the music; to write one or more tunes and compare them stylistically to those found in The Sacred Harp; or to undertake a quantitative analysis of the tunebook’s music and its use in recorded singings. Assignments throughout the course will include smaller versions of these varied options, including short composition exercises and responses to the readings. Adjunct Instructor Bio: Micah Walter received his A.M. in Music from Harvard University and his B.A. in Music and Linguistics from Haverford College. He is interested particularly in non-performative forms of music, and the impact music and community have on each other. He feels strongly that all people, regardless of training, should be able to participate in music-making in a fulfilling way. An active Sacred Harp singer, he has attended all-day singings and conventions in seven states and written over thirty tunes.

Requirements/Evaluation: 10-page paper; final project; musical composition with commentary

Prerequisites: some previous singing or music-reading experience helpful

Enrollment Limit: 30

Enrollment Preferences: seniority

Materials/Lab Fee: $10 plus cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

MUS 13 (W) The Golden Age of Gospel Music

A historical look at American Black Gospel, stressing the vocal tradition of the African American Church. Vocalists and instrumentalists are encouraged to participate, but there is no required prerequisite for the course. Course will consist of historical workshops in Gospel music. Required reading People Get Ready by Robert Darden, course booklet and will require a minimum of 10-page report. Music covered will be from the mid 1800's to contemporary gospel music. Field trip will include a trip to an African American Church service (Sunday morning). Requirements for the course include a 5-page paper with creative project or performance and a field trip to church. Adjunct Instructor Bio: Legendary Bassist Avery Sharpe has performed with Jazz greats from McCoy Tyner to Dizzy Gillespie. Sharpe is a Gospel Historian and has a strong up bringing in "The Church of God in Christ."
**Requirements/Evaluation:** 5-page paper with creative project or performance and a field trip to church

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** if overenrolled, preference to seniors

**Materials/Lab Fee:** $138 plus cost of books

**Attributes:** EXPE Experiential Education Courses

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**MUS 14 (W) Classic and Contemporary Musical Theater**

Crosslistings: MUS14 / THEA14

**Primary Crosslisting**

This Winter Study will give participants an opportunity to study and perform numbers for one or more singers in great American musicals and European light operas. You have sung a solo, you have sung in chorus—now practice the exacting art of singing an ensemble on stage. The course will culminate with a performance of ensembles, solos, and duets from a variety of musical theater shows. Other ensembles from European models may also be included. Singers, actors, and pianists are all welcome to participate. The course is intended especially for singers who wish to have some stage time, and for actors who wish to work on their singing. Adjunct Instructor Bio: Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an Associate Artist in the Music Department at Williams College. He can be reached at kkibler@williams.edu.

**Class Format:** afternoons

**Requirements/Evaluation:** a student may fulfill the requirements of the course by performing challenging numbers from the great American songbook in the final class public performance

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** the instructor will communicate with those wishing to register either in person or via email

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm   Keith E. Kibler

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**MUS 15 (W) Contemporary American Songwriting**

Crosslistings: MUS15 / AMST15

**Primary Crosslisting**

This course will focus on learning how to write and perform songs in classical contemporary style. Song styles that will be addressed include pop, rock, blues, country, folk and jazz. Topics addressed will include the evolution of song structure, how to create a lyric that communicates, vocal and instrument presentation, recording and performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs in one of the above mentioned genres. These songs must be conceived during the course period (previously written material is not usable.) Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and final presentation is mandatory. Please note: this class meets every day. A short writing assignment will be passed in on the last day of class. Adjunct Instructor Bio: Bernice Lewis is the Artist Associate in Songwriting at Williams College. She is an accomplished singer, songwriter, producer and educator and has been a national touring artist for over thirty years She has performed at the Kerrville Folk Festival, PBS's Mountain Stage, and the Kennedy Center in Washington D.C.
In 2009, she was chosen by the National Park Service to be an Artist in Residence. She has released seven recordings of original songs.

Class Format: mornings

Requirements/Evaluation: final performance and a 2- to 3-page paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: students with a musical background and the ability to play and instrument may be given preference, but anyone interested is encouraged to register

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01   M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   Bernice  Lewis

MUS 16 (W)  Zimbabwean Music Collaboration

This course focuses on teaching Zimbabwean music performance. Besides introducing a selection of basic songs on mbira, marimba and voice, the course explores orchestration of such music on other instruments such as brass, woodwinds, strings and additional percussion. The course content will trace both continuity and change in music from traditional song styles into African popular music. Beside the instrumental practice of the class, we will watch on YouTube and other videos the collaborative nature of this music. The class will end with an end-of-Winter Study performance by the participants.

Class Format: mornings

Requirements/Evaluation: final performance

Prerequisites: none, but students who play other instruments are encouraged to bring them

Enrollment Limit: 12

Enrollment Preferences: students with musical background; those who play other instruments may have an advantage

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01   M 10:00 am - 11:50 am PORG 10:00 am - 11:50 am W 10:00 am - 11:50 am   Tendai  Muparutsa

MUS 25 (W)  Creative Art Projects inspired by Southern Florida Native American Indian History & Culture

This travel course will focus on creative work inspired by the history and culture of Native American Indians of Southern Florida. We will discuss the history and culture of Native Americans in the area, focusing mostly on the Calusa, their society, politics, system of government, trading customs, and religion. We will also talk about their construction of canal systems, and their architecture and engineering. Students will arrive to their own conclusion about the impact of Native Americans in our culture. They will also use their experiences during field trips, workshops, lectures, and group discussions as a source of inspiration for their creative work in one or more of the following fields: music composition, visual arts (video, photography), literature, poetry, and theater. They will create their projects individually or could form teams to create interdisciplinary works. If teamwork is selected for the creation of a project there will be a limit of one student per discipline in each team. We will visit archaeological and historical sites, Research Centers, and Museums focused in the History and Culture of Native American Indians of Southwest Florida. We will attend lectures offered by archaeologists, and will participate in the process of screening, cataloging, and analysis of samples extracted from the shell mounds of Useppa Island and Pineland at the Randell Research Center of the University of Florida. Calusa artifacts made with ceramic materials, wood carving, and painting, are recognized worldwide as remarkable examples of Native American artistic achievement. Samples of their art found during excavations in SW FL are part of exhibitions in the Historical Museums that we will visit. Students will learn about music inspired by pre columbian Native American instruments and art. We will discuss information and will visit the estuaries that sustained the world of the Calusas.

Class Format: travel

Requirements/Evaluation: 10-page paper; creative project, and travel journal

Prerequisites: none; not open to first-year students
Enrollment Limit: 7

Enrollment Preferences: priority given to students interested in creating original work in response to field trips and visits to Research Centers and Museums (musical, photography and/or video, literary, poetry, theater)

Materials/Lab Fee: cost to student $1,995

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Ileana Perez Velazquez

MUS 31 (W) Senior Thesis: Music

To be taken by students registered for Music 493-494.

Class Format: thesis

Distributions: (D1)

Winter 2019

HON Section: 01 TBA M. Jennifer Bloxam

MUS 99 (W) Independent Study: Music

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Ed Gollin

NSCI 10 (W) The Neuroscience of Learning

An interactive and collaborative exploration of what neuroscience research reveals about how the brain learns and what factors can be influenced to facilitate successful learning. Topics include the neuroscience of attention, emotion, understanding, memory, and executive functions. Emphasis will be on the neuroscience itself with opportunities for students to make connections to their own learning processes and strategies. Students will engage in collaborative research projects that will develop their use of the medical model to evaluate primary neuroscience research studies for validity. They will develop their own evaluation systems for identifying how valid research interventions and expanded opportunities for successful learning. Students will lead class discussions based on their reading of primary research. Small groups of 2-3 students will be assigned different articles on the same topic and spend time in class. Adjunct Instructor Bio: Dr. Judy Willis ’71 combined her 15 years as a board-certified practicing neurologist with ten subsequent years as a classroom teacher to develop her focus in the neuroscience of learning. Dr. Willis has written nine books and more than 100 articles, as well as giving invited presentations internationally, applying neuroscience research to potential interventions to facilitate successful learning. She has been on the adjunct faculty of the University of California Graduate School of Education, Santa Barbara.

Class Format: mornings

Requirements/Evaluation: 10-page paper; final project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: discretion of the instructor

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses
**NSCI 31 (W) Senior Thesis: Neuroscience**

To be taken by students registered for Neuroscience 493-494.

**Class Format:** thesis

**Distributions:** (D3)

**NSCI 99 (W) Independent Study: Neuroscience**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Distributions:** (D3)

**PHIL 11 (W) Spinoza’s Ethics**

Spinoza’s *Ethics* aims to prove that human happiness consists in our rationally perceiving that God is all there is, and that all there is— including you and I— is God. Yet the Christian Church immediately deemed the *Ethics* “a book which, perhaps since the beginning of the world until the present day, surpasses all others in godlessness and endeavors to do away with religion and set godlessness on the throne.” Spinoza's own Jewish community issued a writ of herem, excommunicating him for “monstrous deeds” and “abominable heresies.” In our Winter Study we will closely read Spinoza’s *Ethics* together, in order to understand how its doctrine that God is everything could be so profoundly godless. Our goal will be to view the universe from the standpoint of eternity. This may involve some monstrous deeds and abominable heresies of our own.

**Class Format:** afternoons

**Requirements/Evaluation:** journal

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** preference to Philosophy majors

**Materials/Lab Fee:** cost of books

**PHIL 12 (W) Bioethics According to The Simpsons**

Active Euthanasia? Okely Dokely! Human cloning? Don’t have a cow, man! Over the past twenty years *The Simpsons* has included a healthy dose of stinging and sometimes surprisingly illuminating critique of numerous bioethical issues. In this winter study course we will use clips and episodes from the classic animated series as a launch pad for investigating the deeper philosophical concepts and ethical questions involved in a variety of bioethical topics. Good comedy has a way of driving straight to the core of contested issues and painful circumstances, providing a point of entry for students in the class to more serious, academic material. Along the way, the course will also investigate what makes *The Simpsons'* treatment of these bioethical issues “funny”—how its satire plays on common misunderstandings, contradictions and inconsistencies in social policy and individual decisions, and
how serious issues drive the comedic effect. During the first portion of the course, the instructor will present selections from The Simpsons that take up several core bioethical issues, paired with related readings from the bioethics literature. In the second portion of the course, the students themselves will identify and present clips pertaining to bioethical issues. The final project for the course will be collaborative in nature: small groups of students will be asked to develop and pitch (to the other class members) a storyline for a Simpsons episode (or portion thereof) that centers on a bioethical topic. Classes will meet two or three afternoons each week, and students will be expected to read a substantial amount of philosophical material in preparation for these meetings. In addition, students will need to spend significant amounts of time outside of class viewing videos and developing their final projects. Evaluation will be based on class participation, one in-class presentation, and the final collaborative project.

Class Format: afternoons
Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: preference will be given to students who indicate intellectual seriousness about philosophical bioethics

Winter 2019
LEC Section: 01    M-F 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm   Julie A. Pedroni

PHIL 13 (W)  Boxing

Boxing is one of the world's oldest sports, and there are 3000 year old artistic representations of boxing from ancient Egypt. The history of boxing in the United States during the nineteenth and twentieth centuries reflects the history of the nation. Issues of class, ethnicity, race, and gender have played a central role in the sport. Stories about boxing also play a central role in the popular culture. In this course we will look at some treatments of boxing by social historians, examine some depictions of boxing in documentary and dramatic films, and watch some classic fights. We will also learn some of the fundamental skills involved in boxing. Training as a boxer will give men and women a better appreciation of the physical demands involved. Four days a week we will engage in an intensive training regimen working on basic punching technique, footwork, defense and conditioning. The workouts will involve minimal contact, but will be physically demanding. Students will need to purchase boxing gloves, handwraps, and a jump rope.

Requirements/Evaluation: evaluation will be based on attendance, participation, and a 10-page final paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: $150
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01      Cancelled

PHIL 14 (W)  Yoga and a Grounded Life

"Yoga and a Grounded Life" will examine what the practice of yoga is, and how it can serve as a foundation, guide, and inspiration for living, particularly in the face of personal or societal challenges. Alongside the physical practice of yoga, the class will investigate the philosophical and ethical teachings of yoga's ancient text, the Yoga Sutras of Patanjali. Students will learn a number of basic yoga poses and breathing techniques in 1.75-hour classes that will meet 5 days a week. In addition, students will read and discuss portions of the Yoga Sutras and several different commentaries, such as those of BKS Iyengar and Chip Hartranft. Attendance at all classes is required. Missed classes must be made up before the end of Winter Study, usually by attending a regular class at Tasha Yoga. Students will be expected to practice on their own outside of class, to journal, and to participate in class discussions of the readings. Students will submit weekly written assignments in response to prompts relating to class material. Adjunct Instructor Bio: Yoga teacher Anne O'Connor is certified in the Iyengar yoga method, which she has been practicing for 20 years. O'Connor, a freelance editor, also serves on the Williamstown Select Board and is a member of the First Congregational Church of Williamstown.

Class Format: mornings
Requirements/Evaluation: four 1- to 2-page papers and class attendance and participation
Prerequisites: no previous yoga experience required
PHIL 15 (W) Plato's Symposium and Its Afterlife

Crosslistings: CLAS15 / PHIL15 / WGSS15 / COMP15

Secondary Crosslisting

Plato's Symposium commemorates a gathering held at the home of the poet Agathon of Athens, in 416 BCE, shortly after his first victory in the tragedy contest. The attendees of Agathon's drinking party agree to dedicate their evening to delivering speeches in praise of love (eros/Eros). This dialogue has long been one of Plato's most widely appreciated works and its influence has ranged far beyond the purview of academic philosophy. We will read and analyze the dialogue itself, then turn to an eclectic array of works inspired by the Symposium to study its artistic and philosophical "afterlife."

Class Format: mornings

Requirements/Evaluation: 5-page paper and an in-class presentation of independent research

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: preference given to majors or intending majors in Classics, Comparative Literature, WGSS, or Philosophy

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01      Cancelled

PHIL 25 (W) Eye Care and Culture in the Atlantic Coast Regions of Nicaragua

We will spend around ten days in Nicaragua, chiefly in the Atlantic Coast Autonomous Regions. Almost all of the days in those regions will be spent in clinics, where students-in conjunction with optometrists who volunteer their time for the trip-will administer eye exams, write prescriptions, and distribute glasses. While in Nicaragua, the students will keep detailed journals that they will complete following their return to Williamstown. They will interact with Nicaraguans during the eye clinics, and will have opportunities for speaking with them during evenings. Students will also be required to attend organizational and training meetings and to complete a number of relevant readings prior to the trip.

Class Format: travel

Requirements/Evaluation: performance in eye clinics, journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: application essays

Materials/Lab Fee: $3,700

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01      Cancelled

PHIL 30 (W) Senior Essay: Philosophy

Philosophy senior essay.

Class Format: senior essay
PHIL 31 (W) Senior Thesis or Essay: Philosophy
To be taken by students registered for Philosophy 491 or 493-494.

Class Format: thesis
Distributions: (D2)

PHIL 99 (W) Independent Study: Philosophy
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D2)

PHLH 13 (W) Behavioral Health Prevention and Middle School Leadership Development
In this course, students will learn about behavioral health prevention and promotion, with an emphasis on the prevention of substance use disorders and the Substance Abuse & Mental Health Services Administration's (SAMHSA) Strategic Prevention Framework. Following this grounding in prevention science, students will learn about middle school leadership development and community action with a behavioral health and wellness focus, and be trained to deliver core components of the New Hampshire Teen Institute's (TI) Leaders in Prevention program for students in grades 6-8. The classroom portion of this course will prepare students to put this knowledge into practice as staff members at the January session of Leaders in Prevention, serving with other youth & adult staff members of TI to facilitate a weekend of education and networking for 50-60 middle school students from around NH and New England. Students in this course will work with teams of middle school students to help them create a student-led action plan for a school or community wellness event to be implemented in their home communities. During the first 2 weeks of the Winter Study period, students will meet on campus for approx. 15 hrs per week. The experiential portion of the course--serving as facilitators at the Leaders in Prevention weekend--will be an overnight trip from Thurs. 1/17 to Sun 1/20 to a conference center in Greenfield, NH. (Lodging & food will be provided to students free of charge while at the camp.) This trip is mandatory for the course, and involves working with middle school youth for 3 very full days. Students will meet once again during the final week of Winter Study to debrief and process their facilitation experiences. Academic work will be primarily contained to the classroom time of the first two weeks. A culminating 10-page reflection paper to demonstrate a synthesis of students’ classroom and practical learning will be the only sizeable out-of-class work. Adjunct Instructor Bio: Marissa is the Executive Director of the NH Teen Institute and a trainer for multiple workshops developed by SAMHSA’s CAPT and ATTC systems. She is the Secretary of the Prevention Certification Board of NH and the NH Prevention delegate to the IC&RC, and serves on the NH Governor’s Commission Prevention Task Force. Outside of prevention work, she is Assoc. Artistic Dir. of Mill City Productions in North Adams, MA.

Class Format: afternoons
Requirements/Evaluation: 10-page reflection paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: lottery
Materials/Lab Fee: $45
Attributes: EXPE Experiential Education Courses
PHLH 14 (W) Epidemiology, Public Health, and Leadership in the Health Professions

Secondary Crosslisting

More and more, decisions in the health professions are being made on evidence from the medical literature rather than solely from the "experience" of the physician or other health practitioner. What kinds of questions (hypotheses) are being asked, and how are they answered, and answered reliably? How does a conscientious health professional keep up with this evidence and evaluate it both critically and efficiently? After a brief introduction to the history of epidemiology, the class will study a selection of "unknown" historic epidemics, and contemporary data sets in small groups, and present their conclusions in class. The remainder of roughly the middle third or so of the class will explore systematically the approaches and research designs epidemiologists use to answer, among others, questions of treatment effectiveness, preventive strategies, and to study cause and effect, e.g., is this exposure reliably related to an outcome of interest. And finally, how does one decide whether that relationship might be a causal one, and therefore actionable. The various research design applications will be illustrated by appropriate historic--some from the "canon" of the public health and clinical literature--or by more current papers. Although the first two weeks of this ambitious course is more about design issues than one of current topics in public health, about week 3--through lecture and perhaps student presentations--will apply the methodological "tool kit" to major current athletic health issues, e.g., athletic concussions and their short and long-term effects. The last week of the course the class will operate as a Journal Club, with individual and/or groups of students responsible for presenting and critiquing the design, conduct and analysis of a paper(s) concerning a current issue. These presentations may also look at athletic health issues. This WS course is designed to be a serious academic experience, with the rigor of a regular course. Adjunct Instructor Bio: Dr. Wright is a medical epidemiologist who first worked with maternal and child health and family planning programs in Alabama and Georgia. Later, after training as an EIS officer at the CDC, he was a resident consultant to both the Sri Lankan and Thai Ministries of Public Health. Still later, he was a faculty member in the Robert Wood Johnson Medical School, in New Jersey.

Class Format: at least three times a week for a total of 6 hours
Requirements/Evaluation: 10-page paper, final project
Prerequisites: course in Biostat helpful, but not required
Enrollment Limit: 18
Department Notes: all interested students will be interviewed by the instructor
Materials/Lab Fee: Cost of books

PHLH 15 (W) The Human Side of Medicine

In today's health care atmosphere of physician accountability, advanced medical technology, and evidence-based diagnosis, the "human side" of medical practice is often minimized or even disregarded. Medical schools debate how or whether to emphasize this more interpersonal aspect of medicine within their curriculums. This concern with the patient/physician relationship becomes particularly relevant with today's reliance upon personal devices and with a culture promoting medicine as a big business model. Increasingly research shows that the combination of both perspectives--patient centered understanding and technical proficiency--lead to better diagnosis and treatment; to improved patient compliance and satisfaction; and to increased physician professional satisfaction. Original thinking, examining personal/family experiences, in-class skill practice, and skype interviews with patients/student/health care professionals will provide much of the learning experience. This seminar works well for those who have shadowed physicians or are planning to shadow, but all majors are welcome. Adjunct Instructor Bio: Sandra Goodbody is a clinical social worker. She has maintained a psychotherapy practice in D.C., has a clinical appointment at The George Washington School of Medicine, and has served as a senior project director at the National Academy of Medicine.

Class Format: TWR, 10 a.m.-noon
Requirements/Evaluation: final project plus three 2-page papers
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: class balance and student interest
PHLH 16 (W)  Addiction Studies and Diagnostics
This course is designed to assist students while at Williams and after graduation develop an effective understanding of the impact and treatment of addiction. It is designed for students planning to continue on to Med School and graduate work in the Humanities; work in public health; are a part of a family; a friend of an addict or those impacted by addiction; or to be an educated citizen. Students will be familiarized with the DSM-5, the text used to diagnose mental illness in the US. Speakers will tell their stories in their journey from addiction to recovery as well as their experience working as therapists. Students will be expected to accurately diagnose the speakers according to the criteria in the DSM-5. Finally, an annotated bibliography and oral presentation will be presented in groups at the end of the course. 
Adjunct Instructor Bio: Mr. Berger has been teaching this course at Williams since 2010. He has advanced degrees from Springfield College and the Hazelden Graduate School of Addiction Studies, 30 years of recovery from addiction, and a decade of experience in community mental health and clinics.

Class Format: 7-9:30 PM, two evenings each week

Requirements/Evaluation: class participation, field experience of 12-step and other mutual aid recovery groups, experience with initial assessments for substance use disorders, initial experience with formal criteria for SUD diagnosis

Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: by graduating class and then by instructor permission

Winter 2019
LEC Section: 01    MW 7:00 pm - 9:30 pm PORG 7:00 pm - 9:30 pm   K. Richard Berger

PHLH 18 (W) "The Transformation of Silence": Exploring Campus Sexual Violence Prevention and Response
Crosslistings: PHLH18 / WGSS18

Secondary Crosslisting
Since 2011, student activism and federal guidance of dramatically changed how campuses address sexual violence. This class will explore response to and prevention of sexual violence on college campuses and more broadly, across topics related to gender and sexuality, race, constructs of accountability, and public health and social justice approaches to prevention. Class will be heavily comprised of interactive activities, along with reading, films, and reflective writing. Course will meet 3 days per week for 2 hours. Some outside of class work in the form of film viewing and attendance at talks. Adjunct Instructor Bio: Meg Bossong '05 is the Director of Sexual Assault Prevention and Response. Prior to returning to Williams, she was the Manager of Community Engagement for the Boston Area Rape Crisis Center, where she worked with community stakeholders in education, faith communities, medical and mental health care, law enforcement, and beyond on response and prevention initiatives.

Requirements/Evaluation: a 10-page final paper, along with Glo reflections

Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: submission of a few sentence description indicating interest level in the course, preference to first years and sophomores

Materials/Lab Fee: none

Winter 2019
LEC Section: 01    MW 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Meg Bossong

PHLH 25 (W) Public Health, Education, and Community Action in Rural India
This course will explore access to and reliance on public health services, NGOs, and education in a rural Indian social context. As one of the fastest growing and most populated countries in the world, India has the potential to have an enormous global impact. However, the country's future in entirely
dependent upon the health of its population, specifically its most vulnerable--and most vital--members: women and children. To understand how public health and education policy can be formed and changed to address inequity and sociocultural biases, students will learn about the context of India and how local, national, and global actors currently interact with social systems. The course will begin with an orientation and introductory lectures in New Delhi. Then students will travel to rural Uttar Pradesh (UP) for 10 days for seminars with local experts and field trips to community health centers, schools, and villages. Following their trip to UP, students will travel to Rajasthan to meet NGO workers in Jaipur. The course will include an introduction to fieldwork methods and an interview project on a topic chosen by the student addressing development in India. This course will be run in partnership with the Foundation for Public Health, Education, and Development (http://fphed.org/). A UP-based organization with its own campus, FPHED's board collectively has decades of experience hosting study abroad programs, including biannual semester-long programs with the School for International Training. FPHED will assist in making all accommodations and travel arrangements, as well as making local connections with experts and translators for students. Adjunct Instructor Bio: Ms. Curtis graduated from Williams College in Spring of 2017 with a degree in Women's, Gender, and Sexuality Studies and a Concentration in Public Health. With the support of a Fulbright-Nehru student researcher fellowship, she is currently conducting community-based participatory research with FPHED on reproductive health programs in rural UP. She has spent a cumulative 11 months to-date studying and researching reproductive health in rural India.

Class Format: travel

Requirements/Evaluation: 5-page paper 2- to 3-page paper Other: Students will be required to keep a private daily journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: none; not open to first-year students

Materials/Lab Fee: $2800, which includes all transportation, lodging, meals, lectures, and research materials

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01  TBA  Elizabeth F. Curtis

PHLH 99 (W)  Independent Study: Public Health

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Winter 2019

IND Section: 01  TBA  Tara E. Watson

PHYS 12 (W)  Drawing as a Learnable Skill

Representational drawing is not merely a gift of birth, but a learnable skill. If you wanted to draw, but have never had the time to learn; or you enjoy drawing and wish to deepen your understanding and abilities, then this course is for you. This intensive course utilizes traditional drawing exercises to teach representational drawing. By using simple techniques and extensive exercises you will develop your ability to accurately see and realistically represent the physical world. You will learn to draw a convincing portrait, interior, and still life. This course is designed to develop your powers of observation and teach creative problem solving abilities. Students need no previous artistic experience, just the willingness and desire to learn. Students will be expected to attend and participate in all sessions. They will also be required to keep a sketchbook recording their progress and complete a final project. Adjunct Instructor Bio: Stella Ehrich is a professional painter whose work includes portraits, landscapes and still life subjects. She studied for seven years at Studio Simi in Florence, she holds an MFA in painting from Bennington College and a BFA from the Memphis Academy of Art.

Class Format: mornings

Requirements/Evaluation: evaluation will be based on participation, effort, and development; final project required

Prerequisites: none

Enrollment Limit: 16
Enrollment Preferences: if overenrolled, selection will be based on seniority
Materials/Lab Fee: none
Distributions: (D3)

Winter 2019
LEC Section: 01    TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm  Stella   Ehrich

PHYS 13 (W)  Electronics
Electronic circuits and instruments are indispensable parts of modern laboratory work throughout the sciences. This course will cover the basics of analog circuits, including transistors and operational amplifiers, and will briefly introduce digital circuits and the Arduino, a microcontroller. Class will meet four afternoons a week for a mixture of lab and lecture, providing ample opportunity for hands-on experience. Students will build and test a variety of circuits chosen to illustrate the kinds of electronic devices and design problems a scientist is apt to encounter. In the last week, students will design and build a final project, or will write a 10-page paper. If students have prior experience with electronics, they should contact the instructor prior to enrollment.  Adjunct Instructor Bio: Daniel Maser is a postdoctoral research fellow in the Department of Physics, working with Professor Tiku Majumder in his atomic physics research laboratory.  Adjunct Co-Instructor Bio: Jason Mativi is the electro-mechanical technician in the Bronfman Science Center. He will teach the digital electronics portion of the course.

Class Format: afternoons
Requirements/Evaluation: 10-page paper; final project
Prerequisites: MATH 130, equivalent calculus, or permission from instructor; no prior experience with electronic circuits is assumed
Enrollment Limit: 14
Enrollment Preferences: priority given to seniors first, first-years last
Materials/Lab Fee: $100
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    Cancelled

PHYS 15 (W)  Cooking for the Real World
Crosslistings: PHYS15 / SPEC13

Primary Crosslisting
The course assumes you know nothing about cooking, and, with that in mind, will focus on the basics. The course will teach you how to prepare simple, healthy, and delicious food. You’ll learn about basic knife skills, sanitary kitchen practices, cooking equipment and menu planning. Some of the foods you will learn to make during the course of winter study will include Mac ‘n Cheese, quick breads, soups and salads, pie crusts and cookies. Time permitting, we may take a field trip to a local farm. You will also get to meet with some local chefs to help you understand why everything we do revolves around food. The reading list will include: Kitchen Confidential, by Anthony Bourdain, The Flavor Bible: The Essential Guide to Culinary Creativity, Based on the Wisdom of America’s Most Imaginative Chefs, by Karen Page and Andrew Dornenburg, and one of the basics cookbook.

Class Format: MWF 3-5:30pm
Requirements/Evaluation: daily journal and a final cooking demonstration
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: limited to juniors and seniors but would like an email from the students applying on what food means to them
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    MWR 4:00 pm - 6:30 pm PORG 4:00 pm - 6:30 pm  CJ   Hazell
PHYS 16 (W)  The Way Things Work
How does a motor run? What do chocolate and steel have in common? How does Williams heat and power the campus? Can paper be washed? What's inside everyday appliances? How do you build a speaker? From simple machines to complex processes, in this course we'll explore the way things work! Class will meet three afternoons a week for a mixture of lecture, discussion, local field trips, and lots of hands-on exploration. Homework will primarily consist of readings and exercises relevant to the current class topics and extra tinkering. In the last part of the course, students will have a chance to explore the functioning of some process, object, or technology of their choice.

Class Format: afternoons

Requirements/Evaluation: either building a final project with a short writeup or writing a 10-page paper, and a presentation to the class

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: by seniority

Materials/Lab Fee: $40 plus cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  MTR 12:30 pm - 3:30 pm  PORG 12:30 pm - 3:30 pm  Katharine E. Jensen

PHYS 22 (W)  Research Participation
Several members of the department will have student projects available dealing with their own research or that of current senior thesis students. Approximately 35 hours per week of study and actual research participation will be expected from each student.

Class Format: to be arranged with instructor

Requirements/Evaluation: students will be required to keep a notebook and write a 5-page paper summarizing their work

Prerequisites: permission of instructor

Enrollment Limit: 1-2

Enrollment Preferences: permission of instructor

Materials/Lab Fee: none

Distributions: (D3)

Winter 2019
LEC Section: 01  MTR 12:30 pm - 3:30 pm  Frederick W. Strauch

PHYS 31 (W)  Senior Research: Physics
To be taken by students registered for Physics 493, 494.

Class Format: thesis

Distributions: (D3)

Winter 2019
HON Section: 01  TBA  Frederick W. Strauch
HON Section: 02  TBA  David R. Tucker-Smith

PHYS 99 (W)  Independent Study: Physics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is
approved prior to the Winter Study registration period.

**Class Format:** independent study

**Distributions:** (D3)

Winter 2019

IND Section: 01    TBA    Frederick W. Strauch

**POEC 22 (W) Volunteer Income Tax Assistance**

**Crosslistings:** ECON22 / POEC22

**Secondary Crosslisting**

This experiential course provides students the opportunity to explore public policy through training and work as volunteer income tax preparers for low income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10 page analytic essay or serving as tax preparers for local clients of the Berkshire Community Action Council. The course will also offer an overview of the U.S. income tax, and the role of the tax system in overall U.S. social policy, especially policy towards lower-income households. Coursework will consist of a series of classes and open lab sessions coordinated with the self-paced IRS "Link and Learn" online tax preparer training program. Class time will be spent discussing policy and program context as well as working through the online training program. A poverty simulation and follow up Q&A session featuring guests from local social service organizations will help orient students to the issues facing low-income families in the northern Berkshires.

**Class Format:** afternoons

**Requirements/Evaluation:** 10-page paper; complete IRS certification to assist in tax preparation; volunteer work

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** written statement of interest

**Materials/Lab Fee:** $15

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    M-F 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm    William M. Gentry, Paula M. Consolini

**POEC 31 (W) Honors Thesis: Political Economy**

To be taken by students registered for Political Economy 493.

**Class Format:** thesis

**Distributions:** (D2)

Winter 2019

HON Section: 01    TBA    Sara LaLumia

**POEC 99 (W) Independent Study: Political Economy**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Distributions:** (D2)

Winter 2019
**PSCI 11 (W) Editorial Cartooning and the Art of Propaganda**

Crosslistings: ARTH11 / PSCI11

Secondary Crosslisting

This hands-on course, taught jointly by a nationally syndicated editorial cartoonist, Chan Lowe, and a former member of the Art Department faculty, E. J. Johnson, introduces students to the "Ungentlemanly Art" of cartooning through discussions and an emphasis on the creation of their own work. It is not an art course as much as an exercise in disciplining the mind to distill abstract concepts and opinions into visual and verbal symbols that can be clearly, economically and persuasively communicated to the reader. Previous drawing experience is NOT a prerequisite, nor even an advantage. Non-art majors are particularly encouraged to enroll. The basics of perspective, proportion, and shading will be covered as needed to provide all students with the necessary skills to express themselves. Much more important are an inquisitive mind, a healthy interest in the current national discourse, a willingness to enter into spirited classroom discussion, and an appreciation of satire. The fact that the course will meet during the second month of a newly elected Congress means that there will be plenty of material ripe for cartooning. Class assignments will be critiqued in a non-threatening atmosphere. Lowe, who will be continuously producing daily cartoons, will also present his own work for criticism. Class meetings, at least two hours per meeting three days a week, will alternate between the studio experience and lectures, given by Johnson, that will acquaint students with aspects of the history of caricature, cartooning and art with a propagandistic or overtly political purpose. The lectures will provide students with knowledge they may use in producing their cartoon assignments. The success of this course depends on the commitment and motivation of all participants. Course requirements include the drawing of several editorial cartoons per week, daily reading and viewing of news media. Adjunct Instructor Bio: Chan Lowe has been an editorial cartoonist and opinion writer since graduating from Williams in 1975. He has worked for newspapers in Oklahoma, Florida and is now a member of the editorial board of *The Berkshire Eagle*. His drawing and writing work have won many journalism awards, and is nationally and internationally syndicated by Tribune Content Agency. Co-Instructor: E.J. Johnson, Amos Lawrence Professor of Art, Emeritus

**Class Format:** afternoons

**Requirements/Evaluation:** editorial cartoons to be produced for each class meeting for evaluation by the class; final cartoons to be published in *The Williams Record*

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference will be given to non-art majors

**Materials/Lab Fee:** $50

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

**PSCI 12 (W) First Amendment Law and Policy**

The Constitution is a covenant among the people, the states and government of the United States that substantially defines the unique American experiment and experience. First numerically, and in importance to many Americans, is the Constitution's guarantee of free thought and expression, encompassing the First Amendment's freedoms of speech, press, assembly, petition and religion. Over time the Supreme Court of the United States ("SCOTUS") and the "inferior" federal courts and state courts have given the First Amendment special and exalted status, ruling it contains "preferred freedoms" that are the "matrix, the indispensable condition of nearly every other form of freedom," and the mechanisms Americans employ to "form a more perfect union" through democratic processes. The course will provide students an intensive examination of First Amendment law and policy, with substantially more time and attention devoted to these rights than possible in a survey civil liberties or constitutional law course. We will examine the most important First Amendment decisions and influential concurring and dissenting opinions dealing with government action purportedly infringing a First Amendment right. We will also examine how free expression fares in and shapes American society at large. A private employer's, college's or other institution's restriction of expression may not violate the First because it is not government action, but the First and its judicial interpretation affects the discussion and resolution of non-government conflicts involving speech, political activity and religious exercise. The course will explore the rationale and implications of permitting and fostering or limiting certain categories of free expression or in specific contexts (libel–obscenity–"fighting words"–hate speech–depictions of violence and cruelty–child pornography–and others) and in various settings, public and private, involving and
outside government. The course will be offered at a time when First Amendment rights are being challenged, especially press freedoms and free speech on college campuses, including Williams’. With the press held in historically low esteem by the public and under attack from the current federal administration the course will incorporate lessons and discussions involving these matters. Some portion of each class will be devoted to current free expression issues in America, in its local communities and on the Williams’ and other college campuses. Students will be assigned to identify, research and lead discussions of such issues. The course requires reading (https://docs.google.com/document/d/1puCX7gqZ8RiH3Km2tVCIZU0ELE7JS8RQaWmd5KTg84k/edit?usp=sharing), class participation and writing. Class participation will be important because the course will be taught Socratically (as most law school classes are with the teacher asking and students answering questions -- and many in the other direction). There will be an optional SCOTUS simulated oral argument at the end of the winter study. Adjunct Instructor Bio: Lloyd Constantine '69 has argued many constitutional law cases in SCOTUS and “inferior” federal courts. He has taught law school (Fordham) and both civil liberties and first amendment law and policy to undergraduates (SUNY).

Class Format: afternoons - On the first day of class (1/3/2019) I will discuss with the students how to alter the schedule to meet certain days for only 1 hour 50 minutes and/or simply not hold class certain agreed upon days.

Requirements/Evaluation: 10-page paper
Prerequisites: none, but if oversubscribed priority will be given to students who have taken constitutional law
Enrollment Limit: 25
Enrollment Preferences: students who have a background in or have taken constitutional law or civil liberties will be given priority
Materials/Lab Fee: $123 plus cost of books

Winter 2019
LEC Section: 01    TWRF 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm   Lloyd E Constantine

PSCI 13 (W) The Art of War
This course will examine the meaning and uses of the classical Chinese text, The Art of War, by Sunzi. Students will consider Sunzi's insights both in the context of ancient Chinese philosophy and in terms of their contemporary relevance. The first half of the course will concentrate on placing Sunzi in historical and philosophical context; the second half will examine how The Art of War has been used in a variety of modern fields.

Class Format: mornings
Requirements/Evaluation: 10-page paper; mandatory class attendance and participation
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: students with background in Chinese studies will have a preference; after that, seniority
Materials/Lab Fee: $10 plus cost of books
Distributions: (D2)

Winter 2019
LEC Section: 01    TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   George T. Crane

PSCI 14 (W) The CIA and the Politics of Intelligence
Crosslistings: LEAD14 / PSCI14

Primary Crosslisting
This course will trace the evolution of CIA from an organization largely focused, in its early days, on coups and regime change under the Dulles brothers, to its present role in the war on terror and beyond. Students will consider how intelligence is and ought to be gathered, and the political issues that emerge from those activities. Some of the Agency’s signal successes and failures will be examined, and some of its directors will be evaluated. The fluctuating relationship between CIA and the FBI will also be discussed. Stress will be placed on the personal experiences of those who have served in the Agency. Adjunct Instructor Bio: Donald Gregg ’51 served in CIA from 1951-82, worked in the White House from 1979-89, and was US Ambassador to South Korea from 1989-93. He is now chairman emeritus of The Korea Society. 1980-89, taught a second-year graduate level course at the Master of Science in Foreign Service Program of Georgetown University. He is now chairman of the Pacific Century Institute in Los Angeles.
**Class Format:** afternoons

**Requirements/Evaluation:** evaluation will include class attendance and participation, and a short, 3- to 4-page retrospective paper on the course and its content

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference to PSCI and LEAD students

**Materials/Lab Fee:** cost of book ($25)

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Winter 2019

LEC Section: 01    TWRF 1:00 pm - 3:50 pm PORG 1:00 pm - 2:50 pm    Donald P. Gregg

**PSCI 15 (W)  Barack Obama: A First Draft of Presidential History**

Crosslistings: LEAD15 / PSCI15

**Secondary Crosslisting**

Barack Obama's election in 2008 seemed to many Americans to mark the dawn of a new era in American history. Eight tumultuous years later, he left office with a significant record of achievement—and his political opponents in control of the White House, Congress, and most of the states. This course will undertake a preliminary historical assessment of the Obama presidency. Looking at foreign policy and domestic issues (including economic policy, health care, immigration, and LGBTQ rights), we will examine Obama's leadership style and its relation to the structure of American politics in the early 21st century; the sources of his achievements and disappointments; and his enduring significance for American politics and history. Students will read and view primary sources as well as works of journalism and scholarly analysis, which we will discuss in seminar-style class meetings. Halfway through the course, students will propose an essay on some important aspect of Obama's presidency; the final assignment will be the essay itself.

**Class Format:** afternoons

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** one course in American politics, Leadership Studies, and/or 20th century American history

**Enrollment Limit:** 19

**Enrollment Preferences:** preference will be given to LEAD concentrators and PSCI majors

**Materials/Lab Fee:** $12 plus cost of books

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Winter 2019

LEC Section: 01    Cancelled

**PSCI 16 (W)  The Martial Art of Politics--Aikido, Gandhi, and King**

"The techniques of Aikido are intended as tools for us to use in examining the nature of power, to engage in uncompromising self-scrutiny, and to realize our potential as powerful, compassionate, creative, self-aware human beings."—Mary Heiny Sensei Aikido is a Japanese martial tradition that combines the samurai arts of swordwork and grappling with the philosophical desire to forge a path of harmony in the face of determined opposition. As such, it addresses situations of conflict that manifest themselves physically, but also offers insight into how to redirect the energies—social, psychological, or political—that might otherwise become conflict in one or another aspect of our lives. As a martial art, Aikido teaches us more than simply how to survive; it also teaches us how to physically express our noblest intentions in movements that protect not only ourselves but the attacker as well. Martin Luther King famously observed that "Returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars." Aikido, a physical expression of nonviolence, is the alternative approach made manifest—the light that can drive out darkness and the love that can drive out hate. The physical training (10 am-noon each weekday morning in Currier Ballroom) will improve each student's strength, balance, posture, and flexibility. Everyone will also learn how to throw friends twice their size across the room. About 25% of training time will be devoted to sword, staff, and dagger techniques. The academic component of the course will engage with how the physical training resonates with selected writings on nonviolence (Mohandas Gandhi, Martin Luther King Jr., and theoretician Gene Sharp) and the tactical practices of successful nonviolent protest campaigns. Each student will research and profile a successful nonviolent campaign, explain why it worked, explain what was "aikido" about it, and in small groups will pick a target and draft a plan for a contemporary protest campaign on a topic of their choosing. Each group will be responsible for crafting speech text, a tactical analysis of their proposed campaign, and a social media plan. Actually implementing the campaign is not a part of the course. By integrating physical and intellectual components, the course seeks to forge in each student a stronger and
more coherent perspective on how the pursuit and embodiment of harmony can resolve the conflicts that we so often encounter. Joining us for several sessions will be local scholar Stewart Burns, author of the award-winning MLK biography *To the Mountaintop*. Additional relevant experiences, such as meditation practice, outdoor misogi, and feature films (Gandhi, Selma, etc.) will be woven into the course as schedules permit. Students do not have to be especially athletic, and in Aikido women train as equals with men. Students are encouraged to correspond with the instructor (rkent-at-williams.edu) before registration begins if they have questions. Adjunct Instructor Bio: Robert Kent ’84 spent 3 years in Kyoto, Japan earning his Sho Dan (first degree black belt), directly after majoring in both Philosophy and Religion at Williams. He currently holds a Yon Dan rank (Fourth degree black belt), having studied for 21 years at Aikido West in Redwood City under Frank Doran Shihan, where he helped run the youth program for 18 years. He is currently President of Aiki Extensions, Inc, a nonprofit that supports programs that bring the strategic insights and practical wisdom of Aikido into non-traditional settings. He earned a Masters degree in Philosophy at Claremont Graduate School in 1993, writing his thesis on the Ethics of Authenticity. This will be the twelfth year he’s offered a Winter Study class.

**Class Format:** daily, 10 am-noon for aikido training, + 2 times a week for academic discussions, typically over lunch

**Requirements/Evaluation:** quality of participation in both physical and intellectual course components (historical analysis, class discussions, final project)

**Prerequisites:** same physician’s approval on file as the school requires to participate on sports teams

**Enrollment Limit:** 20

**Enrollment Preferences:** if overenrolled, selection will be based on a questionnaire

**Materials/Lab Fee:** $175

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    M-F 10:00 am - 12:00 pm M-F 1:00 pm - 2:50 pm PORG 10:00 am - 12:00 pm Robert H. Kent

**PSCI 17 (W) The Third World City**

Crosslistings: GBST17 / PSCI17

**Primary Crosslisting**

In 2007, the world became majority urban. But most of these urbanites live not in places like New York or Tokyo but rather in places like Lagos or Mumbai, dwelling in shantytowns and working in petty commerce. Their cities’ path of urbanization diverges from the “normal” one accompanying industrialization in the West and in East Asia. About this phenomenon, arguably the most important social fact in today’s world, observers have adopted wildly divergent normative and theoretical stances, from the romantically optimistic to the apocalyptic. We read a few of these, including Mike Davis, Rem Koolhaas, Hernando De Soto, and Robert Neuwirth, and watch some films and videos on the subject.

**Class Format:** mornings

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference to PSCI majors and GBST concentrators

**Materials/Lab Fee:** $10 plus cost of books

Winter 2019

LEC Section: 01    MTR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   James E. Mahon

**PSCI 18 (W) Girl Meets World: Films from 5 Continents**

Crosslistings: WGSS17 / PSCI18

**Primary Crosslisting**

This course brings together a selection of films that challenge the narrative of girl-meets-boy as the privileged formula for representing the growth and development of young women around the world. Sometimes girl does meet boy, but the challenge that these films put to us is to re-imagine the path to womanhood as mediated by other factors as well: girls’ own curiosity and ambition, their resourcefulness in the face of poverty and exploitation, resistance against being gendered in conventional ways, their friendships and romantic ties with one another, and their many creative ways of defining
how one becomes a woman. To support our analysis of the films, we will also consider how some transnational feminist movements have responded to the challenges and creative energies of girlhood. Special attention will be given to the difficulty of securing girls' rights through international conventions that implicitly treat all children (ages 0-18) as male, and all women as adults. Films and film-makers will likely be selected from the following countries: Korea, India, Great Britain, Belgium, Senegal, France, Australia, Colombia, Argentina, and the United States. Readings to be completed outside of class time include children's books, young adult fiction, and international human rights documents.

Class Format: afternoons

Requirements/Evaluation: active class participation and either 3 policy memos (3-4 pages each) or one 10-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to Political Science and WGSS majors

Materials/Lab Fee: cost of books

Winter 2019
LEC Section: 01 MTW 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Nimu Njoya

PSCI 19 (W) Law as a Tool for Social Justice

The law may be deployed to achieve social justice in different ways: through the courts, legislation, and the ballot. While we will see the law work positively, we also will examine its limitations and failures due to societal, economic and human obstacles. We will read 2 books in full and 2 in part, all of which relate compelling stories. We begin with *Devil in the Grove* (winner, 2013 Pulitzer for non-fiction), which is about a 1949 Florida rape case involving 3 black men who are defended against the charge of raping a white woman by Thurgood Marshall, at risk to his life. While we encounter the brutal obstacles to obtaining justice in the deep South, the book also is in part a mini-biography of Marshall, and we will read about the great victories he achieved nationally in Supreme Ct. cases involving voting, housing and education. Next is *Gideon's Trumpet*, a classic in the field of constitutional law by Anthony Lewis about winning the right of a pauper to be provided with a lawyer in state felony cases. The book elegantly describes the structure of our Federal system, delineating the tension between the rights reserved to the states in the area of criminal law, and the protection provided to individuals by the Bill of Rights. The third book is *Winning Marriage* by Marc Solomon. It narrates the incredibly successful effort by the LGBT community to win for same-sex couples the right to marry, focusing on gritty political battles at the state level, moving to landfall Supreme Ct. decisions. We will read the penultimate Obergfell decision. The last book is Jonathan Harr's *A Civil Action* (winner, 1996 Nat'l Book Critics Circle Award for non-fiction). The issue is environmental justice and the case is a lawsuit between private litigants: Woburn MA residents who suffered leukemia and other illnesses arising out of toxic chemicals dumped by two large corporations. A David, a very small law firm, takes on Goliath, two giant companies and their huge law firms. Adjunct Instructor Bio: Richard Pollet graduated from Williams in 1969 cum laude, with Honors in Poli Sci, and thereafter obtained a law degree from Columbia Law School. He spent 40 years practicing law, the last 26 as General Counsel of J. Walter Thompson Company (JWT), retiring in 2013. Subsequently, he has done some consulting for WPP, JWT's parent company, and last taught this Winter Study course in Jan. 2018.

Class Format: mornings

Requirements/Evaluation: 10 page paper

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: seniors first, then juniors, sophomores and first-years

Materials/Lab Fee: approximately $70 for books

Winter 2019
LEC Section: 01 MWF 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Richard Pollet

PSCI 20 (W) The Personal is Political: A Nonfiction Writing Workshop

Since St. Augustine's *Confessions*, great political thinkers have crafted personal stories as evidence of and witness to their own political times. Frederick Douglass and Harriet Jacobs told their stories to further the abolitionist movement. W.E.B. DuBois, James Baldwin, and Simone de Beauvoir ushered us through the turbulent 20th century showing how the personal is political, and the political, personal. Today, Ta-Nehisi Coates, Suki Kim, Maggie Nelson, and Claudia Rankine, among others, show us how well-crafted personal stories can bring important political ideas to the forefront of
our collective imagination. Anticipating criticism of the form, Beauvoir wrote in the preface to her 1961 autobiography that "if any individual...reveals himself honestly, everyone, more or less, becomes involved. It is impossible for him to shed light on his own life without at some point illuminating the lives of others." In this workshop, you will do just that, crafting a nonfiction project--memoir, personal essay, or a hybrid form--the final draft of which will determine half of your grade. We'll meet for six hours each week, splitting our time between discussions of the published work we're reading and a workshop-setting discussion of the work you're producing. Your engagement with this class will occupy significantly more time outside of the classroom--roughly twenty hours a week--during which you'll be engaged in the writing process and reading for class. Readings for the course will be selected from: Baldwin, James. "Notes of a Native Son" Biss, Eula. Selections from Notes from No Man's Land Coates, Ta-Nehisi. Selections from Between the World and Me Hurston, Zora Neale. How It Feels to be Colored Me Khan-Cullors, Patrisse and Asha Bandele. Selections from When They Call You a Terrorist: A Black Lives Matter Memoir Nelson, Maggie. Selections from The Argonauts Rankine, Claudia. Selections from Citizen Smarch, Sarah. "Poor Teeth" and others Adjunct Instructor Bio: Julia Munemo holds her MFA in creative nonfiction and has completed a memoir about race, love, mental illness, and her father--a writer of racially charged pulp fiction. Her manuscript explores how her legacy conflicts with her present-day life as one half of an interracial marriage and the mother of mixed-race children. She teaches writing workshops in Williamstown and Maine.

Class Format: mornings

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: email explaining reasons for interest in the course to juliamunemo@gmail.com

Materials/Lab Fee: cost of books

Winter 2019
LEC Section: 01    TF 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Julia M. Munemo

PSCI 21 (W) Fieldwork in Public Affairs and Private Non-Profits

This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Students may find placements in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors will work with each student to arrange a placement; such arrangements must be made in advance of the Winter Term. Students should first make their own contracts with an institution or agency. The instructors and members of the Political Science Department are available to help students find placements, if necessary. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed. During the session, students are responsible for keeping a journal of their experiences and observations. Additionally, students write final papers summarizing and reflecting upon the experience in light of assigned readings. A group meeting of all students will occur before winter study to prepare and after to discuss the experience.

Class Format: Meeting prior to start of winter study and again after conclusion

Requirements/Evaluation: 10-page paper; 90 hours of fieldwork; satisfactory evaluation from the institutional sponsor; daily journal; participation in final meeting

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: selection will be based on a resume and letter of interest; at the time of preregistration interested students should send a resume and letter of interest to Paula Consolini (pconsolini@williams.edu)

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    TBA     Nicole E. Mellow,  Paula M. Consolini
PSCI 22 (W) Learning Intervention for Teens
This course pairs energetic Williams students with adolescents involved in the juvenile court system of Berkshire County. Judges assign teenagers (ages 13-17) to this program, an official Commonwealth of Massachusetts probation program. Our goal is to empower the teenagers through positive peer mentorship and by allowing them to take ownership of an independent project. Each Williams student helps a teen investigate, develop a final project, and present about a topic of the teen’s choosing. The project and other program activities aim to cultivate initiative, creativity, focus, and skills in areas such as goal-setting and communication, which the teenagers can transfer to their school, work, and home lives. The course ends with a presentation in which each adolescent/Williams student pair formally presents its work to an audience that includes the Berkshire County Juvenile Court judges and probation officers, town and city chiefs of police, County District Attorney and assistant DAs, the teens’ peers and families, Williams faculty and community members. Williams students develop experience serving in an official capacity, learn to mentor teenagers, and gain insight into the juvenile justice system. Williams students are expected to attend trainings, meet with their teens three times a week, co-give a final presentation, and keep a weekly journal detailing their meetings. This is a student-led course, sponsored by Chief Wynn and Professor Shanks but entirely run by trained Williams students who have served as mentors in the past. In order to enroll in the course, all students must write a paragraph explaining why they believe they’d be a successful mentor in this program. Students should email their paragraphs to student coordinator Nicholas Goldrosen at ncg1@williams.edu and cc: cshanks@williams.edu.

Class Format: afternoons
Requirements/Evaluation: journal and final reflection totaling 10-15 pages, final project with teenager
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: by paragraph of interest
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TWR 3:30 pm - 5:30 pm PORG 3:30 pm - 5:30 pm Cheryl Shanks, Mike Wynn

PSCI 30 (W) Senior Essay: Political Science
Political Science senior essay.
Class Format: senior essay
Distributions: (D2)

Winter 2019
HON Section: 01 TBA James McAllister

PSCI 31 (W) Senior Thesis: Political Science
To be taken by students registered for Political Science 493-494.
Class Format: thesis
Distributions: (D2)

Winter 2019
HON Section: 01 TBA Cathy M. Johnson

PSCI 32 (W) Individual Project: Political Science
To be taken by students registered for Political Science 495 or 496.
Class Format: independent study
Distributions: (D2)
PSCI 33 (W) Advanced Study in American Politics

Class Format: independent study

PSCI 99 (W) Independent Study: Political Science

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D2)

PSYC 11 (W) Designing your Life and Career After Williams

This course takes a psychological approach to helping you figure out what to do with your life. We start by reviewing your life story up until now and determining how it has shaped you. We discuss, for example, whether you feel pressured to go down a certain road, whether you feel torn between your head and your heart, or whether you feel directionless. Then we take stock of who you really are now, including your core interests, tendencies, strengths, and weaknesses. We try to identify life designs that play to your signature strengths, as opposed to situations that are a setup for frustration and failure. The class encourages you to let go of comparing yourself to your peers, as different people need different things. You explore your underlying values and what you find most important in life. You consider the level of meaning you need in your work, as well as how much you care about money, status, fame, independence, connection, and creativity. The class introduces you to the concept of "flow," the feeling you get when engaging in activities that provide ideal levels of challenge and mastery. By designing lives and careers that promote flow states, you will be most likely to thrive and not merely succeed. Indeed, it is important not to design a life that appears successful but feels miserable. Your choice of a romantic partner can also have huge implications for the trajectory of your life. The class helps you to identify typical traps, such as staying with someone who is a bad match, and discusses how to make constructive relationship choices. Ultimately, as there are likely multiple valid life and career paths for you to take, you identify and develop three different plans that feel authentic and inspiring to you.

Adjunct Instructor Bio: Dr. Johnson received his B.A. from Williams College, his Ph.D. in clinical psychology from Yale University, and is a Clinical Associate Professor at Brown University. He has taught this Winter Study for the last two years and deeply enjoys mentoring students around career issues.

Class Format: mornings

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference given to juniors and seniors

Materials/Lab Fee: cost of book(s)

PSYC 12 (W) Alcohol 101: Examining and Navigating the College Drinking Scene

Winter 2019

LEC Section: 01 MTW 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Ben Johnson
Seventy-two percent of college students report that they used alcohol at least once within the past 30 days. Where is the line between fun and danger? This course will examine the realities of the role of alcohol in the social lives of college students. Students will engage in active discussions of readings, videos, and myths vs. facts, as well as personal observations and opinions. Class structure will involve 3-hour classes that meet twice weekly. Participants will learn scientific facts about alcohol, including how it gets metabolized in the body differently in men and women, and how to recognize and respond to the signs of alcohol poisoning. Films will include evocative footage and interviews, such as "College Binge Drinking and Sober Reflections." We will hear from an expert in trauma and sexual assault and explore the significant role of alcohol in sexual assault on college campuses. We will discuss alcohol-related medical emergencies and problem-solve strategies to stay safe when choosing to use alcohol. Statistical data from colleges here in the Northeast will be reviewed, including survey results from the Core Institute and the Harvard School of Public Health Alcohol study. The course culminates in a final peer education presentation each student develops over the first 3 weeks through independent study outside of class on a related topic of their own choosing approved by the instructor.

Class Format: afternoons

Requirements/Evaluation: 5-page paper; final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: permission of instructor

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01  MW 1:00 pm - 3:50 pm PORG 1:00 pm - 1:50 pm  Kathy Foley

PSYC 13 (W) Practical Preparation for Work After Williams: Standing Out Instead of Fitting In!

Crosslistings: LEAD13 / PSYC13

Secondary Crosslisting

Students will dramatically enhance and expand their own practical professional competencies and personal attributes by gaining specific skills valuable and relevant for success in the real-world of work! Dynamic sessions are conducted by an exceptionally accomplished instructor focusing on character, interpersonal astuteness, communicating skills, leading effective change, financial statement literacy, decision-making under pressure, and thinking critically about and acting intentionally for personal development. Knowledge is transferred in the classroom through fast-paced, concise student-led discussion, live interaction with seven world-class guest speakers, individual communications exercises, role-playing, and personal one-on-one mentoring by the instructor. Preparing for productive class discussions and participation requires reading three short books (The Headmaster; Killer Angels; Breaking Through) and various articles, watching selected videos, understanding material provided in a subject matter guidebook, completing a private Birkman assessment online, as well understanding wide-ranging human performance though an encapsulated case study of the people at the Battle of Gettysburg. Benefits realized by students from all classes can be applied to any enterprise, including business, entrepreneurial initiatives, education, non-profits, and public sector governmental service. Students prepare a 5-page paper on a topic of their choosing that is work-shopped in a tutorial peer evaluation format prior to submission to the instructor. A one-page personal development action plan is also prepared that remains confidential between the student and the instructor in order to provide private individual mentoring and coaching. Class meetings are conducted with lots of fun starting in mid-morning for 1 hour and 45 minutes Monday through Thursday during Winter Study with an estimated three hours of daily preparation (about 20 hours per week) necessary by each student in order to take ownership for achieving and enjoying the full learning experience. Course Daily Agenda: http://www.intersolvegroup.com/wp-content/uploads/WilliamsWinterStudyAgenda2019.pdf  Adjunct Instructor Bio: http://www.intersolvegroup.com/leadership-profile/

Class Format: Monday through Thursday 10-11:50 AM

Requirements/Evaluation: class participation based on materials provided for daily preparation, a 5-page paper reviewed in a tutorial peer format and evaluated by the instructor, and a one-page personal development action plan

Prerequisites: the only prerequisite is a keen and purposeful desire to learn and develop oneself through a practical applied experience

Enrollment Limit: 12

Enrollment Preferences: diversity and inclusion of geographic, economic and social background will be considered in order to assemble a spirited mix of participants

Materials/Lab Fee: none
PSYC 14 (W)  JA SelCom: A Case Study in Selection Processes

This course will explore the nature of selection processes. What does an optimal selection process look like? How do our implicit biases materialize in selection? These are just a few of the questions that we will seek to understand through guest speakers from The Davis Center, Psychology Department, Admissions, and the Career Center. The majority of the time will be dedicated towards applying these ideas in selecting the next class of Junior Advisors, an undertaking that will allow students to examine selection processes in general. Readings will cover topics such as organizational behavior and human decision processes, social networks and organizational dynamics, and gendered wording and inequality.

Class Format: mornings and afternoons

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference given to sophomores and admission is based on quality of the application

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

PSYC 15 (W)  Ephquilts! An Introduction to Traditional Quilting

This studio course will lead the student through various piecing, appliqué and quilting styles and techniques, with some non-traditional methods included. Samples will be made of techniques learned, culminating in the completion of a sizeable project of the student's choosing (wall quilt or lap-size quilt). There will be an exhibit of all work (ephquilts), at the end of winter study. "Woven" into the classes will be discussions of the history of quilting, the controversy of "art" quilts vs. "traditional" quilts, machine vs. hand-quilting and the growing quilting market. Reading list: Pieces of the Past by Nancy J. Martin; Stitching Memories: African-American Story Quilts by Eva Ungar Grudin; Sunshine and Shadow: The Amish and Their Quilts by Phyllis Haders; A People and Their Quilts by John Rice Irwin; Treasury of American Quilts by Cyril Nelson and Carter Houck; The Quilt: New Directions for an American Tradition, Nancy Roe, Editor. Requirements: attendance of all classes (including field trip), a love of fabric, design and color, an enthusiasm for handwork, participation in exhibit. Extensive time will be spent outside of class working on assigned projects. Adjunct Instructor Bio: Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for over 35 years, and teaching classes and coordinating shows and exhibits for 30 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published in quilt magazines.

Class Format: afternoons

Requirements/Evaluation: formal public exhibit

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference given to seniors, juniors, first years

Materials/Lab Fee: cost to student $250

Attributes: EXPE Experiential Education Courses

PSYC 16 (W)  Self Compassion: The Benefits and Challenges

Ever put yourself down when things aren't going well? Offering yourself compassion is often recommended by therapists and is a skill taught in some modes of therapy. What is the basis for this recommendation? How is self-compassion put into practice? What makes it so challenging? You will learn about the elements of self-compassion, explore and experience different ways of offering yourself compassion, and discuss your experiences. You will
look at ways that self-compassion can positively impact your mental health, your work, your play, and your relationships. You will be taught self-compassion skills, including mindfulness practices and recognizing and challenging negative self-talk, among others. You will be asked to practice these skills between classes, do some reading, and reflect on your experiences. Adjunct Instructor Bio: Becky is a licensed clinical social worker. She has worked as a psychotherapist with Integrative Wellbeing Services here at Williams since 2014. She has explored the topics of compassion and self-compassion both professionally and personally.

**Class Format:** mornings and afternoons

**Requirements/Evaluation:** one 2- to 3-page reflection paper will be due each week; a weekly log of mindfulness activities will also be kept and submitted

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** random selection if over-enrolled

**Materials/Lab Fee:** $10

Winter 2019

LEC Section: 01    MR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm    Becky Crane, Michael J. Grinnell, Alysha B. Warren

**PSYC 17 (W) "Cultural Cliteracy": Introduction to Transformative Sexuality Education**

This course will introduce students to transformative sexuality education. Transformative sexuality education assumes students will experience major shifts in their sexual knowledge, attitudes, and behaviors. Undergraduates commonly report inadequate sex education in high school, concern that students are sexually harassed, assaulted, or raped during their four years in residence and that little opportunity exists on campus for students to talk with each other candidly about sexual issues. The course is designed to improve the sexual culture on the Williams College campus by expanding knowledge, fostering skills, and providing opportunities for intergroup dialogue. Students will explore topics such as communication and sexual communication, gender diversity, enthusiastic consent, pleasure in and out of committed relationships, hookup culture, models of sexual functioning, BDSM/kink culture, and sexual identity. Topics will be examined through an intersectional lens. A variety of methods will help engage students with course material. Lectures by the instructors, large and small group discussions, role-plays, practice of empathy, intimacy, interviewing skills, reading literary fiction, DVD screenings, anonymous class surveys, and taking sexual histories promote students’ learning. Sexually explicit material is used in this course, following trauma-informed practices and guidelines specifying best pedagogical practices. Each class session is designed to create activities that will lead students to achieve at least three learning objectives. Evaluation will be based on submission of a journal entry related to each class session and a journal entry related to a reading/movie due each class session. Students will submit a final paper and creative project. Attendance and participation are crucial to successful completion of this course.

**Class Format:** afternoons

**Requirements/Evaluation:** class attendance and participation; 5-page paper; 2- to 3-page paper; final project

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomores and juniors will be given priority

**Materials/Lab Fee:** cost of books

Winter 2019

LEC Section: 01    MTR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am    Ruby T. Solomon, Paul D. Gitterman

**PSYC 18 (W) Call In Walk In training for Peer Health**

**Crosslistings:** PSYC18 / SPEC18

**Secondary Crosslisting**

This course is the full training for students who would like to cover Call In Walk In shifts in the Peer Health Office (Paresky 212). Students should either already be a member of Peer Health, or have an interest in joining Peer Health, as those students will get priority acceptance. Topics that we will cover include alcohol and other drug use; sex, STIs and contraception; rape, sexual assault and Title IX compliance; mental health; stress and sleep; healthy and unhealthy relationships, etc. Students will meet various on- and off-campus resources for referral. Outside of class work will include readings, video viewings, information gathering, and a possible field trip to local agencies.
PSYC 21 (W) Psychology Internships

Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full-time during Winter Study in a mental health, business, education, law or other setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Please prepare a brief description of the proposed placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study. Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

Class Format: by appointment
Requirements/Evaluation: evaluation will be based on a 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation
Prerequisites: approval by Noah Sandstrom is required
Enrollment Limit: 20
Enrollment Preferences: random selection
Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

PSYC 22 (W) Introduction to Research in Psychology

This course provides a research opportunity for students who want to understand how psychologists ask compelling questions and find answers about behavior. Several faculty members, whose subfields include behavioral neuroscience, cognitive psychology, social psychology, clinical psychology, developmental psychology, and the psychology of education, will have student projects available. Since projects involve faculty research, interested students must consult with members of the Psychology Department before electing this course. In addition, students should discuss with faculty what the weekly time requirements will be.

Class Format: determined by faculty/research
Requirements/Evaluation: evaluation will be based on the quality of research participation, student's lab journal, and either an oral presentation or a written 10-page report of the research project
Prerequisites: permission of faculty mentor
Enrollment Limit: POI
Enrollment Preferences: selection will be based on evaluation of departmental application and number of faculty available as mentors
Materials/Lab Fee: none
Winter 2019

LEC Section: 01    TBA     Steven  Fein

PSYC 31 (W)  Senior Thesis: Psychology
To be taken by students registered for Psychology 493-494.

Class Format: thesis
Requirements/Evaluation: determined by faculty
Prerequisites: PSYC 493 or NSCI 493
Materials/Lab Fee: $0
Distributions: (D2)

Winter 2019

HON Section: 01    TBA     Steven  Fein

PSYC 99 (W)  Independent Study: Psychology
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D2)

Winter 2019

IND Section: 01    TBA     Steven  Fein

REL 12 (W)  The Mumonkan and Tathagata Zen: An Exploration of Mind
Zen is the sect of Buddhism that stresses experience over cognitive formulas and principles. Based on the tenet that all beings have what is called Buddha Nature, practice is entered into with the faith that one can have exactly the same experience that the historical Buddha, Shakyamuni, had and can thereby come to know the process that constitutes the nature of all beings and things that comprise the universe. The primary method of practice is the meditative technique known as zazen, and the type of Zen that focuses on the consciousness that develops from diligent zazen practice is known as Tathagata Zen. Through one's efforts in zazen, one may come to the intuitive experience of the Dharma Activity, the activity that gives birth to all things and into which all things return. Although the Dharma Activity cannot be described fully in words, it is possible to use words that point to it without running afoul of its truth. The Mumonkan (The Gateless Gate) is a classic Zen text containing 48 such pointers or koans. Utilizing this text as a focus of discussion, students will attempt to grasp the teaching contained in these pointers by means of the principles of Tathagata Zen. The practice of zazen will be part of each class, and the course will culminate in a two-day zen retreat. Those taking the course will keep a daily journal of their course-related experiences which will be reviewed by the instructor. They will also write a series of short papers on selected koan from The Mumonkan. The course will meet from 9am--Noon on Monday, Wednesday and Friday. Anyone wishing to take this course must submit a paragraph stating their purpose for doing so. Up to ten students will be accepted for this course and all are eligible, including those who have taken a prior Winter Study Zen course taught by this instructor. Adjunct Instructor Bio: Williams ’62, Retired psychiatrist. Zen practitioner for 48 years, 17 as a monk.

Class Format: mornings
Requirements/Evaluation: journal review; four 2-page papers
Prerequisites: submission of a paragraph stating purpose in taking this course
Enrollment Limit: 10
Enrollment Preferences: paragraph of purpose
Materials/Lab Fee: $121 plus cost of books
Attributes: EXPE Experiential Education Courses
REL 14 (W) Mountain Religion
Sacred mountains play a central role in the founding myths of many religious traditions. Mountains such as Sinai, Olympus, and Kailash are considered divine abodes, entry into which confers spiritual powers. For many religious practitioners, pilgrimage to and practicing in and around the mountains provides a special opportunity to encounter the gods and acquire spiritual benefits. In this comparative course, we will explore the special role and function of mountains in Buddhism, Hinduism, Judaism, and Islam, with a special focus on contemplative practices from Japan's Shugendo tradition and the kaihogyo nighttime hikes of Tendai monks, circumambulation of Himalayan peaks and mantra recitation, and pilgrimage journeys. Class will meet for three 2-hour sessions per week. Readings will consist mostly of journal articles and selections from books, with a 5-page reflective paper due at the end of the course. Depending on the weather, we will take advantage of the surrounding mountains for short contemplative hikes, applying some of the practices we will study.

Class Format: mornings
Requirements/Evaluation: 5-page paper
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: lottery
Materials/Lab Fee: $75
Attributes: EXPE Experiential Education Courses

REL 17 (W) How to Write Auto-Fiction
Crosslistings: REL17 / ENGL17

Primary Crosslisting
You glanced eagerly over the course descriptions, looking for something that would allow you finally, at last, to wrestle with the ridiculous assumption that those literary genres-namely, "Fiction" and "Non-Fiction"-had intrinsically established identities and clear bounds. You wanted the class that would allow you to write the truth as you experienced it, the truth that was not entirely dependent on facts as markers of truth, but also not so flimsy as to bend in the gentle breeze of every casual opinion. Your eyes stopped on the title, "How to Write Auto-Fiction," and your attention was piqued. Will it all be written in the second person? you wondered, a thought that had you a little concerned, but the professor calmly stepped in to assure you that no, it would not, in fact it would be best if you avoided that particular narrative mode entirely. You would be focusing on writing stories from your life (10-20 pages each), narrated in the first-person, not entirely factual, but certainly not false. They would be workshopped by your peers, revised, and resubmitted. You would come to class ready to write on the first day, and you would be ruthless in your revisions of shitty first drafts. Adjunct Instructor Bio: Dalena Storm is local writer of fiction and non-fiction. She earned her BA from Williams College and her MFA from Bennington College where she participated in a number of combined workshops on memoir and fiction, and she began to explore the space between the genres in her own fiction in addition to completing a memoir.

Class Format: afternoons
Requirements/Evaluation: two stories (10-20 pages) and two revisions (10-20 pages)
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: email explaining reasons for interest in the course to Dalena.Storm@gmail.com
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses
REL 18 (W) Rare Bibles of Chapin Library
What does a Bible from 1462 feel like? Smell like? In this course, students will touch, smell, and examine early and rare Bibles from the world-class collection of Bibles housed in Williams's own Chapin Library. Highlights of the collection include multiple significant 15th and 16th century Bibles, as well as a 1611 King James Bible. Through class readings and discussions, as well as a small research project, students will learn about the history of the book, the history of the Bible as a book, and the specific histories of one or more rare Chapin Bibles of their choosing. The major project for the course will be for students to experiment with and curate a Twitter account and course website as online exhibits of the 'rare and wondrous' Bibles of Chapin Library.

Class Format: afternoons

Requirements/Evaluation: the major project for the course will be for students to experiment with and curate a Twitter account and course website as online exhibits of the 'rare and wondrous' Bibles of Chapin Library

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Religion majors first, then History majors, then seniority (seniors, then juniors, etc.)

Materials/Lab Fee: cost of books

Winter 2019
LEC Section: 01 Cancelled

REL 24 (W) Touring Black Religion in the 'New' South

Crosslistings: ENVI24 / AFR24 / REL24

Secondary Crosslisting
In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about "Negro culture in the South." Hurston's reply, without hesitation, was the central and gulf coast of Florida because she believed there, "it was possible for [her] to get a cross section of the Negro South in one state." Hurston traveled directly to Eatonville, the town she eventually claimed as her birth home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion. Taking Hurston's lead, this course will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique? To answer these questions, we will travel to Florida's west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the 'New South' including a small mainstream denominational church in Talleveast Florida; a Pentecostal-Holiness church in St. Petersburg, Florida; and a mega-church in Eaton, Florida. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. A 200-page course packet will contextualize the trip.

Class Format: travel

Requirements/Evaluation: based on an electronic field journal, participation in weekly colloquies, and an oral presentation

Prerequisites: none; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: majors and concentrators in Africana Studies, Religion, and Environmental Studies; students with a background in ethnographic methods; application essays and interviews

Materials/Lab Fee: cost to student: $3362

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Rhon S. Manigault-Bryant, James A. Manigault-Bryant
REL 25 (W) Yoga and Meditation in India: Theory and Practice
This course delves into the theory and practice of both Hindu and Buddhist yoga in their land of origin, India. In the first half, we stay in the North Indian town of Rishikesh, one of the main centers of Hindu yoga today, located on the banks of the Ganges River. There we practice yoga and meditation daily, study yoga philosophy, and visit leading yoga centers. In addition, we volunteer daily at Mother Miracle Community Development Program, where a K-12 school is dedicated to teaching exceptionally intelligent poor children. In the second part of the course, we travel to South India and stay at Sera Je Monastic University, the largest center of Tibetan Buddhist monastic learning in India. There we continue our daily practice of yoga and meditation, and study with a Tibetan monastic scholar the theory of Tibetan Buddhism. In the afternoons students volunteer with Tibetan students and visit Tibetan service organizations in the area. In this way we gain a solid overview of the practice of yoga and meditation in India. We come to appreciate and learn from the people upholding the living traditions of yoga, as well as helping these people to strengthen the education that will allow them to interact with the global world. Required Reading: The Path to Enlightenment by The Dalai Lama; Yoga and the Luminous: Patanjali's Spiritual Path to Freedom by Christopher Key Chapple; selected articles about yoga and contemporary yoga exchanges. Adjunct Co-Instructor Bio: Tasha Judson, M.Ed., is a certified alignment oriented Hatha yoga teacher and authorized meditation teacher. She has directed Tasha Yoga studio in Williamstown since 2003.

Class Format: travel

Requirements/Evaluation: 10-page paper; daily journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 10

Enrollment Preferences: interview

Materials/Lab Fee: $3,327

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Georges B. Dreyfus, Natasha Judson

REL 30 (W) Senior Project: Religion
An advanced course for senior Religion majors (who are not writing theses) to further develop their senior seminar paper into a polished 25 page research paper (which will also be the focus of a brown-bag presentation during the spring semester). The course will help the students with general research methods, workshopping, paper writing, and presentation practice.

Class Format: senior project

Winter 2019
IND Section: 01 TBA Jason Josephson Storm

REL 31 (W) Senior Thesis: Religion
Religion senior thesis.

Class Format: thesis

Distributions: (D2)

Winter 2019
HON Section: 01 TBA Jason Josephson Storm

REL 99 (W) Independent Study: Religion
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
In this course we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use a view camera (a large format camera used shortly after the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, and sensitive media and use them as tools to make creative portraits in the darkroom. By the end of the course students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Adjunct Instructor Bio: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Photaumnales in Beauvais, France and at the Biennale Internationale des rencontres Photographiques de Guyane.

Requirements/Evaluation: 2- to 3-page paper; formal public exhibit
Prerequisites: knowledge of black and white analog photography is preferred, but not required
Enrollment Limit: 10
Enrollment Preferences: Art major and minors then random
Materials/Lab Fee: $120
Attributes: EXPE Experiential Education Courses

RLFR 30 (W) Honors Essay: French
To be taken by candidates for honors other than by thesis route.
Class Format: honors essay
Distributions: (D1)

RLFR 31 (W) Senior Thesis: French
To be taken by students registered for French 493-494.
Class Format: thesis
Distributions: (D1)
RLFR 99 (W) Independent Study: French
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D1)

Winter 2019
IND Section: 01 TBA Jennifer L. French

RLIT 99 (W) Independent Study: Italian
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D1)

Winter 2019
IND Section: 01 TBA Jennifer L. French

RLSP 16 (W) The Ayn Rand Cult
Crosslistings: COMP16 / ANSO16 / RLSP16

Primary Crosslisting

The broad, "underground" influence of publicist-novelist Ayn Rand stands as one of the more curious sociocultural phenomena to have emerged out of post-War America. Examples: A youthful Alan Greenspan was a dedicated disciple of Rand's in the 1940s and 50s; Michael Milken was reported to have kept twenty-six copies of Atlas Shrugged in his jail cell while serving time for securities fraud; Congressman Paul Ryan and Exxon CEO (and current Secretary of State) Rex Tillerson both are avowed fans of Ayn Rand; each year to this day, Rand's books sell hundreds of thousands of copies; and, in a crowning instance of "canonization," the U.S. Postal Service issued a commemorative stamp in Rand's honor (as part of its "Great American Authors" series) in April 1999. This course will examine the nature and origins of the Rand phenomenon through reading of relevant works of journalism, fiction, and philosophy. Titles to be studied: Jeffrey Walker, The Ayn Rand Cult; Mary Gaitskill, Two Girls: Fat and Thin; Gene H. Bell-Villada, The Pianist Who Liked Ayn Rand (selections) and On Nabokov, Ayn Rand and the Libertarian Mind; and John Locke, Second Treatise of Government. We will also view two films: the movie version of The Fountainhead (1949) and the 1996 documentary Ayn Rand: A Sense of Life. Note: No books by Rand will be read in this class! It is a course not "about" Rand but rather about the cultural sociology and anthropology of Randism.

Requirements/Evaluation: class attendance and participation, short weekly journal entries, and a final 10-page paper

Prerequisites: some previous acquaintance with Rand's novels

Enrollment Limit: 30

Enrollment Preferences: by seniority (i.e. first seniors, then juniors, then sophomores, etc.)

Materials/Lab Fee: approximately $90 for books

Distributions: (D1)

Winter 2019
LEC Section: 01 MWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Gene H. Bell-Villada
RLSP 30 (W) Honors Essay: Spanish
To be taken by candidates for honors other than by thesis route.

Class Format: honors essay
Distributions: (D1)

Winter 2019
HON Section: 01  TBA  Jennifer L. French

RLSP 31 (W) Senior Thesis: Spanish
To be taken by students registered for Spanish 493-494.

Class Format: thesis
Distributions: (D1)

Winter 2019
HON Section: 01  TBA  Jennifer L. French

RLSP 99 (W) Independent Study: Spanish
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D1)

Winter 2019
IND Section: 01  TBA  Jennifer L. French

RUSS 11 (W) Queer Russia
Crosslistings: RUSS11 / WGSS11 / COMP11

Primary Crosslisting
A 2013 law banning "homosexual propaganda" represents the latest in a long series of efforts by the Russian state to erase the existence and experience of its LGBTQ citizens. This course will explore Russia’s suppressed queer archive from the imperial, Soviet, and post-Soviet eras, focusing on the vibrant literature, art, and film about LGBTQ Russians. We will examine works produced by and about queer Russians in an attempt to understand distinctly Russian notions of gender and sexual identity, as well as how LGBTQ Russians have formed their own identity within the country’s evolving gender regime. Our survey will include works of fiction, poetry, visual art, and film from before and after the Bolshevik revolution, Stalinism and its aftermath, and the post-Soviet era. Throughout our discussions, we will work towards an alternative cultural history of Russia that will allow us to determine how and why the country’s queer citizens have become the despised Other under Putin. Knowledge of Russian is not required. All readings will be in English, and all films will include English subtitles.

Class Format: afternoons
Requirements/Evaluation: completion of reading and viewing assignments, attendance in class, active participation in discussions, and completion of a collaborative project with other members of the class
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: preference to Comparative Literature, Russian, and Women's, Gender, and Sexuality Studies majors
Materials/Lab Fee: $10 plus cost of books
RUSS 16 (W) Russian Spies in DC: FX's "The Americans"

From the beginning of the Cold War to the present, the presence of Russian intelligence operatives in the nation's capital has been the subject of fascination and speculation. In this course, we will examine the FX channel's series *The Americans*, in light of both the popular imaginary about Russian spies in the United States and the actual history of intelligence wars in Washington. How does the series represent the lives of Russian political and intelligence operatives during the Reagan presidency, and how does it interpret the larger events of the Cold War in its final decade? Readings will draw from accounts on both side of the Cold War, focusing on signature developments such as Jewish immigration from the Soviet Union, the covert biological weapons programs, and Soviet attempts to build relations with progressive movements in the United States. Adjunct Instructor Bio: Alexandar Mihailovic has taught at Bennington College, Williams College, and Brown and Columbia Universities. His books include "Corporeal Words: Mikhail Bakhtin's Theology of Discourse," "Mitki: The Art of Postmodern Protest in Russia", and the edited volume "Tchaikovsky and His Contemporaries: A Centenary Symposium." He has also published articles about cultural relations during the Cold War, African-American studies, art history, and cinema studies.

Class Format: mornings

Requirements/Evaluation: class participation and presentations, and a final 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: discretion of the instructor

Materials/Lab Fee: none

Winter 2019

RUSS 25 (W) Williams in Georgia

Crosslistings: RUSS25 / SPEC25

Primary Crosslisting

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at The Georgian Times, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-tsikhveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their internship experience. Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics, including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makanin.

Class Format: travel

Requirements/Evaluation: 10-page paper

Prerequisites: none; knowledge of Russian or Georgian is not required; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: interested students must attend an informational meeting and submit a short essay about their interest in the course

Materials/Lab Fee: $2785

Distributions: (D1)

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course
RUSS 30 (W) Honors Project: Russian
May be taken by candidates for honors other than by thesis route.
Class Format: independent study
Distributions: (D1)

RUSS 31 (W) Senior Thesis: Russian
To be taken by students registered for Russian 493-494.
Class Format: thesis
Distributions: (D1)

RUSS 99 (W) Independent Study: Russian
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D1)

SCST 99 (W) Independent Study: Science and Technology Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D2)

SOC 15 (W) Photographic Literacy and Practice
Crosslistings: ANTH15 / SOC15
Primary Crosslisting

When you look at a photograph, what is it really saying? How can you make photograph that says what you mean? This course will educate students on the concepts of photographic seeing and visual literacy, while also training students to apply these concepts to their own photography. In class we will review historical and contemporary photography, photobooks, and other sources of visual inspiration. Students will conceptualize and photograph a project of their own choosing. Students will learn to defend their work during in-class critiques, and at the end of the course the class will design and produce an exhibition of their photography. Outside of class, students will be expected to photograph on their own in the Williamstown area and access to a car may be helpful.

Class Format: three times per week--Mondays and Fridays from 10am-12pm and Wednesdays from 1pm-5pm

Requirements/Evaluation: final project; formal public exhibit

Prerequisites: none, but students must own or borrow a digital camera (a DSLR with a 35mm lens is ideal, but compact cameras will also work)

Enrollment Limit: 12

Enrollment Preferences: students can email me

Materials/Lab Fee: $0

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01  MF 10:00 am - 11:15 am  W 1:00 pm - 6:00 pm  PORG 1:00 pm - 5:00 pm  Ben  Brody

SOC 31 (W)  Senior Thesis: Sociology

To be taken by students registered for Sociology 493-494.

Class Format: independent study

Distributions: (D2)

Winter 2019

HON Section: 01  TBA  Peter  Just

SOC 99 (W)  Independent Study: Sociology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Distributions: (D2)

Winter 2019

IND Section: 01  TBA  Antonia E. Folas

SPEC 10 (W)  Counseling Skills Intensive

Are you the person your friends turn to for support? Good listening and communication skills are of benefit to everyone, but particularly for students with support responsibilities and those interested in helping professions. This course will prepare you to be a better listener and more effective, confident communicator. Develop a deeper sense of presence to help others feel more at ease with sharing, facilitate decision-making and problem-solving using validation and active listening skills, and learn effective strategies and boundaries appropriate to more urgent situations. We will practice fundamental counseling skills, learn about factors influencing our own communication styles and the roles we gravitate toward in our relationships with others. You will learn how to communicate about sensitive issues and find your own style in helping roles. Emphasis will be given to understanding one's limits within a given situation, knowing when to refer to other resources, and what resources are available to students. We will meet twice a week for 3 hour sessions. This is an experiential training augmented by relevant readings, journaling, and out of class exercises designed to deepen your understanding and practice.  Adjunct Instructor Bio: Karen Theiling is psychotherapist at Williams College where she has provided
counseling to students since 2000. She is a licensed mental health counselor whose particular interests include trauma, gender and sexuality, Dialectical Behavior Therapy and outreach of all kinds. Adjunct Co-Instructor Bio: Laini Sporbert is a Health Educator at Williams College, focusing on substance abuse education and counseling, mental health awareness, sexuality education, and sleep. She has been at the college since 1997, and has been the Peer Health Staff Advisor since 2006. She has an M.Ed. in Counseling Psychology with a specialty in addictions.

**Class Format:** afternoons

**Requirements/Evaluation:** evaluation is based on participation, attendance, and the 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** reverse seniority on campus

**Materials/Lab Fee:** none

Winter 2019

LEC Section: 01    MR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm    Karen M. Theiling, Laini Sporbert

**SPEC 11 (W) Pod Save Williams: Audio Stories about Making the College More Sustainable**

How can we all create a more sustainable Williams? In this course students will explore sustainability challenges, successes, obstacles, and opportunities on the Williams campus by interviewing staff, faculty, and fellow students and then weaving those interviews into compelling audio stories for the campus community. Students will study interviewing, storytelling, and podcasting best practices and will use what they learn to create interesting podcasts that are both rich in content and in sound. Guiding questions will include: How is sustainability being integrated - or not - into the operations of campus? What daily activities are most impactful both carbon emissions-wise and ethos-wise? How do social justice and environmental justice intersect with sustainability on campus and in this region? Who are the unsung "campus sustainability heroes"? What opportunities and challenges lay ahead related to these issues? How does one tell a story in a way that is universal or at least relevant to one's intended audience? What are the opportunities to enhance storytelling by using an audio format as the medium? Informative and impressive podcast creations will be used as resources on the Williams sustainability website and will be posted to Stitcher, iTunes, and Soundcloud. A number of assignments will involve listening to and critically analyzing podcasts. Our time together will be a combination of learning about campus sustainability issues, analyzing content and audio choices, practicing interview techniques, and getting feedback from peers. Adjunct Instructor Bio: Mike Evans is the Assistant Director of the Zilkha Center for Environmental Initiatives at Williams College. Prior to working at Williams, he was the associate director of Utahns Against Hunger and founded and directed Real Food Rising, a youth-empowerment sustainable farming program.

**Class Format:** mornings

**Requirements/Evaluation:** evaluation will be based on participation, two short essays, and a final project

**Prerequisites:** none

**Enrollment Limit:** 11

**Enrollment Preferences:** preference will be given to sophomores and juniors and the need to create a group that is diverse in terms of majors and interests

**Materials/Lab Fee:** cost of books

Winter 2019

LEC Section: 01    MWF 10:00 am - 11:50 am PORG 10:00 am - 11:50 am    Mike A. Evans

**SPEC 12 (W) What's Advertising and Why Should We Care About It?**

Admittedly, only a handful of Williams students will enter the advertising business, especially the classic Madison Avenue version of it. On the other hand, an appreciable percentage of graduates will join fields where some form of advertising and promotion is a critical but complicated success factor, whether in NGOs, business, non-profit organizations or startup ventures. The proposed course is a high level view of one of the most important levers in society today. In one form or another, advertising influences not just our purchase decisions but also (and increasingly) politics, public policy, use of social media and a host of cultural issues, including perceptions about diversity, gender and the role of women in society. This course teaches how insights, strategy and positioning come to creative life, are assessed and how they percolate through brand experience and within the organization. We will consider why and how marketers align themselves with different demographic and age groups creatively and how they build positive perception. It will also help students understand why--after all the metrics and analysis and research--a brilliant creative idea is worth its
weight in gold. The course is intended as an overview and will necessarily proceed at a rapid pace. Course content will be a mix of case studies, examples drawn from the current marketing world and original research by students. Where appropriate and possible, guest speakers will be invited in order to provide particular insight or participate in debate. The final project presentation will ask student teams to ‘reverse engineer’ the observed advertising and communications strategies of a marketer (broadly defined) using publicly available data and course materials. The course would meet twice per week in three hour sessions. Out-of-class expectations are approximately 10 hours/class in research, writing and group work projects.

Adjunct Instructor Bio: Steve Harty worked in advertising for 30 years, spanning developments such as the launch of cable networks, interactive and digital platforms and into today's highly diversified communications environment. He was CEO or Chairman for four firms and served clients such as American Express, Johnnie Walker, Axe deodorant, Cadillac, Verizon, IBM and Miller Lite. He helped launch jetBlue Airlines, Ally Bank and the Voom HDTV service. He is a 1973 graduate of Williams and a trustee emeritus.

Class Format: mornings

Requirements/Evaluation: short written assignments weekly; final presentation prepared in teams and presented to class

Prerequisites: none

Enrollment Limit: 16-20

Enrollment Preferences: discretion of the instructor

Materials/Lab Fee: $10 plus cost of books

Winter 2019

LEC Section: 01    T 1:00 pm - 3:50 pm R 10:00 am - 12:50 pm PORG 1:00 pm - 3:50 pm Steve Harty

SPEC 13 (W)  Cooking for the Real World

Crosslistings: PHYS15 / SPEC13

Secondary Crosslisting

The course assumes you know nothing about cooking, and, with that in mind, will focus on the basics. The course will teach you how to prepare simple, healthy, and delicious food. You'll learn about basic knife skills, sanitary kitchen practices, cooking equipment and menu planning. Some of the foods you will learn to make during the course of winter study will include Mac 'n Cheese, quick breads, soups and salads, pie crusts and cookies. Time permitting, we may take a field trip to a local farm. You will also get to meet with some local chefs to help you understand why everything we do revolves around food. The reading list will include: Kitchen Confidential, by Anthony Bourdain, The Flavor Bible: The Essential Guide to Culinary Creativity, Based on the Wisdom of America's Most Imaginative Chefs, by Karen Page and Andrew Dornenburg, and one of the basics cookbook.

Class Format: MWF 3-5:30pm

Requirements/Evaluation: daily journal and a final cooking demonstration

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: limited to juniors and seniors but would like an email from the students applying on what food means to them

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    MWR 4:00 pm - 6:30 pm PORG 4:00 pm - 6:30 pm CJ Hazell

SPEC 15 (W) Self Care: Exploring Acupressure, Reflexology and Aromatherapy

Crosslistings: MATH15 / SPEC15

Secondary Crosslisting

Learn techniques to take care of yourself and others! In this course, students will explore acupressure and reflexology through hands-on practice with partners. Modalities will first be demonstrated by the instructor, and then will be reinforced through in-class practice. The course will also cover essential oils and the chemistry behind aromatherapy, studying chemical families and their main characteristics. With this knowledge, students will create custom aromatherapy blends to address specific health issues. These blends will be made in class, and can be taken home. This class is designed to be useful to students and their loved ones, providing the student with tools to cope with life events. The focus will be on using
acupressure, reflexology and aromatherapy to help with stress, anxiety, sleep, skin health, and sickness. Assigned reading and/or online videos will be required to prepare for each class. In addition, students will complete 16 hours of acupressure and reflexology practice outside of class on volunteers. These hours will be signed off on a log sheet by the volunteers. In-class assessments of techniques will also occur. Each student will prepare at least one presentation to share with the class. Adjunct Instructor Bio: Graduate studies in zoology took Jennifer Turek to the University of Otago in New Zealand, where she also attended the Lotus College of Natural Therapies. After graduating, Jennifer opened up her business, Koru Therapies first in New Zealand, then California and now in Williamstown, MA. Jennifer provides a custom holistic health experience which is a unique blend of Eastern, Western, Kiwi and American techniques that is unlike what most have experienced before.

Class Format: mornings
Requirements/Evaluation: 16 out-of-class logged practice hours are required leading up to an in-class practical assessment for the acupressure and reflexology components of the course
Extra Info: the aromatherapy portion of the class will be evaluated by a presentation to the class on a particular aspect of aromatherapy and also in-class completion of specific tasks and products
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: if overenrolled, students will be selected based on emailing the instructor the reasons behind choosing this course; preference will be given to seniors, and also to students with immediate wellness needs
Materials/Lab Fee: $20 plus cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    MR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Jenna L. Turek

SPEC 18 (W) Call In Walk In training for Peer Health
Crosslistings: PSYC18 / SPEC18
Primary Crosslisting
This course is the full training for students who would like to cover Call In Walk In shifts in the Peer Health Office (Paresky 212). Students should either already be a member of Peer Health, or have an interest in joining Peer Health, as those students will get priority acceptance. Topics that we will cover include alcohol and other drug use; sex, STIs and contraception; rape, sexual assault and Title IX compliance; mental health; stress and sleep; healthy and unhealthy relationships, etc. Students will meet various on- and off-campus resources for referral. Outside of class work will include readings, video viewings, information gathering, and a possible field trip to local agencies.
Class Format: mornings
Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 24
Enrollment Preferences: current active members of Peer Health will be chosen first; other students will be enrolled based on stated commitment to Peer Health
Materials/Lab Fee: none

Winter 2019
LEC Section: 01    M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Laini Sporbert

SPEC 19 (W) Healthcare Internships
Experience of a clinical environment is essential to making the decision to enter the health professions. Through this internship, students clarify their understanding of the rewards and challenges that accompany the practice of medicine (human and animal) and dentistry. Generally, a shadowing experience focuses on provider-patient interactions within out-patient and in-patient settings. These experiences provide students with the opportunity to observe clinical interactions, as well as to learn about the systems within which healthcare is delivered. Students will also be introduced to core concepts of population health, providing a broad perspective on health outcomes within a geographic region and expanding their perspective on the
individual clinical interactions which they observe. This course will encourage participants to reflect on their clinical experiences with a dual focus: from the perspective of the individual provider-patient relationship and within a systems-level context. Weekly didactic sessions (3) will focus on "substance abuse" as a thematic construct for the discussion of related chronic and acute conditions frequently encountered in clinical and social/behavioral contexts. The thematic focus on substance abuse will allow students to reflect on their clinical experiences across a wide range of clinical specialties and also to engage in discussion of a public health crisis affecting quality of life across the lifespans of Berkshires residents. By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions. Students will also demonstrate an enhanced awareness of the systems through which medical care is delivered and the challenges of health care delivery within a rural community. Students will also be expected to reflect on their clinical experiences through didactic sessions and case presentations, as well as in a final paper.

Adjunct Instructor Bio: Barbara Fuller is the Director of Science and Health Professions Advising.

Class Format: Students are shadowing healthcare providers for 20-25 hours per week.

Requirements/Evaluation: 10-page paper

Prerequisites: must be at least a sophomore, on the "premedical" track, and in good standing

Enrollment Limit: 30-35

Enrollment Preferences: seniors have preference

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TBA Barbara K. Fuller

SPEC 21 (W) Experience the Workplace; an Internship with Williams Alumni/Parents

Field experience is a critical element in the decision to enter a profession. Through this internship, students can clarify their understanding of the rewards and challenges that accompany the practice of many different aspects within a profession, and understand the psychology of the workplace. Internship placements are arranged through the Career Center, with selected alumni and parents acting as on-site teaching associates. The expectation is that each student will observe some aspect of the profession for the better part of the day, five days per week. It is also expected that the teaching associate will assign a specific project to be completed within the three-to-four week duration of the course depending upon appropriateness. Participation in this winter study will require the student to quickly assess the work environment, make inferences about corporate culture, performance norms and expectations, and to take initiative not only to learn from this experience, but also to contribute where and when appropriate. Understanding the dynamics within a work environment is critical to success in any organization and this hands-on experience will illuminate lessons learned in the classroom. Upon completion of the winter study, it is expected that the student write a thorough report evaluating and interpreting the experience. Students will be required to read one of two books selected for this course. There will also be reading selected from such works as What Should I do with My Life? by Po Bronson, 2003 and Working by Studs Terkel, 2004. Interested students must attend an information meeting in late September or early October and follow up with Dawn Dellea if students have questions about specific internships listed in the SPEC 21 syllabus. Application are submitted via Handshake.

Class Format: At least 30 hours per week, 5 days per week, 6 hours per day

Requirements/Evaluation: completion of readings, daily journal, and a 5- to 7-page expository review and evaluation that will become public record as a resource for other students

Prerequisites: qualifications for internships

Enrollment Preferences: placements will be determined by the individual alum or parent sponsor based on application and possible telephone interview

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TBA Dawn M. Dellea

SPEC 22 (W) Outdoor Emergency Care

The course will develop the technical proficiency and leadership skills required to effectively and efficiently administer emergency medical care in
outdoor and wilderness environments. Successful completion of all 3 sections of the course, along with demonstrating ski/snowboard proficiency, can lead to certification as a member of the National Ski Patrol. The course is based upon 1. National Ski Patrol’s Outdoor Emergency Care (5th Edition), a curriculum containing textbook/web-based learning and hands-on, practical skill development 2. CPR for the Professional Rescuer 3. Approximately 18 hours of outdoor training in Ski Patrol rescue techniques Specifically, the course teaches how to recognize and provide emergency medical care for: Wounds and Burns; Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion); Musculoskeletal Trauma (e.g., breaks, sprains, etc.); Shock, Respiratory, Poisoning, Substance abuse emergencies; Medical emergencies (e.g., heart attack, stroke, seizures, etc.) The course will teach the use of various splints, bandages, and other rescue equipment as well as methods of extrication, use of oxygen, and how to deal with unusual emergency situations such as mass casualty incidents. On-line and textbook learning will be supplemented by classroom work that includes lectures, videos, and hands-on skill development and practice. There will be a written and practical final exam. The outdoor portion of the course includes rescue toboggan handling, organization and prioritization of rescue tasks, and practical administration of emergency care in the outdoor environment. Each week there will be ~15 hours of classroom work plus ~8 hours of practical outdoor work at Jiminy Peak ski area. Homework (online and textbook based) will be required. Attendance at all classes is mandatory. The course is limited to 16 students, chosen based on ski/snowboard interest and ability as well as prior first aid experience. Adjunct Instructor Bio: Thomas Feist ('85) is a 35-year ski patroller, certified OEC Instructor and Instructor Trainer. He has taught chemistry at Williams College and served as acting director of the Williams Outing Club in 1990-91.

Class Format: mornings

Requirements/Evaluation: final written and practical exam
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: ski/snowboard interest and ability as well as prior first aid experience

Materials/Lab Fee: $175 plus cost of textbook (~$100)
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 M-F 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Thomas P. Feist

SPEC 23 (W) Liberal Arts for Epic Challenges: Design Thinking for Social Change

Liberal Arts for Epic Challenges is an introduction to the techniques of design thinking to help liberal arts students gain the necessary skills and confidence to tackle complex social and economic problems: attention to the human dimensions of problems and solutions, creative confidence, risk taking, learning from failure, effective collaboration, and story-telling. Design thinking has become an increasingly prevalent approach in encouraging innovative solutions among start-ups, corporations repositioning themselves, government agencies seeking to improve their citizen services, and NGOs addressing major social problems like rural health care. This winter study course will expose students to the tools of design thinking and then will take on several challenges selected by the students. Students will undertake the research phase in Williamstown, then go to the IBM Design Studio in Austin, Texas (or a similar consulting firm design lab) for the ideation phase in collaboration with designers at IBM and Watson, using the same facilities that IBM design thinkers use. Solving truly difficult problems facing society in the 21st century requires a purposeful approach that draws on a full range of the experiences and perspectives of those who have studied the liberal arts. Only with the advantage of those with an understanding of the social sciences, physical sciences, arts, and humanities provide a sensitivity to both the dimensions of difficult problems and how to address them for human-centered solutions. There will be two 3 hours workshops in the afternoons when in Williamstown, All day in the Design Studio in Austin for 3 days. Light reading, but necessary team meetings between classes.

Class Format: travel
Requirements/Evaluation: based on observation of active constructive participation in team efforts and evaluating a final team presentation for relevance,
Extra Info: sensitivity to human-centered concerns, completeness, effective communication, and realistic probability of success, all of which will be documented in an electronic field journal
Prerequisites: interested students must attend an informational meeting and submit a short essay about their interest in the course
Enrollment Limit: 10
Enrollment Preferences: none; not open to first-year students
Materials/Lab Fee: $2600
Attributes: TRVL Winter Study Travel Course
SPEC 24 (W) Transformative Moments in the Education of a Preschool Child

This course will provide an opportunity for immersion in the life of a preschool community in the Bronx. Future of America Learning Center (FALC) is a nationally-accredited program that is recognized for its quality and standard of excellence in the field of Early Childhood Education. Students from varied educational institutions, teachers and instructional coaches are recommended by the Department of Education to visit FALC's classrooms to observe, experience and learn about the Plant-a-Dream curriculum. Winter Study students will actively participate in the daily classroom activities with the children in order to develop a sense of best practices in Early Childhood Education. Students will live with families whose children are in the program, in the model of Gaudino's experiential learning, to access a deeper sense of context and a better understanding of the issues facing children and families from this community. Opportunities for dialogue between families, staff, and students, will also be central to the learning experience. Furthermore, our mentors will guide students in robust self-reflection, as well as inquiry into the environment in which they are immersed, and the personal meaning derived from these experiences. More information about FALC and the course mentors can be found at https://goo.gl/PEJsoq.

Requirements/Evaluation: 5-page summary paper, daily journal

Prerequisites: none

Enrollment Limit: 4

Enrollment Preferences: by interview

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

SPEC 25 (W) Williams in Georgia

Crosslistings: RUSS25 / SPEC25

Secondary Crosslisting

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at The Georgian Times, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-Tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their internship experience. Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics, including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makanin.

Class Format: travel

Requirements/Evaluation: 10-page paper

Prerequisites: none; knowledge of Russian or Georgian is not required; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: interested students must attend an informational meeting and submit a short essay about their interest in the course

Materials/Lab Fee: $2785

Distributions: (D1)

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course
SPEC 26 (W) Field Work in a Bay Area Start-Up

This course is designed to give students insight into how technology start-ups work and well as a chance to practice their problem-solving skills and gain deeper insight into the customer discovery process. The course will start in Williamstown with a review of idea development tools used in today's start-up environment, particularly those pioneered by Stanford d.School such as the Lean Start-up method, Business Model Canvas and Design Thinking. Reading will include The Lean Start-up by Eric Ries, Zero to One by Peter Thiel and Edward deBono's Thinking Course as well as articles and podcasts. The class will be split into three teams of four students and paired with a Bay Area start-up looking to enter a new market, a new customer segment or are considering certain product modifications. The student teams will work on identifying customer needs, qualifying customer feedback and making recommendations to management. The class will tap into the strong Bay Area alumni network which will allow for visits to several different start-ups and fast-growing tech companies and compare how they approach their markets. The final project will be a ten-minute presentation to management. Student should submit a short statement of why they would like to participate and what they expect to learn.  

Adjunct Instructor Bio: Entrepreneur-in-Residence at Williams.

Class Format: travel

Requirements/Evaluation: 5-page paper; final project; short summaries of customer interactions

Prerequisites: none; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: preference will be given to students with a demonstrated interest in entrepreneurship

Materials/Lab Fee: $2,800

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Tonio Palmer

SPEC 27 (W) Social Justice, Activism, and Advocacy in New York City

This 2019 Winter Study course examines social justice advocacy and activism in New York City's nonprofit organizations, churches, and private and public universities. The focus is on antiviolence and human rights initiatives based in New York City's institutions that shape the perspectives not only of the city but influence debates about democratic values and political perspectives throughout the nation and the world. Students would work with non-profit and advocacy organizations such as the Social Justice Committee of Trinity Luther Church (TLC) Immigrants Rights Coalition; and ConnectNYC, a Harlem-based non-profit that works city-wide to end domestic, social, and religious violence. For three weeks in the city students would attend forums on social justice, anti-racism/feminist/lgbtq rights at Barnard; Columbia University; City College, and CUNY Graduate Center. The three weeks in NYC focus on three overlapping themes central to social justice advocacy: domestic/family safety; community values in policing and citizen's and prisoners' rights; immigration and human rights.

Class Format: travel

Requirements/Evaluation: daily journal; volunteer with one of the participating non-profits to assist in digital or community outreach and organizing for 3-4 hours daily;

Extra Info: attend a weekly educational event(s) at city universities or nonprofits; attend a mini-seminar to discuss readings and experiential learning;

Extra Info 2: write a 10-page analytical paper at the conclusion of the winter study evaluating political trends in each of the three areas; attend a community council meeting at the 24th Precinct in Manhattan (West 100th St.).

Prerequisites: not open to first-year students

Enrollment Limit: 4

Enrollment Preferences: interview with the instructor

Materials/Lab Fee: $2750

Attributes: TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Joy A. James
SPEC 28 (W) Class of 1959 Teach NYC Urban Education Program

Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at $400 for the term. Further assistance is available for financial aid students. Adjunct Instructor Bio: Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

Class Format: wsp internship

Requirements/Evaluation: Evaluation will be based on a journal and a 5-page paper

Prerequisites: prerequisites: Sophomore, Junior or Senior standing; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: statement of interest

Materials/Lab Fee: $400

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TBA Tracy Finnegan

SPEC 29 (W) The "Television" Industry: Legal, Business and Policy Issues in the Distribution of Video Content

This course will explore how video content is distributed in the United States and examine how a business deal to do so may actually take shape. Topics may include the history of television, various business models used to distribute video content to consumers, governmental policy and regulatory impacts on the television business, contract law and its application to video content distribution, and negotiation theory and practice. Students will explore the various ways video content is distributed, how content owners and distributors make money, the relationship between content ownership and distribution, and how the industry is changing. The course will provide students with a basic introduction to contract law and explore a video content distribution agreement in detail. Students will be expected to read articles from the trade press on a daily basis, lead and participate in class discussions, debates and negotiation case studies, analyze legal opinions, read and dissect a video distribution agreement, and, yes, watch "television." The class will culminate in students working in teams to negotiate and draft a video distribution agreement. Class is expected to meet for 6-8 hours per week. Adjunct Instructor Bio: Robert Goldstein has practiced law for over twenty years, the most recent fifteen of which have been in the television industry. He has been the General Counsel for a privately-held telecommunications venture, worked in-house at a Fortune 500 media company, and represented a wide range of communications companies in various stages of development.

Class Format: two consecutive midweek class days

Requirements/Evaluation: final project; class participation

Prerequisites: students will be asked to write 1-2 sentences about why they want to take the class

Enrollment Limit: 10

Materials/Lab Fee: none

Winter 2019
LEC Section: 01 WR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Bob Goldstein, Debbie Goldstein

SPEC 35 (W) Making Pottery on the Potter's Wheel

Learning to form pottery shapes with your hands on the potter's wheel is challenging but accessible to any student who invests time and effort. This is a very old-fashioned skill--archaeologists tell us potter's wheel skills were widespread in world culture by 3000 BCE. YouTube videos will not help you to learn the subtle hand positions and pressures needed to succeed in shaping symmetrical pleasing forms. A teacher/coach will help you understand
and learn these skills, but it is up to you to apply yourself with repeated practice, patience and persistence. Each class will begin with an explanatory demonstration followed by student practice on the potter's wheel. Woven into pottery making demonstrations will be presentations, in response to student interest, on various topics relating to the science and history of pottery making. Every student will have exclusive use of a potter's wheel for each class. Pottery making classes will be held in the mornings, 9 AM to 12:00 PM, at Oak Bluffs Cottage Pottery in Pownal, Vermont. We will use both stoneware and porcelain clay bodies, and will work on mugs, bowls, pitchers, plates, jars, lids, vases, and bottles, and will finish these shapes by trimming and adding handles, lugs, spouts, and knobs. We will also work on hand-building projects. Early in the Winter Study Session there will be a 1.5-hour slide presentation held one afternoon at a location on campus. After the tenth pottery making class meeting, all completed work will be kiln-fired to biscuit, approximately 1750F. The eleventh meeting will be devoted to glazing your biscuited pieces. Glazing techniques will include pouring, dipping, layering, brushing, and stamping, and using wax resist and other masking techniques to develop pattern and design. The completed work will then be glaze-fired to cone 5, approximately 2150F. The last meeting, held at Oak Bluffs Cottage Pottery early in the new semester, will be devoted to a "final project positive-orientation critique" in the studio of your finished work.

Adjunct Instructor Bio: Ray Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont, 10 minutes north of the Williams College campus. All class meetings except the slide show take place at Oak Bluffs Cottage Pottery. Learn more about Ray Bub at www.raybub.com

Class Format: mornings, 9am-12pm; plus 1 afternoon powerpoint slide presentation, and 1 final 1-hour critique session early in the spring semester at times to be arranged

Requirements/Evaluation: attendance at all class sessions and enthusiasm for learning the craft of pottery making

Prerequisites: none
Enrollment Limit: 9
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: $385
Distributions: (D1)
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01   M-F 9:00 am - 12:00 pm   Ray  Bub

SPEC 39 (W) Composing A Life: Finding Success and Balance in Life After Williams

"Composing a Life:" Finding Success and Balance in Life After Williams Description: To be at Williams you have experience as a successful student, but how do you learn to be successful in life? How will you define success in both your personal life and in your career? How will you achieve balance between the two? In short, what will constitute the "good life" for you? We borrow the concept of "composing a life" from Mary Catherine Bateson, as an apt metaphor for the ongoing process of defining success and balance in life. This course is designed: (1) To offer students an opportunity for self-reflection, as well as to examine and define their beliefs, values, and assumptions about their future personal and professional lives; (2) To encourage students to gain a better understanding of how culture, ideology, and opportunity affect their life choices; (3) To provide an opportunity for students to consider different models of success and balance through "living cases" (in the form of guests from various professions and lifestyles); and (4) To aid students in contemplating their own life/career options through individual advising and introducing various career and life planning resources. Using selected readings, cases, and guest speakers, we will explore both the public context of the workplace as well as the private context of individuals and their personal relationships in determining life choices. Weekly assignments include cases and readings from a variety of related fields, and some self-reflection exercises. Adjunct Instructor Bio: Geraldine Shen '01 is a former management consultant, development officer, curriculum coordinator, and admissions officer who currently leads a community non-profit organization in Williamstown. Adjunct Co-Instructor Bio: Joe Bergeron '01 is a technology consultant, entrepreneur, and software developer.

Class Format: mornings
Requirements/Evaluation: regular attendance, class participation, field interview, and a 10-page final paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: preference to juniors and seniors
Materials/Lab Fee: none

Winter 2019
SPEC 99 (W)  Independent Study: Special
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Winter 2019
IND Section: 01

STAT 12 (W)  writing sample and brief application
Crosslistings: MUS12 / STAT12

Primary Crosslisting
The Sacred Harp is a tunebook, a style, a community, and a tradition. One of the most distinctly American forms of music, with a continuous tradition dating back over 150 years, shape-note music continues to be sung in amateur communities around the country-and increasingly, the world. In the reading portion of the course, we will study the history and current culture of shape-note singing. We will discuss issues of tradition and community, including shifts and tensions with respect to geographical region, religious affiliation, and race. Meanwhile, we will engage in the actual practice of shape-note singing. For those with little formal training in music, this will include a quick introduction in the basics of music, but it will also highlight unique aspects of the Sacred Harp style in comparison to Western classical music, including the four-shape system of solfège. In addition to singing in class, we will visit one of the regular weekly singings in Northampton (mandatory). For the final project, students will have the opportunity to write a paper analyzing the tradition or stylistic aspects of the music; to write one or more tunes and compare them stylistically to those found in The Sacred Harp; or to undertake a quantitative analysis of the tunebook's music and its use in recorded singings. Assignments throughout the course will include smaller versions of these varied options, including short composition exercises and responses to the readings. Adjunct Instructor Bio: Micah Walter received his A.M. in Music from Harvard University and his B.A. in Music and Linguistics from Haverford College. He is interested particularly in non-performative forms of music, and the impact music and community have on each other. He feels strongly that all people, regardless of training, should be able to participate in music-making in a fulfilling way. An active Sacred Harp singer, he has attended all-day singings and conventions in seven states and written over thirty tunes.

Requirements/Evaluation:  10-page paper; final project; musical composition with commentary
Prerequisites: some previous singing or music-reading experience helpful
Enrollment Limit: 30
Enrollment Preferences: seniority
Materials/Lab Fee: $10 plus cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    Cancelled

STAT 30 (W)  Senior Project: Statistics
To be taken by candidates for honors in Statistics other than by thesis route.

Class Format: senior project

Winter 2019
HON Section: 01    TBA  Susan R. Loepp

STAT 31 (W)  Senior Honors Thesis
Statistics senior honors thesis.

Class Format: thesis
Distributions: (D3)

Winter 2019
HON Section: 01   TBA   Laurie L. Tupper

STAT 99 (W) Indep Study: Statistics
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D3)

Winter 2019
IND Section: 01   TBA   Susan R. Loepp

THEA 14 (W) Classic and Contemporary Musical Theater
Crosslistings: MUS14 / THEA14

Secondary Crosslisting
This Winter Study will give participants an opportunity to study and perform numbers for one or more singers in great American musicals and European light operas. You have sung a solo, you have sung in chorus—now practice the exacting art of singing an ensemble on stage. The course will culminate with a performance of ensembles, solos, and duets from a variety of musical theater shows. Other ensembles from European models may also be included. Singers, actors, and pianists are all welcome to participate. The course is intended especially for singers who wish to have some stage time, and for actors who wish to work on their singing. Adjunct Instructor Bio: Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an Associate Artist in the Music Department at Williams College. He can be reached at kkibler@williams.edu.

Class Format: afternoons
Requirements/Evaluation: a student may fulfill the requirements of the course by performing challenging numbers from the great American songbook in the final class public performance
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: the instructor will communicate with those wishing to register either in person or via email
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01   MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm   Keith E. Kibler

THEA 15 (W) Shadow Puppetry
Crosslistings: ARTS15 / THEA15

Primary Crosslisting
The ancient art of shadow puppetry has seen a resurgence in contemporary art and theater. William Kentridge writes, "It is in the very limitations of
In this course, students will explore a range of techniques in shadow theater and build towards a culminating performance. We will survey the history of the form, from Asian traditions such as wayang kulit, through Victorian shadow plays, to the uses of shadow by contemporary theater makers and artists (e.g., William Kentridge, Kara Walker). Shadow puppeteer Karen Zasloff and visiting artists will guide students in creating shadow imagery from flat cutouts, sculpted objects and their bodies, and choreographing scenes on a classroom overhead projector and translucent screen. In small groups, we will interpret excerpts of prose and poetry through these handmade projections, exploring relationships among text, image sequences and music, culminating in a public performance. We will meet three times/week for three-hour sessions, with additional supervised lab and rehearsal periods according to our needs. Some basic equipment will be supplied, but students will be expected to purchase some of the materials. Adjunct Instructor Bio: Karen Zasloff has created performances in the US and abroad with shadows, toy theater, giant puppets and video, on themes of political violence and the unconscious. She has performed in NY at PS1, Saint Ann's Warehouse, National Sawdust, PS122 and Here Arts Center, and for 20 years with the Bread and Puppet Theater. Her drawings feature in "Banished", which premiered at Sundance 2007. Recent projects focus on Rwanda and South Africa, including a Fulbright with the Handspring Puppet Company.

Requirements/Evaluation: short presentations and works in progress

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students will be asked to submit a letter of interest

Materials/Lab Fee: $215

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 Cancelled

THEA 20 (W) Performing Self-Portraiture in the Age of Instagram
Crosslistings: THEA20 / WGSS20 / ARTS20

Primary Crosslisting

What does it mean to represent your own body? How do we craft compelling performances of self in a social media marketplace that treats our bodies as currency? In this studio course, we look at the lineage of the self-portrait and the role it plays in the creation of our personal mythologies. We will consider the work of Frida Kahlo, Cindy Sherman, Carrie Mae Weems, Jacoby Satterwhite, Kim Kardashian West and others. How have artists, now and in the past, turned the camera on themselves? Is it possible to subvert the gendered and racialized gaze? Students will create their own kinetic self-portraits, exploring forms such as looping video, gifs, stop-motion, and animation. Adjunct Instructor Bio: Kameron Neal is a queer Black video artist and performance-maker based in NYC. His work has been seen and developed at Ars Nova, BAM, La MaMa, New York Theatre Workshop, Soho Rep., Digital Graffiti Festival, Vox Populi and Yale's Center for Contemporary Arts and Media. Kameron has also designed campaigns for The Public Theater, Joe's Pub, Under the Radar Festival, and Shakespeare in the Park, with the creative direction of Pentagram partner, Paula Scher.

Class Format: afternoons

Requirements/Evaluation: final performance

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, students will be selected by submitting a brief statement of interest

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TW 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Kameron B. Neal

THEA 30 (W) Senior Production: Theatre

Theatre senior production.

Class Format: senior project
THEA 31 (W) Senior Thesis: Theatre
Theatre senior thesis.
Class Format: thesis
Distributions: (D1)

THEA 32 (W) Senior Honors Thesis: Theatre
Class Format: independent study

THEA 99 (W) Independent Study: Theatre
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D1)

WGSS 11 (W) Queer Russia
Crosslistings: RUSS11 / WGSS11 / COMP11
Secondary Crosslisting
A 2013 law banning “homosexual propaganda” represents the latest in a long series of efforts by the Russian state to erase the existence and experience of its LGBTQ citizens. This course will explore Russia’s suppressed queer archive from the imperial, Soviet, and post-Soviet eras, focusing on the vibrant literature, art, and film about LGBTQ Russians. We will examine works produced by and about queer Russians in an attempt to understand distinctly Russian notions of gender and sexual identity, as well as how LGBTQ Russians have formed their own identity within the country’s evolving gender regime. Our survey will include works of fiction, poetry, visual art, and film from before and after the Bolshevik revolution, Stalinism and its aftermath, and the post-Soviet era. Throughout our discussions, we will work towards an alternative cultural history of Russia that will allow us to determine how and why the country’s queer citizens have become the despised Other under Putin. Knowledge of Russian is not required. All readings will be in English, and all films will include English subtitles.
Class Format: afternoons
Requirements/Evaluation: completion of reading and viewing assignments, attendance in class, active participation in discussions, and completion of a collaborative project with other members of the class
Prerequisites: none
**WGSS 15 (W) Plato's Symposium and Its Afterlife**

**Crosslistings:** CLAS15 / PHIL15 / WGSS15 / COMP15

**Secondary Crosslisting**

Plato's *Symposium* commemorates a gathering held at the home of the poet Agathon of Athens, in 416 BCE, shortly after his first victory in the tragedy contest. The attendees of Agathon's drinking party agree to dedicate their evening to delivering speeches in praise of love (eros/Eros). This dialogue has long been one of Plato's most widely appreciated works and its influence has ranged far beyond the purview of academic philosophy. We will read and analyze the dialogue itself, then turn to an eclectic array of works inspired by the *Symposium* to study its artistic and philosophical "afterlife."

**Class Format:** mornings

**Requirements/Evaluation:** 5-page paper and an in-class presentation of independent research

**Prerequisites:** none

**Enrollment Limit:** 8

**Enrollment Preferences:** preference given to majors or intending majors in Classics, Comparative Literature, WGSS, or Philosophy

**Materials/Lab Fee:** cost of books

Winter 2019

LEC Section: 01  Cancelled

**WGSS 17 (W) Girl Meets World: Films from 5 Continents**

**Crosslistings:** WGSS17 / PSCI18

**Secondary Crosslisting**

This course brings together a selection of films that challenge the narrative of girl-meets-boy as the privileged formula for representing the growth and development of young women around the world. Sometimes girl does meet boy, but the challenge that these films put to us is to re-imagine the path to womanhood as mediated by other factors as well: girls' own curiosity and ambition, their resourcefulness in the face of poverty and exploitation, resistance against being gendered in conventional ways, their friendships and romantic ties with one another, and their many creative ways of defining how one becomes a woman. To support our analysis of the films, we will also consider how some transnational feminist movements have responded to the challenges and creative energies of girlhood. Special attention will be given to the difficulty of securing girls' rights through international conventions that implicitly treat all children (ages 0-18) as male, and all women as adults. Films and film-makers will likely be selected from the following countries: Korea, India, Great Britain, Belgium, Senegal, France, Australia, Colombia, Argentina, and the United States. Readings to be completed outside of class time include children's books, young adult fiction, and international human rights documents.

**Class Format:** afternoons

**Requirements/Evaluation:** active class participation and either 3 policy memos (3-4 pages each) or one 10-page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference to Political Science and WGSS majors

**Materials/Lab Fee:** cost of books

Winter 2019

LEC Section: 01  MTW 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm  Nimu Njoya
WGSS 18 (W) "The Transformation of Silence": Exploring Campus Sexual Violence Prevention and Response

Crosslistings: PHLH18 / WGSS18

Primary Crosslisting

Since 2011, student activism and federal guidance of dramatically changed how campuses address sexual violence. This class will explore response to and prevention of sexual violence on college campuses and more broadly, across topics related to gender and sexuality, race, constructs of accountability, and public health and social justice approaches to prevention. Class will be heavily comprised of interactive activities, along with reading, films, and reflective writing. Course will meet 3 days per week for 2 hours. Some outside of class work in the form of film viewing and attendance at talks. Adjunct Instructor Bio: Meg Bossong ’05 is the Director of Sexual Assault Prevention and Response. Prior to returning to Williams, she was the Manager of Community Engagement for the Boston Area Rape Crisis Center, where she worked with community stakeholders in education, faith communities, medical and mental health care, law enforcement, and beyond on response and prevention initiatives.

Requirements/Evaluation: a 10-page final paper, along with Glo reflections
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: submission of a few sentence description indicating interest level in the course, preference to first years and sophomores
Materials/Lab Fee: none

WGSS 20 (W) Performing Self-Portrait in the Age of Instagram

Crosslistings: THEA20 / WGSS20 / ARTS20

Secondary Crosslisting

What does it mean to represent your own body? How do we craft compelling performances of self in a social media marketplace that treats our bodies as currency? In this studio course, we look at the lineage of the self-portrait and the role it plays in the creation of our personal mythologies. We will consider the work of Frida Kahlo, Cindy Sherman, Carrie Mae Weems, Jacolby Satterwhite, Kim Kardashian West and others. How have artists, now and in the past, turned the camera on themselves? Is it possible to subvert the gendered and racialized gaze? Students will create their own kinetic self-portraits, exploring forms such as looping video, gifs, stop-motion, and animation. Adjunct Instructor Bio: Kameron Neal is a queer Black video artist and performance-maker based in NYC. His work has been seen and developed at Ars Nova, BAM, La MaMa, New York Theatre Workshop, Soho Rep., Digital Graffiti Festival, Vox Populi and Yale’s Center for Contemporary Arts and Media. Kameron has also designed campaigns for The Public Theater, Joe’s Pub, Under the Radar Festival, and Shakespeare in the Park, with the creative direction of Pentagram partner, Paula Scher.

Class Format: afternoons
Requirements/Evaluation: final performance
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: if overenrolled, students will be selected by submitting a brief statement of interest
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

WGSS 25 (W) Community Mobilization in Senegal for Public Health and Economic Empowerment

This class will take a group of 6 students to Senegal to learn about successes and challenges in grassroots organizing, with a focus on the interrelated areas of public health—especially HIV and AIDS—women's rights, and economic empowerment, including through cooperatives. We will build on established relationships in Senegal, where the instructor has taken several groups of students since 2006. That country has many lessons to teach, as a majority Muslim culture with a female Prime Minister where women have created and continue to build cooperatively owned enterprises, a West African country that has consistently kept the rate of HIV prevalence under 1%, and a diverse culture with a democratic tradition of tolerance, even
celebration of ethnic difference. Our hosts, ACI's Baobab Center, have a strong record of working with visiting scholars and students to teach them local languages and orient them to Senegalese culture, as well as a deep and well-respected history of capacity-building work with local groups working on HIV, public health, women's rights, and LGBTQ issues. We will spend our first week in Dakar, the capital, with students doing homestays with Senegalese families. We will attend Wolof classes and lectures on local issues as well as visiting NGOs. In our second week we will move inland to the town of Kaolack, where we will be hosted by the Association pour la Promotion de la Femme Sénégalaise, a 30-year-old group with an extensive record of empowerment of village women through strategies ranging from small-scale credit to popular education and theater.

Requirements: Before we leave campus, each student will choose a particular focus for the trip, and do preliminary research to inform their visit—including comparative material about the US. Upon our return to campus we will meet to discuss our findings, and students will write 10-page papers drawing upon existing research as well as our conversations and experiences in Senegal.

Class Format: travel

Requirements/Evaluation: 10-page paper
Prerequisites: none; not open to first-year students
Enrollment Limit: 6
Enrollment Preferences: preference will be given to students with skills in French and a demonstrated interest in public health and/or women's economic empowerment
Materials/Lab Fee: $3,892
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Kiaran Honderich

WGSS 31 (W) Senior Thesis: Women’s and Gender Studies
See description of Degree with Honors in Women’s, Gender and Sexuality Studies.
Class Format: thesis
Distributions: (D2)

Winter 2019
HON Section: 01 TBA Alison A. Case

WGSS 99 (W) Independent Study: Women’s and Gender Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Distributions: (D2)

Winter 2019
IND Section: 01 TBA Alison A. Case
Winter Study Specials

SPEC, short for Specials, are courses with topics that are outside our academic department areas of study OR are being sponsored by the Winter Study Committee.

SPEC 10 (W)  Counseling Skills Intensive
Are you the person your friends turn to for support? Good listening and communication skills are of benefit to everyone, but particularly for students with support responsibilities and those interested in helping professions. This course will prepare you to be a better listener and more effective, confident communicator. Develop a deeper sense of presence to help others feel more at ease with sharing, facilitate decision-making and problem-solving using validation and active listening skills, and learn effective strategies and boundaries appropriate to more urgent situations. We will practice fundamental counseling skills, learn about factors influencing our own communication styles and the roles we gravitate toward in our relationships with others. You will learn how to communicate about sensitive issues and find your own style in helping roles. Emphasis will be given to understanding one's limits within a given situation, knowing when to refer to other resources, and what resources are available to students. We will meet twice a week for 3 hour sessions. This is an experiential training augmented by relevant readings, journaling, and out of class exercises designed to deepen your understanding and practice. Adjunct Instructor Bio: Karen Theiling is psychotherapist at Williams College where she has provided counseling to students since 2000. She is a licensed mental health counselor whose particular interests include trauma, gender and sexuality, Dialectical Behavior Therapy and outreach of all kinds. Adjunct Co-Instructor Bio: Laini Sporbert is a Health Educator at Williams College, focusing on substance abuse education and counseling, mental health awareness, sexuality education, and sleep. She has been at the college since 1997, and has been the Peer Health Staff Advisor since 2006. She has an M.Ed. in Counseling Psychology with a specialty in addictions.

Class Format: afternoons
Requirements/Evaluation: evaluation is based on participation, attendance, and the 10-page paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: reverse seniority on campus
Materials/Lab Fee: none

Winter 2019
LEC Section: 01  MR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm  Karen M. Theiling, Laini Sporbert

SPEC 11 (W)  Pod Save Williams: Audio Stories about Making the College More Sustainable
How can we all create a more sustainable Williams? In this course students will explore sustainability challenges, successes, obstacles, and opportunities on the Williams campus by interviewing staff, faculty, and fellow students and then weaving those interviews into compelling audio stories for the campus community. Students will study interviewing, storytelling, and podcasting best practices and will use what they learn to create interesting podcasts that are both rich in content and in sound. Guiding questions will include: How is sustainability being integrated - or not - into the operations of campus? What daily activities are most impactful both carbon emissions-wise and ethos-wise? How do social justice and environmental justice intersect with sustainability on campus and in this region? Who are the unsung “campus sustainability heroes”? What opportunities and challenges lay ahead related to these issues? How does one tell a story in a way that is universal or at least relevant to one's intended audience? What are the opportunities to enhance storytelling by using an audio format as the medium? Informative and impressive podcast creations will be used as resources on the Williams sustainability website and will be posted to Stitcher, iTunes, and Soundcloud. A number of assignments will involve listening to and critically analyzing podcasts. Our time together will be a combination of learning about campus sustainability issues, analyzing content and audio choices, practicing interview techniques, and getting feedback from peers. Adjunct Instructor Bio: Mike Evans is the Assistant Director of the Zilkha Center for Environmental Initiatives at Williams College. Prior to working at Williams, he was the associate director of Utahns Against Hunger and founded and directed Real Food Rising, a youth-empowerment sustainable farming program.

Class Format: mornings
Requirements/Evaluation: evaluation will be based on participation, two short essays, and a final project
Prerequisites: none
Enrollment Limit: 11
Enrollment Preferences: preference will be given to sophomores and juniors and the need to create a group that is diverse in terms of majors and interests
Materials/Lab Fee: cost of books

Winter 2019
LEC Section: 01 MWF 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Mike A. Evans

SPEC 12 (W) What’s Advertising and Why Should We Care About It?
Admittedly, only a handful of Williams students will enter the advertising business, especially the classic Madison Avenue version of it. On the other hand, an appreciable percentage of graduates will join fields where some form of advertising and promotion is a critical but complicated success factor, whether in NGOs, business, non-profit organizations or startup ventures. The proposed course is a high level view of one of the most important levers in society today. In one form or another, advertising influences not just our purchase decisions but also (and increasingly) politics, public policy, use of social media and a host of cultural issues, including perceptions about diversity, gender and the role of women in society. This course teaches how insights, strategy and positioning come to creative life, are assessed and how they percolate through brand experience and within the organization. We will consider why and how marketers align themselves with different demographic and age groups creatively and how they build positive perception. It will also help students understand why—after all the metrics and analysis and research—a brilliant creative idea is worth its weight in gold. The course is intended as an overview and will necessarily proceed at a rapid pace. Course content will be a mix of case studies, examples drawn from the current marketing world and original research by students. Where appropriate and possible, guest speakers will be invited in order to provide particular insight or participate in debate. The final project presentation will ask student teams to ‘reverse engineer’ the observed advertising and communications strategies of a marketer (broadly defined) using publicly available data and course materials. The course would meet twice per week in three hour sessions. Out-of-class expectations are approximately 10 hours/class in research, writing and group work projects.
Adjunct Instructor Bio: Steve Harty worked in advertising for 30 years, spanning developments such as the launch of cable networks, interactive and digital platforms and into today’s highly diversified communications environment. He was CEO or Chairman for four firms and served clients such as American Express, Johnnie Walker, Axe deodorant, Cadillac, Verizon, IBM and Miller Lite. He helped launch jetBlue Airlines, Ally Bank and the Voom HDTV service. He is a 1973 graduate of Williams and a trustee emeritus.
Class Format: mornings
Requirements/Evaluation: short written assignments weekly; final presentation prepared in teams and presented to class
Prerequisites: none
Enrollment Limit: 16-20
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: $10 plus cost of books

Winter 2019
LEC Section: 01 T 1:00 pm - 3:50 pm R 10:00 am - 12:50 pm PORG 1:00 pm - 3:50 pm Steve Harty

SPEC 13 (W) Cooking for the Real World
Crosslistings: PHYS15 / SPEC13
Secondary Crosslisting
The course assumes you know nothing about cooking, and, with that in mind, will focus on the basics. The course will teach you how to prepare simple, healthy, and delicious food. You’ll learn about basic knife skills, sanitary kitchen practices, cooking equipment and menu planning. Some of the foods you will learn to make during the course of winter study will include Mac ‘n Cheese, quick breads, soups and salads, pie crusts and cookies. Time permitting, we may take a field trip to a local farm. You will also get to meet with some local chefs to help you understand why everything we do revolves around food. The reading list will include: Kitchen Confidential, by Anthony Bourdain, The Flavor Bible: The Essential Guide to Culinary Creativity, Based on the Wisdom of America’s Most Imaginative Chefs, by Karen Page and Andrew Dornenburg, and one of the basics cookbook.
Class Format: MWF 3-5:30pm
Requirements/Evaluation: daily journal and a final cooking demonstration
Prerequisites: none
**Enrollment Limit:** 12  
**Enrollment Preferences:** limited to juniors and seniors but would like an email from the students applying on what food means to them  
**Materials/Lab Fee:** none  
**Attributes:** EXPE Experiential Education Courses

Winter 2019  
LEC Section: 01    MWR 4:00 pm - 6:30 pm PORG 4:00 pm - 6:30 pm    CJ Hazell

**SPEC 15 (W) Self Care: Exploring Acupressure, Reflexology and Aromatherapy**

Crosslistings: MATH15 / SPEC15  
**Secondary Crosslisting**

Learn techniques to take care of yourself and others! In this course, students will explore acupressure and reflexology through hands-on practice with partners. Modalities will first be demonstrated by the instructor, and then will be reinforced through in-class practice. The course will also cover essential oils and the chemistry behind aromatherapy, studying chemical families and their main characteristics. With this knowledge, students will create custom aromatherapy blends to address specific health issues. These blends will be made in class, and can be taken home. This class is designed to be useful to students and their loved ones, providing the student with tools to cope with life events. The focus will be on using acupressure, reflexology and aromatherapy to help with stress, anxiety, sleep, skin health, and sickness. Assigned reading and/or online videos will be required to prepare for each class. In addition, students will complete 16 hours of acupressure and reflexology practice outside of class on volunteers. These hours will be signed off on a log sheet by the volunteers. In-class assessments of techniques will also occur. Each student will prepare at least one presentation to share with the class. Adjunct Instructor Bio: Graduate studies in zoology took Jennifer Turek to the University of Otago in New Zealand, where she also attended the Lotus College of Natural Therapies. After graduating, Jennifer opened up her business, Koru Therapies first in New Zealand, then California and now in Williamstown, MA. Jennifer provides a custom holistic health experience which is a unique blend of Eastern, Western, Kiwi and American techniques that is unlike what most have experienced before.

**Class Format:** mornings  
**Requirements/Evaluation:** 16 out-of-class logged practice hours are required leading up to an in-class practical assessment for the acupressure and reflexology components of the course  
**Extra Info:** the aromatherapy portion of the class will be evaluated by a presentation to the class on a particular aspect of aromatherapy and also in-class completion of specific tasks and products  
**Prerequisites:** none  
**Enrollment Limit:** 10  
**Enrollment Preferences:** if overenrolled, students will be selected based on emailing the instructor the reasons behind choosing this course; preference will be given to seniors, and also to students with immediate wellness needs  
**Materials/Lab Fee:** $20 plus cost of books  
**Attributes:** EXPE Experiential Education Courses

Winter 2019  
LEC Section: 01    MR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm    Jenna L. Turek

**SPEC 18 (W) Call In Walk In training for Peer Health**

Crosslistings: PSYC18 / SPEC18  
**Primary Crosslisting**

This course is the full training for students who would like to cover Call In Walk In shifts in the Peer Health Office (Paresky 212). Students should either already be a member of Peer Health, or have an interest in joining Peer Health, as those students will get priority acceptance. Topics that we will cover include alcohol and other drug use; sex, STIs and contraception; rape, sexual assault and Title IX compliance; mental health; stress and sleep; healthy and unhealthy relationships, etc. Students will meet various on- and off-campus resources for referral. Outside of class work will include readings, video viewings, information gathering, and a possible field trip to local agencies.

**Class Format:** mornings
Winter 2019
LEC Section: 01    M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   Laini Sporbert

SPEC 19 (W)  Healthcare Internships
Experience of a clinical environment is essential to making the decision to enter the health professions. Through this internship, students clarify their understanding of the rewards and challenges that accompany the practice of medicine (human and animal) and dentistry. Generally, a shadowing experience focuses on provider-patient interactions within out-patient and in-patient settings. These experiences provide students with the opportunity to observe clinical interactions, as well as to learn about the systems within which healthcare is delivered. Students will also be introduced to core concepts of population health, providing a broad perspective on health outcomes within a geographic region and expanding their perspective on the individual clinical interactions which they observe. This course will encourage participants to reflect on their clinical experiences with a dual focus- from the perspective of the individual provider-patient relationship and within a systems-level context. Weekly didactic sessions (3) will focus on "substance abuse" as a thematic construct for the discussion of related chronic and acute conditions frequently encountered in clinical and social/behavioral contexts. The thematic focus on substance abuse will allow students to reflect on their clinical experiences across a wide range of clinical specialties and also to engage in discussion of a public health crisis affecting quality of life across the lifespans of Berkshires residents. By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions. Students will also demonstrate an enhanced awareness of the systems through which medical care is delivered and the challenges of health care delivery within a rural community. Students will also be expected to reflect on their clinical experiences through didactic sessions and case presentations, as well as in a final paper. Adjunct Instructor Bio: Barbara Fuller is the Director of Science and Health Professions Advising.

Class Format: Students are shadowing healthcare providers for 20-25 hours per week.

Requirements/Evaluation: 10-page paper
Prerequisites: must be at least a sophomore, on the "premedical" track, and in good standing
Enrollment Limit: 30-35
Enrollment Preferences: seniors have preference
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    TBA   Barbara K. Fuller

SPEC 21 (W) Experience the Workplace; an Internship with Williams Alumni/Parents
Field experience is a critical element in the decision to enter a profession. Through this internship, students can clarify their understanding of the rewards and challenges that accompany the practice of many different aspects within a profession, and understand the psychology of the workplace. Internship placements are arranged through the Career Center, with selected alumni and parents acting as on-site teaching associates. The expectation is that each student will observe some aspect of the profession for the better part of the day, five days per week. It is also expected that the teaching associate will assign a specific project to be completed within the three-to-four week duration of the course depending upon appropriateness. Participation in this winter study will require the student to quickly assess the work environment, make inferences about corporate culture, performance norms and expectations, and to take initiative not only to learn from this experience, but also to contribute where and when appropriate. Understanding the dynamics within a work environment is critical to success in any organization and this hands-on experience will illuminate lessons learned in the classroom. Upon completion of the winter study, it is expected that the student write a thorough report evaluating and interpreting the experience. Students will be required to read one of two books selected for this course. There will also be reading selected from such works as What Should I do with My Life? by Po Bronson, 2003 and Working by Studs Terkel, 2004. Interested students must attend an information
meeting in late September or early October and follow up with Dawn Dellea if students have questions about specific internships listed in the SPEC 21 syllabus. Application are submitted via Handshake.

**Class Format:** At least 30 hours per week, 5 days per week, 6 hours per day

**Requirements/Evaluation:** completion of readings, daily journal, and a 5- to 7-page expository review and evaluation that will become public record as a resource for other students

**Prerequisites:** qualifications for internships

**Enrollment Preferences:** placements will be determined by the individual alum or parent sponsor based on application and possible telephone interview

**Materials/Lab Fee:** cost of books

**Attributes:** EXPE Experiential Education Courses

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**SPEC 22 (W) Outdoor Emergency Care**

The course will develop the technical proficiency and leadership skills required to effectively and efficiently administer emergency medical care in outdoor and wilderness environments. Successful completion of all 3 sections of the course, along with demonstrating ski/snowboard proficiency, can lead to certification as a member of the National Ski Patrol. The course is based upon 1. National Ski Patrol's Outdoor Emergency Care (5th Edition), a curriculum containing textbook/web-based learning and hands-on, practical skill development. 2. CPR for the Professional Rescuer. 3. Approximately 18 hours of outdoor training in Ski Patrol rescue techniques. Specifically, the course teaches how to recognize and provide emergency medical care for: Wounds and Burns; Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion); Musculoskeletal Trauma (e.g., breaks, sprains, etc.); Shock, Respiratory, Poisoning, Substance abuse emergencies; Medical emergencies (e.g., heart attack, stroke, seizures, etc.). The course will teach the use of various splints, bandages, and other rescue equipment as well as methods of extrication, use of oxygen, and how to deal with unusual emergency situations such as mass casualty incidents. On-line and textbook learning will be supplemented by classroom work that includes lectures, videos, and hands-on skill development and practice. There will be a written and practical final exam. The outdoor portion of the course includes rescue toboggan handling, organization and prioritization of rescue tasks, and practical administration of emergency care in the outdoor environment. Each week there will be ~15 hours of classroom work plus ~8 hours of practical outdoor work at Jiminy Peak ski area. Homework (online and textbook based) will be required. Attendance at all classes is mandatory. The course is limited to 16 students, chosen based on ski/snowboard interest and ability as well as prior first aid experience. Adjunct Instructor Bio: Thomas Feist ('85) is a 35-year ski patroller, certified OEC Instructor and Instructor Trainer. He has taught chemistry at Williams College and served as acting director of the Williams Outing Club in 1990-91.

**Class Format:** mornings

**Requirements/Evaluation:** final written and practical exam

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** ski/snowboard interest and ability as well as prior first aid experience

**Materials/Lab Fee:** $175 plus cost of textbook (~$100)

**Attributes:** EXPE Experiential Education Courses

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**SPEC 23 (W) Liberal Arts for Epic Challenges: Design Thinking for Social Change**

Liberal Arts for Epic Challenges is an introduction to the techniques of design thinking to help liberal arts students gain the necessary skills and confidence to tackle complex social and economic problems: attention to the human dimensions of problems and solutions, creative confidence, risk taking, learning from failure, effective collaboration, and story-telling. Design thinking has become an increasingly prevalent approach in encouraging innovative solutions among start-ups, corporations repositioning themselves, government agencies seeking to improve their citizen services, and NGOs addressing major social problems like rural health care. This winter study course will expose students to the tools of design thinking and then will take on several challenges selected by the students. Students will undertake the research phase in Williamstown, then go to the IBM Design
Studio in Austin, Texas (or a similar consulting firm design lab) for the ideation phase in collaboration with designers at IBM and Watson, using the same facilities that IBM design thinkers use. Solving truly difficult problems facing society in the 21st century requires a purposeful approach that draws on a full range of the experiences and perspectives of those who have studied the liberal arts. Only with the advantage of those with an understanding of the social sciences, physical sciences, arts, and humanities provide a sensitivity to both the dimensions of difficult problems and how to address them for human-centered solutions. There will be two 3 hours workshops in the afternoons when in Williamstown, All day in the Design Studio in Austin for 3 days. Light reading, but necessary team meetings between classes.

Class Format: travel

Requirements/Evaluation: based on observation of active constructive participation in team efforts and evaluating a final team presentation for relevance,

Extra Info: sensitivity to human-centered concerns, completeness, effective communication, and realistic probability of success, all of which will be documented in an electronic field journal

Prerequisites: interested students must attend an informational meeting and submit a short essay about their interest in the course

Enrollment Limit: 10

Enrollment Preferences: none; not open to first-year students

Materials/Lab Fee: $2600

Attributes: TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01  TBA  Ric Grefé

SPEC 24 (W) Transformative Moments in the Education of a Preschool Child

This course will provide an opportunity for immersion in the life of a preschool community in the Bronx. Future of America Learning Center (FALC) is a nationally-accredited program that is recognized for its quality and standard of excellence in the field of Early Childhood Education. Students from varied educational institutions, teachers and instructional coaches are recommended by the Department of Education to visit FALC's classrooms to observe, experience and learn about the Plant-a-Dream curriculum. Winter Study students will actively participate in the daily classroom activities with the children in order to develop a sense of best practices in Early Childhood Education. Students will live with families whose children are in the program, in the model of Gaudino's experiential learning, to access a deeper sense of context and a better understanding of the issues facing children and families from this community. Opportunities for dialogue between families, staff, and students, will also be central to the learning experience. Furthermore, our mentors will guide students in robust self-reflection, as well as inquiry into the environment in which they are immersed, and the personal meaning derived from these experiences. More information about FALC and the course mentors can be found at https://goo.gl/PEJsoq.

Requirements/Evaluation: 5-page summary paper, daily journal

Prerequisites: none

Enrollment Limit: 4

Enrollment Preferences: by interview

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01  TBA  Randall S Thomas

SPEC 25 (W) Williams in Georgia

Crosslistings: RUSS25 / SPEC25

Secondary Crosslisting

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at The Georgian Times, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students
experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-Tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their internship experience. Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics, including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makanin.

Class Format: travel
Requirements/Evaluation: 10-page paper
Prerequisites: none; knowledge of Russian or Georgian is not required; not open to first-year students
Enrollment Limit: 8
Enrollment Preferences: interested students must attend an informational meeting and submit a short essay about their interest in the course
Materials/Lab Fee: $2785
Distributions: (D1)
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Vladimir Ivantsov

SPEC 26 (W) Field Work in a Bay Area Start-Up
This course is designed to give students insight into how technology start-ups work and well as a chance to practice their problem-solving skills and gain deeper insight into the customer discovery process. The course will start in Williamstown with a review of idea development tools used in today's start-up environment, particularly those pioneered by Stanford d.School such as the Lean Start-up method, Business Model Canvas and Design Thinking. Reading will include The Lean Start-up by Eric Ries, Zero to One by Peter Thiel and Edward deBono's Thinking Course as well as articles and podcasts. The class will be split into three teams of four students and paired with a Bay Area start-up looking to enter a new market, a new customer segment or are considering certain product modifications. The student teams will work on identifying customer needs, qualifying customer feedback and making recommendations to management. The class will tap into the strong Bay Area alumni network which will allow for visits to several different start-ups and fast-growing tech companies and compare how they approach their markets. The final project will be a ten-minute presentation to management. Student should submit a short statement of why they would like to participate and what they expect to learn. Adjunct Instructor Bio: Entrepreneur-in-Residence at Williams.

Class Format: travel
Requirements/Evaluation: 5-page paper; final project; short summaries of customer interactions
Prerequisites: none; not open to first-year students
Enrollment Limit: 12
Enrollment Preferences: preference will be given to students with a demonstrated interest in entrepreneurship
Materials/Lab Fee: $2,800
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Tonio Palmer

SPEC 27 (W) Social Justice, Activism, and Advocacy in New York City
This 2019 Winter Study course examines social justice advocacy and activism in New York City's nonprofit organizations, churches, and private and public universities. The focus is on antiviolence and human rights initiatives based in New York City's institutions that shape the perspectives not only of the city but influence debates about democratic values and political perspectives throughout the nation and the world. Students would work with non-profit and advocacy organizations such as the Social Justice Committee of Trinity Luther Church (TLC) Immigrants Rights Coalition; and ConnectNYC, a Harlem-based non-profit that works city-wide to end domestic, social, and religious violence. For three weeks in the city students
would attend forums on social justice, anti-racism/feminist/lgbtq rights at Barnard; Columbia University; City College, and CUNY Graduate Center. The three weeks in NYC focus on three overlapping themes central to social justice advocacy: domestic/family safety; community values in policing and citizen's and prisoners' rights; immigration and human rights.

**Class Format:** travel

**Requirements/Evaluation:** daily journal; volunteer with one of the participating non-profits to assist in digital or community outreach and organizing for 3-4 hours daily;

**Extra Info:** attend a weekly educational event(s) at city universities or nonprofits; attend a mini-seminar to discuss readings and experiential learning;

**Extra Info 2:** write a 10-page analytical paper at the conclusion of the winter study evaluating political trends in each of the three areas; attend a community council meeting at the 24th Precinct in Manhattan (West 100th St.).

**Prerequisites:** not open to first-year students

**Enrollment Limit:** 4

**Enrollment Preferences:** interview with the instructor

**Materials/Lab Fee:** $2750

**Attributes:** TRVL Winter Study Travel Course

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**SPEC 28 (W) Class of 1959 Teach NYC Urban Education Program**

Students in this course learn about the front-line challenges of urban public education by working in one of New York City’s public schools. Participants will be expected to pursue a full day’s program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at $400 for the term. Further assistance is available for financial aid students. Adjunct Instructor Bio: Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

**Class Format:** wsp internship

**Requirements/Evaluation:** Evaluation will be based on a journal and a 5-page paper

**Prerequisites:** prerequisites: Sophomore, Junior or Senior standing; not open to first-year students

**Enrollment Limit:** 12

**Enrollment Preferences:** statement of interest

**Materials/Lab Fee:** $400

**Attributes:** EXPE Experiential Education Courses

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**SPEC 29 (W) The "Television" Industry: Legal, Business and Policy Issues in the Distribution of Video Content**

This course will explore how video content is distributed in the United States and examine how a business deal to do so may actually take shape. Topics may include the history of television, various business models used to distribute video content to consumers, governmental policy and regulatory impacts on the television business, contract law and its application to video content distribution, and negotiation theory and practice. Students will explore the various ways video content is distributed, how content owners and distributors make money, the relationship between content ownership and distribution, and how the industry is changing. The course will provide students with a basic introduction to contract law and explore a video content distribution agreement in detail. Students will be expected to read articles from the trade press on a daily basis, lead and participate in class discussions, debates and negotiation case studies, analyze legal opinions, read and dissect a video distribution agreement, and, yes, watch
"television." The class will culminate in students working in teams to negotiate and draft a video distribution agreement. Class is expected to meet for 6-8 hours per week. Adjunct Instructor Bio: Robert Goldstein has practiced law for over twenty years, the most recent fifteen of which have been in the television industry. He has been the General Counsel for a privately-held telecommunications venture, worked in-house at a Fortune 500 media company, and represented a wide range of communications companies in various stages of development.

**Class Format:** two consecutive midweek class days

**Requirements/Evaluation:** final project; class participation

**Prerequisites:** students will be asked to write 1-2 sentences about why they want to take the class

**Enrollment Limit:** 10

**Materials/Lab Fee:** none

Winter 2019

LEC Section: 01    WR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm    Bob Goldstein, Debbie Goldstein

**SPEC 35 (W) Making Pottery on the Potter's Wheel**

Learning to form pottery shapes with your hands on the potter's wheel is challenging but accessible to any student who invests time and effort. This is a very old-fashioned skill--archaeologists tell us potter's wheel skills were widespread in world culture by 3000 BCE. YouTube videos will not help you to learn the subtle hand positions and pressures needed to succeed in shaping symmetrical pleasing forms. A teacher/coach will help you understand and learn these skills, but it is up to you to apply yourself with repeated practice, patience and persistence. Each class will begin with an explanatory demonstration followed by student practice on the potter's wheel. Woven into pottery making demonstrations will be presentations, in response to student interest, on various topics relating to the science and history of pottery making. Every student will have exclusive use of a potter's wheel for each class. Pottery making classes will be held in the mornings, 9 AM to 12:00 PM, at Oak Bluffs Cottage Pottery in Pownal, Vermont. We will use both stoneware and porcelain clay bodies, and will work on mugs, bowls, pitchers, plates, jars, lids, vases, and bottles, and will finish these shapes by trimming and adding handles, lugs, spouts, and knobs. We will also work on hand-building projects. Early in the Winter Study Session there will be a 1.5-hour slide presentation held one afternoon at a location on campus. After the tenth pottery making class meeting, all completed work will be kiln-fired to biscuit, approximately 1750F. The eleventh meeting will be devoted to glazing your biscuited pieces. Glazing techniques will include pouring, dipping, layering, brushing, and stamping, and using wax resist and other masking techniques to develop pattern and design. The completed work will then be glaze-fired to cone 5, approximately 2150F. The last meeting, held at Oak Bluffs Cottage Pottery early in the new semester, will be devoted to a "final project positive-orientation critique" in the studio of your finished work. Adjunct Instructor Bio: Ray Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont, 10 minutes north of the Williams College campus. All class meetings except the slide show take place at Oak Bluffs Cottage Pottery. Learn more about Ray Bub at www.raybub.com

**Class Format:** mornings, 9am-12pm; plus 1 afternoon powerpoint slide presentation, and 1 final 1-hour critique session early in the spring semester at times to be arranged

**Requirements/Evaluation:** attendance at all class sessions and enthusiasm for learning the craft of pottery making

**Prerequisites:** none

**Enrollment Limit:** 9

**Enrollment Preferences:** discretion of the instructor

**Materials/Lab Fee:** $385

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    M-F 9:00 am - 12:00 pm    Ray Bub

**SPEC 39 (W) Composing A Life: Finding Success and Balance in Life After Williams**

"Composing a Life:" Finding Success and Balance in Life After Williams Description: To be at Williams you have experience as a successful student, but how do you learn to be successful in life? How will you define success in both your personal life and in your career? How will you achieve balance between the two? In short, what will constitute the "good life" for you? We borrow the concept of "composing a life" from Mary Catherine Bateson, as an apt metaphor for the ongoing process of defining success and balance in life. This course is designed: (1) To offer students an opportunity for
self-reflection, as well as to examine and define their beliefs, values, and assumptions about their future personal and professional lives; (2) To encourage students to gain a better understanding of how culture, ideology, and opportunity affect their life choices; (3) To provide an opportunity for students to consider different models of success and balance through "living cases" (in the form of guests from various professions and lifestyles); and (4) To aid students in contemplating their own life/career options through individual advising and introducing various career and life planning resources. Using selected readings, cases, and guest speakers, we will explore both the public context of the workplace as well as the private context of individuals and their personal relationships in determining life choices. Weekly assignments include cases and readings from a variety of related fields, and some self-reflection exercises. Adjunct Instructor Bio: Geraldine Shen '01 is a former management consultant, development officer, curriculum coordinator, and admissions officer who currently leads a community non-profit organization in Williamstown. Adjunct Co-Instructor Bio: Joe Bergeron '01 is a technology consultant, entrepreneur, and software developer.

Class Format: mornings

Requirements/Evaluation: regular attendance, class participation, field interview, and a 10-page final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference to juniors and seniors

Materials/Lab Fee: none

Winter 2019
LEC Section: 01 MTR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Joe Bergeron, Geraldine Y. Shen

SPEC 99 (W) Independent Study: Special

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Winter 2019
IND Section: 01
Women's, Gender and Sexuality Studies can be defined as the study of how gender is constructed, how it is inflected by differences of race, ethnicity, sexuality, class, and so on, how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. Scholarship in Women's, Gender and Sexuality Studies has brought neglected material into established fields and raised important methodological questions that cross disciplinary boundaries and challenge established intellectual frameworks. The program in Women's, Gender and Sexuality Studies thus includes courses from a wide variety of disciplines that focus in a coherent way on gender issues and/or sexuality issues, as well as core courses that acquaint students with the interdisciplinarity of the field.

**THE MAJOR**

The Women's, Gender and Sexuality Studies major encourages students' exposure to the interdisciplinary character of feminist and sexuality-focused scholarship. In addition, majors are required to gain some knowledge of methods within a field or discipline (3 courses in one of the categories listed below), to appreciate the importance of diversity (racial, sexual, class, ethnic, national, etc.) in scholarship on gender and sexuality, to gain exposure to feminist and/or queer theory, and to pursue work at an advanced level (3 courses at the 300-level).

In order to ensure that students reflect about the paths that they choose through the major, each major will be assigned to an advisor in the spring of the sophomore year. With the advisor, the student will establish a revisable course of study for the following two years. Students interested in declaring a major should contact the Chair of the Program.

**Required Courses**

The major consists of at least 9 courses. The following are required:

- WGSS 101 Introduction to Women's, Gender and Sexuality Studies
- WGSS 202 Foundations in Sexuality Studies
- WGSS 400-level Junior/Senior Seminar in Women's, Gender and Sexuality Studies. The seminar explores topics in Women's, Gender and Sexuality Studies, and varies from year to year. Majors may take more than one seminar, space permitting.

In addition to these three required courses, students are required to take six electives. In consultation with their major advisor and with approval from the chair, these six elective courses should include:

- Courses from at least 3 different disciplinary traditions.
- At least 3 courses at the 300-level.
- At least 1 course that emphasizes feminist/queer theories and/or methodologies.
- At least 1 course that emphasizes a diversity of racial, sexual, religious, and/or cultural identities and practices.

In the final semester of their senior year, all majors will be required to write a reflective intellectual autobiography of their WGSS major, in which they explain how their courses meet the goals of the major, and analyze the relationship among the courses they have taken, the papers they have written, and the research projects undertaken.

**THE DEGREE WITH HONORS**

Honors in Women's, Gender and Sexuality Studies may be granted to majors after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded honors by the Women's, Gender and Sexuality Studies Committee. The honors project may be fall semester (plus winter study) or a year-long project. It may consist of a conventional research thesis of 40-70 pages or of other modes of presentation (e.g., art, music, poetry, theater, fiction). Proposals for non-thesis projects should include evidence of experience and competence in the chosen mode.

A student may become a candidate for honors in Women's, Gender and Sexuality Studies after the following criteria are
In April of the junior year, submission and Women’s, Gender and Sexuality Studies Committee approval of a 4- to 6-page project proposal, in which the ideas, aim, general methodology, and preliminary bibliography for the project are outlined and a faculty advisor is named; prior to submission of this proposal, students must consult with a reference librarian.

At the end of the junior year, cumulative grade point average of 3.5 from courses taken in the major;

In the first week of classes of the senior year, submission and approval by the faculty advisor and second reader of a 5- to 10-page “Plan of Action” (an overview of what has already been completed and a schedule of what needs to be accomplished to finish the project). Where appropriate, students pursuing honors will continue to consult with the second reader over the course of the semester(s).

All honors work, including the public presentation, will be evaluated by the Women’s, Gender and Sexuality Studies Committee. It will decide on the awarding of honors; the advisor will award the grade(s).

STUDY ABROAD

The Williams College Women’s, Gender and Sexuality Studies Program encourages potential majors to study abroad in order to enhance their education and gain international perspectives on gender and women’s issues and feminism. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. There are several semester-long programs with a specific focus on women and/or gender administered by other U.S. Colleges that would especially enrich the educational experience of our majors:

- Antioch College: Comparative Women’s Studies in Europe fall semester
- Augsburg College, Center for Global Education: Crossing Borders: Gender and Social Change in Mesoamerica fall semester; and Social and Environmental Justice in Latin America spring semester
- School for International Training: The Balkans: Women and Democratization, fall or spring semester
- Jamaica: Gender and Development, fall or spring semester
- Mali: Gender and Development, fall or spring semester
- The Netherlands: Identity, Gender and Sexuality, fall or spring semester

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus, including readings/assignments, and exams or other written work. Depends on the level for which the student is seeking major credit (200- vs 300-).

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. 101 and 402 cannot be fulfilled abroad.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
WGSS 11 (W) Queer Russia
Crosslistings: RUSS11 / WGSS11 / COMP11

Secondary Crosslisting
A 2013 law banning "homosexual propaganda" represents the latest in a long series of efforts by the Russian state to erase the existence and experience of its LGBTQ citizens. This course will explore Russia's suppressed queer archive from the imperial, Soviet, and post-Soviet eras, focusing on the vibrant literature, art, and film about LGBTQ Russians. We will examine works produced by and about queer Russians in an attempt to understand distinctly Russian notions of gender and sexual identity, as well as how LGBTQ Russians have formed their own identity within the country's evolving gender regime. Our survey will include works of fiction, poetry, visual art, and film from before and after the Bolshevik revolution, Stalinism and its aftermath, and the post-Soviet era. Throughout our discussions, we will work towards an alternative cultural history of Russia that will allow us to determine how and why the country's queer citizens have become the despised Other under Putin. Knowledge of Russian is not required. All readings will be in English, and all films will include English subtitles.

Class Format: afternoons
Requirements/Evaluation: completion of reading and viewing assignments, attendance in class, active participation in discussions, and completion of a collaborative project with other members of the class
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: preference to Comparative Literature, Russian, and Women's, Gender, and Sexuality Studies majors
Materials/Lab Fee: $10 plus cost of books

Winter 2019
LEC Section: 01    MTR 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm    Julie A. Cassiday

WGSS 15 (W) Plato's Symposium and Its Afterlife
Crosslistings: CLAS15 / PHIL15 / WGSS15 / COMP15

Secondary Crosslisting
Plato's Symposium commemorates a gathering held at the home of the poet Agathon of Athens, in 416 BCE, shortly after his first victory in the tragedy contest. The attendees of Agathon's drinking party agree to dedicate their evening to delivering speeches in praise of love (eros/Eros). This dialogue has long been one of Plato's most widely appreciated works and its influence has ranged far beyond the purview of academic philosophy. We will read and analyze the dialogue itself, then turn to an eclectic array of works inspired by the Symposium to study its artistic and philosophical "afterlife."

Class Format: mornings
Requirements/Evaluation: 5-page paper and an in-class presentation of independent research
Prerequisites: none
Enrollment Limit: 8
Enrollment Preferences: preference given to majors or intending majors in Classics, Comparative Literature, WGSS, or Philosophy
Materials/Lab Fee: cost of books

Winter 2019
LEC Section: 01 Cancelled

WGSS 17 (W) Girl Meets World: Films from 5 Continents
Crosslistings: WGSS17 / PSCI18

Secondary Crosslisting
This course brings together a selection of films that challenge the narrative of girl-meets-boy as the privileged formula for representing the growth and development of young women around the world. Sometimes girl does meet boy, but the challenge that these films put to us is to re-imagine the path to womanhood as mediated by other factors as well: girls’ own curiosity and ambition, their resourcefulness in the face of poverty and exploitation, resistance against being gendered in conventional ways, their friendships and romantic ties with one another, and their many creative ways of defining how one becomes a woman. To support our analysis of the films, we will also consider how some transnational feminist movements have responded to the challenges and creative energies of girlhood. Special attention will be given to the difficulty of securing girls’ rights through international conventions that implicitly treat all children (ages 0-18) as male, and all women as adults. Films and film-makers will likely be selected from the following countries: Korea, India, Great Britain, Belgium, Senegal, France, Australia, Colombia, Argentina, and the United States. Readings to be completed outside of class time include children's books, young adult fiction, and international human rights documents.

Class Format: afternoons

Requirements/Evaluation: active class participation and either 3 policy memos (3-4 pages each) or one 10-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to Political Science and WGSS majors

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01 MTW 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Nimu Njoya

WGSS 18 (W) "The Transformation of Silence": Exploring Campus Sexual Violence Prevention and Response

Crosslistings: PHLH18 / WGSS18

Primary Crosslisting

Since 2011, student activism and federal guidance of dramatically changed how campuses address sexual violence. This class will explore response to and prevention of sexual violence on college campuses and more broadly, across topics related to gender and sexuality, race, constructs of accountability, and public health and social justice approaches to prevention. Class will be heavily comprised of interactive activities, along with reading, films, and reflective writing. Course will meet 3 days per week for 2 hours. Some outside of class work in the form of film viewing and attendance at talks. Adjunct Instructor Bio: Meg Bossong '05 is the Director of Sexual Assault Prevention and Response. Prior to returning to Williams, she was the Manager of Community Engagement for the Boston Area Rape Crisis Center, where she worked with community stakeholders in education, faith communities, medical and mental health care, law enforcement, and beyond on response and prevention initiatives.

Requirements/Evaluation: a 10-page final paper, along with Glo reflections

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: submission of a few sentence description indicating interest level in the course, preference to first years and sophomores

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 MW 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Meg Bossong

WGSS 20 (W) Performing Self-Portraiture in the Age of Instagram

Crosslistings: THEA20 / WGSS20 / ARTS20

Secondary Crosslisting

What does it mean to represent your own body? How do we craft compelling performances of self in a social media marketplace that treats our bodies as currency? In this studio course, we look at the lineage of the self-portrait and the role it plays in the creation of our personal mythologies. We will consider the work of Frida Kahlo, Cindy Sherman, Carrie Mae Weems, Jacobly Satterwhite, Kim Kardashian West and others. How have artists, now and in the past, turned the camera on themselves? Is it possible to subvert the gendered and racialized gaze? Students will create their own kinetic self-portraits, exploring forms such as looping video, gifs, stop-motion, and animation. Adjunct Instructor Bio: Kameron Neal is a queer Black video artist and performance-maker based in NYC. His work has been seen and developed at Ars Nova, BAM, La MaMa, New York Theatre Workshop,
WGSS 25 (W) Community Mobilization in Senegal for Public Health and Economic Empowerment

This class will take a group of 6 students to Senegal to learn about successes and challenges in grassroots organizing, with a focus on the interrelated areas of public health--especially HIV and AIDS--women's rights, and economic empowerment, including through cooperatives. We will build on established relationships in Senegal, where the instructor has taken several groups of students since 2006. That country has many lessons to teach, as a majority Muslim culture with a female Prime Minister where women have created and continue to build cooperatively owned enterprises, a West African country that has consistently kept the rate of HIV prevalence under 1%, and a diverse culture with a democratic tradition of tolerance, even celebration of ethnic difference. Our hosts, ACI's Baobab Center, have a strong record of working with visiting scholars and students to teach them local languages and orient them to Senegalese culture, as well as a deep and well-respected history of capacity-building work with local groups working on HIV, public health, women's rights, and LGBTQ issues. We will spend our first week in Dakar, the capital, with students doing homestays with Senegalese families. We will attend Wolof classes and lectures on local issues as well as visiting NGOs. In our second week we will move inland to the town of Kaolack, where we will be hosted by the Association pour la Promotion de la Femme Sénégalaise, a 30-year-old group with an extensive record of empowerment of village women through strategies ranging from small-scale credit to popular education and theater.

Requirements: Before we leave campus, each student will choose a particular focus for the trip, and do preliminary research to inform their visit--including comparative material about the US. Upon our return to campus we will meet to discuss our findings, and students will write 10-page papers drawing upon existing research as well as our conversations and experiences in Senegal.

Class Format: travel

Requirements/Evaluation: 10-page paper

Prerequisites: none; not open to first-year students

Enrollment Limit: 6

Enrollment Preferences: preference will be given to students with skills in French and a demonstrated interest in public health and/or women's economic empowerment

Materials/Lab Fee: $3,892

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Kiaran Honderich

WGSS 31 (W) Senior Thesis: Women's and Gender Studies

See description of Degree with Honors in Women's, Gender and Sexuality Studies.

Class Format: thesis

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Alison A. Case
WGSS 99 (W) Independent Study: Women’s and Gender Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Distributions: (D2)

Winter 2019
IND Section: 01 TBA Alison A. Case

WGSS 101 (F) Introduction to Women’s, Gender & Sexuality Studies (DPE)

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues—historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

Class Format: lecture; mix of lecture and seminar meetings
Requirements/Evaluation: two short papers, research proposal and final paper; participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 15
Department Notes: required course for the Women’s, Gender and Sexuality Studies major
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies’ history, activism, and theory.
Attributes: AMST Critical and Cultural Theory Electives;

Fall 2018
SEM Section: 01 TR 9:55 am - 11:10 am Gregory C. Mitchell
SEM Section: 02 TR 9:55 am - 11:10 am Kiaran Honderich

Spring 2019
SEM Section: 01 TR 11:20 am - 12:35 pm Vivian L. Huang
SEM Section: 02 TR 11:20 am - 12:35 pm Alison A. Case

WGSS 102 (F) West Africa through Women’s Voices (DPE) (WI)

Crosslistings: HIST102 / WGSS102
Secondary Crosslisting

This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources—oral tradition, legal records, women’s popular songs, Islamic pedagogical verse, personal correspondence and novels—we will consider how women’s experiences challenge dominant narratives of history that have often excluded them. The
course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

Class Format: lecture

Requirements/Evaluation: discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10-15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equips students to understand how women in West Africa have understood and responded to structures of power and inequality, rather than applying frameworks of our own experiences and backgrounds.

Attributes: HIST Group A Electives - Africa;

Fall 2018

LEC Section: 01 M 7:00 pm - 9:40 pm Matthew Swagler

WGSS 105 (F) American Girlhoods (DPE) (WI)

Crosslistings: AMST105 / WGSS105 / ENGL105

Secondary Crosslisting

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of “manners and morals” does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Class Format: seminar

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equality and power and what kinds of literary and cultural forms writers utilize to illuminate these differences. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

Attributes: AMST Arts in Context Electives;

Fall 2018
WGSS 110 (S)  The Veil: History and Interpretations  (WI)
Crosslistings: ARAB215 / WGSS110 / HIST110

Secondary Crosslisting
This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Class Format: tutorial

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

WGSS 113 (F)  The Feminist Poetry Movement  (DPE) (WI)
Crosslistings: ENGL113 / WGSS113 / AMST113

Secondary Crosslisting
Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: seminar; discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)
DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; EXPE Experiential Education Courses; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am    Bethany Hicok

WGSS 119 (S) Asian American Femininities (DPE) (WI)

Crosslistings: COMP119 / WGSS119

Primary Crosslisting

This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

Class Format: tutorial

Requirements/Evaluation: weekly papers or peer responses

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP DPE.
The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn. WI: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019
TUT Section: T1    TBA    Vivian L. Huang

WGSS 132 (F) Black Writing To, From, and About Prison (DPE) (WI)

Crosslistings: WGSS132 / ENGL132

Secondary Crosslisting

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. Course texts will include letters from Angela Davis's edited collection *If They Come in the Morning*, autobiographies like that by Malcolm X, poetry by Ericka Huggins and Huey Newton, as well as critical interventions by scholars like Nikki Jones, WEB Du Bois, and selections from Eric Stanley and Nat Smith's edited collection *Captive Genders*. We will also look at contemporary groups organizing around the question of prisons and justice including Critical Resistance, BYP100 (Black Youth Project 100), and TGJUP (Transgender Gender Variant Intersex Justice Project).

Class Format: seminar
WGSS 138 (S) Spectacular Sex

Crosslistings: ANTH138 / WGSS138

Primary Crosslisting

From Beyoncé’s Super Bowl halftime show to Donald Trump's presidential campaign, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

Class Format: tutorial

Requirements/Evaluation: weekly response papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students; a statement of interest will be solicited from pre-registrants

Expected Class Size: 10

Distributions: (D2)

Not offered current academic year

WGSS 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WI)

Crosslistings: WGSS152 / HIST152

Secondary Crosslisting

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment’s meaning in the century that followed. Central themes in this course include the contested interpretations of “birthright citizenship,” due process, privileges and immunities, equal protection, life, liberty or property; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Class Format: seminar
**Requirements/Evaluation:** a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** given first to those who have been dropped from this class previously, then to first-years, then to second years

**Expected Class Size:** 15-19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** WI Distribution Explanation: In the process of writing a substantial research paper, students will develop proposals, bibliographies, and drafts of the paper. Class will include peer review, writing workshops, and individual and group conferences on writing, revision, and editing. DPE Distribution Explanation: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives;

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**WGSS 154 (S) History of American Feminisms** (WI)

**Crosslistings:** HIST154 / WGSS154

**Secondary Crosslisting**

This class takes a historical approach to the development of feminist movements and ideas in the United States. Moving from expressions of women's rights in the 18th century up to the present, the class will examine how diverse groups of women organized for and understood the goal of women's equality. It focuses especially on the breadth of women's mobilization and the ways that race, class and sexuality intersected with political movements over time. Historical case studies and documents—including written analyses, films and popular media—will highlight major areas of agreement and disagreement between activists from a broad range of political perspectives, including conservative feminism, labor feminism, womanism, Third World feminism, transnational feminism, and queer/lesbian feminism.

**Class Format:** seminar

**Requirements/Evaluation:** three short essays (3-5 pages); one research paper (10-12 pages); class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** First-Year Students and Sophomores

**Enrollment Limit:** 19

**Enrollment Preferences:** First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Distributions:** (D2) (WI)

**Attributes:** HIST Group F Electives - U.S. + Canada;

Not offered current academic year

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**WGSS 177 (F) Gender and Sexuality in Music** (DPE)

**Crosslistings:** MUS177 / WGSS177

**Secondary Crosslisting**

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class further inform these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of...
of culture and society in informing those interpretations.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, short weekly assignments, a final paper/project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with some musical experience

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Fall 2018

LEC Section: 01    TR 9:55 am - 11:10 am     Corinna S. Campbell

WGSS 201 (F) War and Resistance: Two Centuries of War Literature in France (1804-2016)

Crosslistings: RLFR202 / WGSS201

Secondary Crosslisting

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to the recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingetorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Anglo, Pontecorvo, and Duras. Conducted in French.

Class Format: seminar

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: exceptional performance in RLFR 105; successful performance in RLFR 106 or 107; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS

Not offered current academic year

WGSS 202 (F) Foundations in Sexuality Studies (DPE)

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.
Class Format: discussion
Requirements/Evaluation: short papers, possible creative assignments, final essay exam
Prerequisites: none, though WGSS 101 may be helpful, but not required
Enrollment Limit: 20
Enrollment Preferences: Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.
Attributes: AMST Critical and Cultural Theory Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018
SEM Section: 01    MR 2:35 pm - 3:50 pm     Vivian L. Huang

Spring 2019
SEM Section: 01    TR 9:55 am - 11:10 am     Gregory C. Mitchell

WGSS 203 (F) Chicana/o Film and Video
Crosslistings: LATS203 / ARTH203 / AMST205 / WGSS203
Secondary Crosslisting
Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.
Class Format: film screenings will be scheduled as a lab
Requirements/Evaluation: evaluation will be based on one short paper, mid-term exam, final exam and take home essays
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 20
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH
Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; ARTH post-1600 Courses; FMST Core Courses; GBST Borders, Exiles + Diaspora Studies Electives; LATS Core Electives

Fall 2018
LEC Section: 01    WF 11:00 am - 12:15 pm M 7:00 pm - 9:40 pm   C. Ondine  Chavoya

WGSS 205 (S) Gender and Economics
Crosslistings: ECON203 / WGSS205
Secondary Crosslisting
This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the
Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., comparable worth policies, AFDC/TANF, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

Class Format: lecture/discussion

Requirements/Evaluation: weekly discussion papers, two midterms, and a final paper and presentation

Prerequisites: ECON 110

Enrollment Limit: 25

Expected Class Size: 25

Distributions: (D2)

Attributes: FYCR Open to First-Year Students; POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

WGSS 207 (F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings (WI)

Crosslistings: WGSS207 / COMP236 / AFR205

Secondary Crosslisting

The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is far-reaching, influencing everything from romantic partnering, economic and educational attainment, and perceptions of beauty, attractiveness, and criminality. Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been persistent yet underexplored in Morrison's writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, The Bluest Eye (1970), Sula (1973), Song of Solomon (1977), Love (2003) and God Help the Child (2015). In our discussions of each text, we will examine the problem of the "color complex" at the intersections of race, gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically engage and interrogate fictional literature; help them identify the real and nuanced ways that color discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

Class Format: tutorial

Requirements/Evaluation: six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: this course is specifically for first-year students and they will receive preference in this class

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under AFR or WGSS; meets Division 1 requirement if registration is under COMP

Attributes: AFR Core Electives; AMST Arts in Context Electives;

Not offered current academic year

WGSS 209 (F) Poverty in America

Crosslistings: PSCI209 / WGSS209

Secondary Crosslisting

Although some protest that the U.S. is heading toward European-style socialism, social welfare programs in the U.S. differ in important ways from
those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its dangers to individuals as well as the political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?

Class Format: lecture/discussion

Requirements/Evaluation: class participation, two or three short papers, and a final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors and concentrators in Public Health

Expected Class Size: 25

Distributions: (D2)

Attributes: PHLH Decision-Making by Institutions + Individuals; PHLH Social Determinants of Health; POEC U.S. Political Economy + Public Policy Course; PSCI American Politics Courses

Not offered current academic year

WGSS 212 (S) Ethics and Reproductive Technologies (WI)

Crosslistings: WGSS212 / SCST212 / PHIL212

Secondary Crosslisting

In her groundbreaking book, The Tentative Pregnancy, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace—or to let us think we can replace—chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society’s interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, and post-mortem gamete procurement. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors or prospective majors

Expected Class Size: 19

Department Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WI)

Attributes: PHIL Contemporary Value Theory Courses; PHLH Bioethics + Interpretations of Health;

Spring 2019
LEC Section: 01   TF 2:35 pm - 3:50 pm   Julie A. Pedroni

WGSS 213 (S) Race, Gender, and the Alien Body: Octavia Butler’s Science Fiction (WI)

Crosslistings: SCST213 / AFR213 / WGSS213

Secondary Crosslisting

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler’s uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on—and often disrupt—modern understandings of race, gender, and human embodiment. We will
explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text Kindred (1979), the haunting dystopian novel Parable of the Sower (1994), the popular vampire text Fledgling (2005), and the collection Bloodchild and Other Stories (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book Dawn (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

**Class Format:** tutorial

**Requirements/Evaluation:** attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AFR Core Electives; WGSS Racial Sexual + Cultural Diversity Courses

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WGSS 214 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender (DPE)

Crosslistings: GBST213 / WGSS214 / COMP257 / RUSS213

**Secondary Crosslisting**

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. All readings will be in English, and all films with have English subtitles.

**Class Format:** seminar

**Requirements/Evaluation:** active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 20

**Distributions:** (D2) (DPE)

**Distribution Notes:** meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

**Attributes:** GBST Russian + Eurasian Studies Electives
WGSS 215 (F) Ways of Knowing: Music, Movement, Memory

Secondary Crosslisting
This interdisciplinary seminar proceeds from the premise that the body knows. Ongoing colonial modernity is rooted in a racialized hierarchy: the "civilized" life of the mind vs. the "primitive" instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don't last. In this course, we will subject this logic to close scrutiny. As performance scholar Diana Taylor asks, "Whose memories, traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge?" In this course, we look to music, movement, and other repertoires as ways of knowing, remembering, and world-making. How does embodied knowledge travel across time and space? How have performance practices served as modes of what Ashinaabe cultural theorist Gerald Vizenor calls "survivance" (survival + resistance) for indigenous, nomadic, queer, and colored communities. Case studies include: the Middle Passage and the syncretic birth of the Blues in the Americas; nomadism, the nation-state, and the migration of Romani music; and the evolution of queer ball culture. Students will engage with a variety of texts (verbal, sonic, visual, kinesthetic) and respond to them critically not only through writing and discussion, but also through their own performance practices.

Class Format: seminar
Requirements/Evaluation: in-class participation, creative/critical responses to texts, final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: if overenrolled, theater majors will get preference
Expected Class Size: 14
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under THEA or DANC; meets Division 2 requirement if registration is under AFR or WGSS

Not offered current academic year

WGSS 216 (F) Ancient Christianity on Gender and Sexuality: Legacies and Prospects
Crosslistings: WGSS216 / REL213

Secondary Crosslisting
This course will examine a set of case studies from ancient Christianity and contemporary literature that address topics in gender and sexuality, such as the masculinity of Jesus; portraits of Mary Magdalene as leader and prostitute; desire, marriage, and celibacy; gender and violence in martyr narratives; the sex/gender of God; and sexual slander of heretics and Jews. We will consider social and theological intersections with feminist, masculinity, and trans* studies.

Class Format: seminar
Requirements/Evaluation: regular class attendance, active participation in discussions, careful reading of all assigned materials, three 5- to 7-page papers (c. 2000-2300 words)
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: none
Expected Class Size: 10
Distributions: (D2)

Not offered current academic year

WGSS 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WI)
Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories" and Glenn Ligon's "Runaways", and film such as Jordan Peele's Get Out.

Class Format: seminar
Requirements/Evaluation: weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI; Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts.
Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Iananna Hawkins Owen

WGSS 219 (F) Women in National Politics (WI)
Crosslistings: PSCI219 / INTR219 / WGSS219
Secondary Crosslisting
This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.
Class Format: tutorial
Requirements/Evaluation: brief analytical papers and response papers for each week's readings
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: juniors and seniors, sophomores with permission of instructor
Distributions: (D2) (WI)

Fall 2018
TUT Section: T1 TBA Joy A. James

WGSS 222 (S) Women on the Verge
Crosslistings: RLSP220 / WGSS222
From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.

Class Format: seminar

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under RLSP; meets Division 2 requirement if registration is under WGSS

Not offered current academic year

WGSS 224 (S) Sexuality and Seduction in Nineteenth and Twentieth-Century France (DPE)

Crosslistings: WGSS224 / RLFR224

Secondary Crosslisting
In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers, a midterm, and a longer final paper

Extra Info: not available for the fifth course option

Prerequisites: exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if overenrolled, preference will be given to French majors and certificate students, Women's, Gender, and Sexuality Studies majors, and those with compelling justification for admission

Expected Class Size: 18

Department Notes: if the course is overenrolled, students will submit a form online

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS. DPE: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.
WGSS 225 (F)  Gender and Sexuality in Asian American Theater
Crosslistings: THEA225 / COMP218 / WGSS225

**Primary Crosslisting**

This class begins with the premise that intersectional and interdisciplinary studies of gender and sexuality need to be, and in significant ways already are, in conversation with Asian American studies and theater. How might contemporary Western discourses of masculinity and heterosexuality, for example, depend upon theatrical constructions of Eastern sexual alterity? How have Asian American artists managed and critiqued historically gendered and sexualized stereotypes (e.g., hypersexual Dragon Lady, virginal Lotus Blossom, asexual Charlie Chan) through theatrical intervention? This seminar will closely read dramatic literature written by Asian American artists, as well as engage scholarship in Asian American gender and sexuality studies and performance studies. We will read the work of playwrights including Ayad Akhtar, Ping Chong, Frances Ya-Chu Cowhig, Velina Hasu Houston, David Henry Hwang, Young Jean Lee, Diana Son, Lauren Yee, and Chay Yew.

**Class Format:** seminar

**Requirements/Evaluation:** in-class participation, weekly reading responses, midterm reflection, in-class reading, short essay, final essay

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 16

**Distributions:** (D2)

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under THEA or COMP

Not offered current academic year

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WGSS 226 (S)  Gender and the Dancing Body
Crosslistings: THEA226 / AMST226 / DANC226 / WGSS226

**Secondary Crosslisting**

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, reading responses and essays, and presentations

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 10-15

**Distributions:** (D2)

**Distribution Notes:** meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under WGSS or AMST

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Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm    Munjulika Tarah

WGSS 228 (F)  Feminist Bioethics  (WI)
Crosslistings: PHIL228 / WGSS228

**Secondary Crosslisting**
In this course we'll explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we'll explore topics that might traditionally be considered "women's issues" in health care, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: lecture/discussion

Requirements/Evaluation: active participation in class discussions, two mid-length papers (5-7 and 7-10 pages, respectively), one oral presentation, and three or four periodic short writing assignments (2-3 pages each)

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender and Sexuality Studies and Philosophy majors

Expected Class Size: 10-15

Department Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; PHIL Contemporary Value Theory Courses; PHLH Bioethics + Interpretations of Health;

Not offered current academic year

WGSS 230 (F) Gender, Sexuality, and Global HIV/AIDS

Crosslistings: WGSS230 / AFR230

Primary Crosslisting

The global pandemic of HIV/AIDS is now entering into its fourth decade. Throughout this history sexuality, gender and race and inequality have played a central role in the spread of the virus, and its apparent entrenchment in certain communities. This class will use a gendered, interdisciplinary perspective to investigate the pandemic's social, economic and political causes, impact, and conundrums—the problems it poses for scholarship, activism, public policy, and public health. Issues discussed will include the role of transaction sex and economic structures in both susceptibility to HIV and vulnerability to its impact; stigma and its challenges for HIV prevention, testing and treatment uptake; the role of positive youth in the next stages of the pandemic; and the evolving expressions of biopower in the global AIDS response. The class will look at examples of successful policies and activism as well as the failures, corruption and complacency that have characterized the global pandemic. There will be a particular geographical focus on experiences in the U.S. and sub-Saharan Africa.

Class Format: seminar

Requirements/Evaluation: two short papers and a research paper; class participation will form part of the grade

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Public Health concentrators

Expected Class Size: 20

Distributions: (D2)

Attributes: PHLH Social Determinants of Health

Not offered current academic year

WGSS 232 (S) Approaches to Media Studies: Analyzing Mediated Difference

Crosslistings: AMST231 / LATS231 / WGSS232

Secondary Crosslisting

Media's influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety
of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hand-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minoritarian communities.

Class Format: seminar
Requirements/Evaluation: participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality Studies majors by seniority
Expected Class Size: 10
Distributions: (D2)
Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 233 (F) Chemical Intimacies (DPE)
Crosslistings: ENGL243 / WGSS233 / ARTH243 / SCST233
Primary Crosslisting
This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Class Format: seminar
Requirements/Evaluation: individual research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under WGSS OR SCST; meets Division 1 requirement if registration is under ARTH or ENGL. DPE: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.
Attributes: WGSS Theory Courses

Fall 2018
SEM Section: 01    M 7:00 pm - 9:40 pm    Mel Y. Chen
WGSS 235 (F) Innovation, Gender, and Sustainable Development (DPE)
Crosslistings: SCST235 / WGSS235

Primary Crosslisting

Technological innovation is vital for communities, businesses and nations seeking to adapt to a globalized, competitive world. But any innovation also has impacts on all three dimensions of sustainability: the ecological, the economic, and the social. For example, such impacts may either exacerbate or mitigate gender inequalities. This course uses a gender studies lens to study innovation in the development of sustainable practices in the present and for the future. We will look at the impact of gender stereotypes on innovation, including the co-construction of gender and technology. Since the course is taught by a visiting scholar from Sweden, a particular focus will be the EU's policy of "Gender Mainstreaming" which requires all proposed policies to be assessed for their impact on gender inequality. The course looks at technical development as necessary and valuable, while investigating power relations and taken-for-granted views embedded in the particular forms it takes. The course will rely largely on analysis of case studies, and students will be encouraged to apply the analytic tools of the course to develop US-based case studies of their own.

Class Format: seminar, combination of lecture and discussion

Requirements/Evaluation: reading journal, mid-term exam, and a final research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Environmental Studies majors, students who have taken WGSS 101

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: The course focuses specifically on tools for analysing the potential differential impacts of sustainable development projects along gender lines.

Fall 2018

SEM Section: 01    TF 1:10 pm - 2:25 pm     Maria K. Udén

WGSS 237 (S) Queer Drama (DPE)
Crosslistings: THEA240 / WGSS237

Secondary Crosslisting

This seminar course is a deep dive into the richly dissonant dialogue between queer lives and live performance. How have queer artists shaped and reshaped the field of theatre and performance over time? How has drama, in turn, shaped the landscape of queer life? What inventions and innovations might we attribute to the evolution of "queer"? We will look to the work of artists such as Tennessee Williams, Tarell McCraney, Taylor Mac, Reza Abdoh, Sharon Bridgforth, Virginia Grise, and many others as we seek to map the messy topography of queer performance.

Class Format: seminar, three hours per week

Requirements/Evaluation: two 5-page papers, participation in text-based seminars, and a final performance

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: if the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under THEA; meets Division 2 requirement if registration is under WGSS DPE:

This course takes "queer" as an analytical and methodological lens for approaching questions of power, performance, and self-making.

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Shayok Misha Chowdhury
Secondary Crosslisting

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Class Format: seminar

Requirements/Evaluation: reading responses, two essays, and final research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, History, and Women's, Gender and Sexuality Studies majors

Expected Class Size: 15

Distributions: (D2) (WI)

Not offered current academic year

WGSS 240 (F) Performing Masculinity in Global Popular Culture

Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Primary Crosslisting

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

Attributes: EXPE Experiential Education Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year
WGSS 241 (S) Sex and Gender in Ancient Greece and Rome  (WI)  
Crosslistings: CLAS241 / COMP241 / WGSS241  

Secondary Crosslisting  
From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.  

Class Format: tutorial  
Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Limit: 10  
Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature  
Expected Class Size: 10  
Distributions: (D2) (WI)  
Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS  

Spring 2019  
TUT Section: T1  TBA  Amanda R. Wilcox  

WGSS 242 (S) Women, Gender, and Sexuality in Islam  (DPE)  
Crosslistings: WGSS242 / REL242 / ARAB242  

Secondary Crosslisting  
The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.  

Class Format: seminar  
Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: none  
Enrollment Limit: 19  
Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors  
Expected Class Size: 14  
Distributions: (D2) (DPE)  
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical
tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am    Saadia Yacoob

WGSS 243 (F)  Islamic Law: Past and Present
Crosslistings: REL243 / WGSS243 / ARAB243 / HIST302

Secondary Crosslisting

From fear of the Shari'a to its implementation in so called ”Islamic countries,” Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Class Format: seminar

Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 10

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Attributes:  HIST Group B Electives - Asia;  HIST Group E Electives - Middle East;  HIST Group P Electives - Premodern;  JLST Interdepartmental Electives

Fall 2018

SEM Section: 01    TR 11:20 am - 12:35 pm    Saadia Yacoob

WGSS 244 (F)  Actually Existing Alternative Economies (DPE) (WI)

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain--and now parts of the U.S.--are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' Feminist geographers Julie Graham and Katherine Gibson developed practices of 'mapping' local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in
New York or Boston.

Class Format: tutorial

Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: open to sophomores and above

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Fall 2018

TUT Section: T1    TBA    Kiaran Honderich

WGSS 246 (F)  India's Identities: Reproducing the Nation, Community and Individual (WI)

Crosslistings: ANTH246 / ASST246 / WGSS246 / REL246

Secondary Crosslisting

This course considers India's contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions -- Hindu/Muslim, rich/poor, high caste/outcaste, male/female? What are the historic roots and ongoing causes that produce structural violence around these axes of difference? We pay particular attention to key moments (Partition, communal riots in Gujarat in 2003, Hyderabad in 1990, Delhi in 1984), and places (Punjab, Bengal, Jammu & Kashmir) for our analysis of how religion, gender, and caste intersect to produce a landscape of communal violence, social hierarchy, and fragmented subjectivity in India today. We are as interested in discourses and practices that shore up these binaries as well as the third terms that attempt to transcend or diffuse them. For instance, we look at how Buddhism is and is not a middle path between Hindu/Muslim conflict in Indian Kashmir. Our course readings include ethnographic, sociological, and historical analyses, as well as oral histories and popular media.

Class Format: tutorial

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: GBST South + Southeast Asia Studies Electives; PHLH Bioethics + Interpretations of Health; WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 247 (F)  Introduction to Native American and Indigenous Studies

Crosslistings: AMST245 / ANTH245 / HIST255 / WGSS247

Secondary Crosslisting

What does it mean to acknowledge the literal land we stand upon--in Williamstown and beyond--as the occupied territory of indigenous peoples? This course strives to answer that question by offering an introduction to the histories, politics, knowledges, and arts of indigenous peoples across the Americas and Native Pacific. Foregrounding the ways in which indigenous peoples have resisted, refused, and reimagined ongoing histories of settler colonialism, we will survey scholarship in the interdisciplinary field of Native American and Indigenous Studies. By analyzing such scholarship alongside a range of primary sources--including historical documents, literature, film, visual art, music, and social media--we will examine the complex interweavings of indigeneity, race, gender, and sexuality. Throughout the course, we will discuss topics of both past and present importance, such as environmental justice, cultural representation, and self-determination.
WGSS 248 (F) Carmen, 1845 to Now (WI)
Crosslistings: MUS278 / WGSS248
Secondary Crosslisting
The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture she exemplifies the seductive, exotic, independent, and forbidden woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal narrative, starting with Prosper Mérimée’s 1845 novella on which Bizet based his beloved 1875 opera Carmen. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical Carmen Jones, to the MTV version A Hip Hopera of 2004. Comic approaches will also be assessed, from Charlie Chaplin's Carmen Burlesque of 1915 through Spike Jones’ 1952 Carmen Murdered! and The Naked Carmen of 1970. We will explore remarkable dance interpretations ranging from Carlos Saura’s 1983 flamenco version through David Bourne’s choreography in his 2001 gay reading called The Car Man.

Class Format: tutorial; after initial group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week
Requirements/Evaluation: each student will write a 5- to 6-page essay every other week (five in all), and provide peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; ability to read music useful but not necessary
Enrollment Limit: 10
Enrollment Preferences: sophomores and juniors
Expected Class Size: 8
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS
Not offered current academic year

WGSS 250 (F) Gender, Sexuality and Modern Performance (WI)
Crosslistings: COMP247 / ENGL253 / THEA250 / WGSS250
Secondary Crosslisting
This interdisciplinary tutorial explores aspects of gender, sexuality, performativity, race, class, and representations of the body in modern theatre and performance in America. While attention will be given to the still understudied role of women in the arts, we will focus primarily on the transsecionalities of social identities under intersected systems of oppression. Close analysis of works by dramatists--such as Adrienne Kennedy, Caryl Churchill, Wendy Wasserstein, Ntozake Shange, Tony Kushner, Naomi Iizuka, Paula Vogel, Suzan-Lori Parks, David Henry Hwang, Tarell McCraney, Gina Gionfriddo, and Taylor Mac--will occur alongside consideration of works by artists such as Karen Finley, Ron Athey, Tim Miller, E. Patrick Johnson, and Young Jean Lee. Our approach to this varied material will be comparative and will be enriched by readings of critical works by writers such as: Judith Butler, bell hooks, Cherrie Moraga, Gloria Anzaldúa, Eve K. Sedgwick, Jill Dolan, José Esteban Muñoz, David Román, and Donna Haraway.
WGSS 251 (F) Arab Women Memoirs: Writing Feminist History

Crosslistings: WGSS251 / ARAB252 / COMP252 / HIST309

Secondary Crosslisting
This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (A Mountainous Journey: An Autobiography), Fatima Mernissi (Dreams of Trespass: Tales of a Harem Girlhood), Leila Ahmed (A Border Passage: From Cairo to America--a Woman's Journey), Fadia Faqir and Shirley Eber (In the House of Silence: Autobiographical Essays by Arab Women Writers), and Jumanah Haddad (I Killed Scheherazade: Confessions of an Angry Arab Woman), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.

Class Format: seminar
Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), and a final paper (7-10 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: none
Expected Class Size: 15
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under HIST or WGSS
Attributes: GBST Middle Eastern Studies Electives

Not offered current academic year

WGSS 252 (F) Modern Women Writers and the City  (WI)

Crosslistings: WGSS252 / COMP243

Secondary Crosslisting
Ambivalence has always been a vital part of literary responses to city life. Whether they praise the city or blame it, women writers react to the urban
environment in a significantly different way from men. While male writers have often emphasized alienation and strangeness, women writers have celebrated the mobility and public life of the city as liberating. We will look at issues of women's work, class politics, sexual freedom or restriction, rituals of consumption, the conservation of memory by architecture, and community-building in cities like London, New York, Berlin, Paris. We will examine novels and short stories about the modern city by writers as diverse as Virginia Woolf, Gertrude Stein, Anzia Yezierska, Ann Petry, Jean Rhys, Marguerite Duras, Margaret Drabble, Ntozake Shange, Verena Stefan and Jhumpa Lahiri and Edwidge Danticat. We will consider theoretical approaches to urban spaces by feminists (Beatriz Colomina, Elizabeth Wilson), architectural historians (Christine Boyer) and anthropologists and sociologists (Janet Abu-Lughod, David Sibley, Michael Sorkin). Several contemporary films will be discussed. All readings in English.

Class Format: seminar/discussion
Requirements/Evaluation: two short papers of 3-5 pages, one of 5-7 pages, and one final paper of 8-10 pages
Prerequisites: COMP 111 or a 100-level ENGL course
Enrollment Limit: 19
Expected Class Size: 19
Department Notes: formerly COMP 252
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Attributes: AMST Space and Place Electives; GBST Urbanizing World Electives;
Not offered current academic year

WGSS 253 (F)  Art in the Age of the Revolution, 1760-1860
Crosslistings: ARTH253 / WGSS253
Secondary Crosslisting
A social history beginning with art of the pre-Revolutionary period and ending with Realism. Major topics include changing definitions of Neoclassicism and Romanticism, the dramatic impact of the revolutions of 1789, 1830, and 1848, the monarchies and republics framing the Napoleonic Empire, the shift from history painting to scenes of everyday life, and landscape painting as an autonomous art form. We will also consider proscriptions and controversies in art-making and representation during this period. The course stresses French artists such as Greuze, Vigée-Lebrun, David, Ingres, Delacroix, Géricault, Corot, and Courbet, but also includes Goya, Constable, Turner, and Friedrich.

Class Format: lecture
Requirements/Evaluation: two-page position paper related to assigned readings, hour test, and final exam or research paper; a conference at the Clark Art Institute and a field trip to New York may also be required
Prerequisites: two semesters of ARTH 101-102, 103 or permission of instructor
Enrollment Limit: 30
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Attributes: ARTH post-1600 Courses;
Not offered current academic year

WGSS 254 (F)  Manet to Matisse
Crosslistings: WGSS254 / ARTH254
Secondary Crosslisting
A social history of French painting from 1860 to 1900, beginning with the origins of modernism in the work of Courbet and Manet. Among the topics to be discussed are the rebuilding of Paris under Napoleon III; changing attitudes toward city and country in Impressionist and Symbolist art; the impact of imperialism and international trade; the gendering of public spaces, and the prominent place of women in representations of modern life. The course addresses vanguard movements such as Impressionism and Post-Impressionism and the styles of individual artists associated with them, as well as the work of academic painters.

Class Format: lecture
Requirements/Evaluation: 2-page position paper related to assigned viewing and readings, hour test and final exam or research paper; a conference at the Clark Art Institute; a field trip to New York may also be required
**WGSS 255 (F)  "Disease" in Modern Chinese Literature and Culture**

Crosslistings: WGSS255 / CHIN253 / COMP254

Secondary Crosslisting

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "diseases" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "disease"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "disease"; the relationship between diseases on the one hand, and the politics of body, gender, and class on the other; we ask how infectious (sexual) disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "diseases," such as infectious cannibalism and fin-de-siècle "virus," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the "Second New Wave" film director of Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud's psychoanalysis and post-Freudian psychotherapy are "practiced" in literature circulated in both print and internet cultures. Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** regular in-class presentation, three short papers (3-5 pages) and one final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Distributions:** (D1)

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP or CHIN

**Attributes:** PHLH Bioethics + Interpretations of Health

Not offered current academic year

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**WGSS 256 (F)  Buddhism, Sex, & Gender: #MeToo Then and Now**

Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life-his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad
ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01  M 7:00 pm - 9:40 pm  Kim Gutschow

WGSS 258 (F) Black Women in African American Literature and Culture (WI)

Crosslistings: ENGL248 / AMST248 / WGSS258

Secondary Crosslisting

This course surveys constructions of black womanhood from the nineteenth century to the present through readings of texts by and about black women. In this course, students will trace how black womanhood became central to uplift ideology and the making and sustaining of black communities in the post-Reconstruction, Harlem Renaissance, and Black Power eras. We will read works across a broad historical spectrum to identify the ways different writers wrestle with race and gender using literary tropes, such as the "tragic mulatto," in different social contexts. We will also engage a range of forms, including an essay (Patricia Hill Collins's "Mammies, Matriarchs, and Other Controlling Images"), a choreopoem (Ntozake Shange's For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf), and socio-political propaganda (the "Black is Beautiful" movement). This course will end with a consideration of the way writer and producer Issa Rae engages with contemporary ideologies of black womanhood in the HBO series Insecure.

Class Format: seminar

Requirements/Evaluation: active class participation, 4 short papers totaling about 20 pp., final project on the hashtag #blackgirlmagic

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

Attributes: ENGL 200-level Gateway Courses;

Not offered current academic year

WGSS 259 (S) Adultery in the Nineteenth-Century Novel (WI)

Crosslistings: COMP259 / ENGL261 / WGSS259

Secondary Crosslisting
In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress: Gustave Flaubert's *Madame Bovary* (1856), Lev Tolstoy's *Anna Karenina* (1873-77), Leopoldo Alas y Ureña's *La Regenta* (1884-85), and Theodor Fontane's *Effi Briest* (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a key role in the cultural imagination of Europe during this time. *All works will be read in English translation.*

**Class Format:** tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session

**Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students who have already taken at least one course devoted to literature at Williams

**Expected Class Size:** 10

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS

**Attributes:** ENGL Literary Histories B;

*Not offered current academic year*

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**WGSS 260 (S) Power, Feminist-Style** (DPE) (WI)

Crosslistings: PSCI260 / WGSS260

**Primary Crosslisting**

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice—the concept of power—from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, bell hooks, Catherine MacKinnon, Hannah Arendt, and Gloria E. Anzaldúa.

**Class Format:** seminar

**Requirements/Evaluation:** class facilitation, critical reflections (four 3- to 4-page assignments), review of peer's essay (2-3 pages), essay draft and revision (8-10 pages)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

WI: Writing assignments train students' attention on various elements of argumentation and style and involve peer and teacher review and revision.

**Attributes:** WGSS Theory Courses

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Spring 2019

SEM Section: 01   MW 11:00 am - 12:15 pm   Greta F. Snyder
**WGSS 261 (S) The Saint and the Countess: Lost Voices of Medieval Women**  (WI)

**Crosslistings:** WGSS261 / MUS261

**Secondary Crosslisting**

Very few female voices from the Middle Ages are audible today; most of the music, poetry, and other writings that survives reveals the creativity and expresses the attitudes of men. This course will explore the experiences and viewpoints of medieval women through the lens of the poetry and songs of two exceptional 12th-century figures: the German abbess Hildegard of Bingen, whose long and immensely productive life was shaped by the requirements of monastic culture; and the French Countess of Dia in Provence, whose elusive life and works exemplify the dynamics of aristocratic court culture. We will ask how these and other musical women active in both the sacred and the secular spheres (such as the nun Birgitta of Sweden, and Queen Blanche of Castile) negotiated their places and made their voices heard within the patriarchal society of their time. We will examine the ways in which these contrasting environments informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way we will critically assess how these lost voices have been recreated to speak to us today through recordings and film.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation based on several short papers and presentations, and a final project and presentation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective Music and Women's Gender & Sexuality Studies majors

**Expected Class Size:** 6

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

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**Spring 2019**

**SEM Section:** 01   TR 9:55 am - 11:10 am   M. Jennifer Bloxam

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**WGSS 262 (S) Gender and Conflict in International Relations**

**Crosslistings:** PSCI261 / WGSS262

**Secondary Crosslisting**

This course explores gender dynamics in modern conflicts from the perspective of civilian societies, state militaries and non-state armed groups. The course will look at gender roles, relations, and symbols, throughout different phases of conflict including the precursors to conflict, during a conflict, and finally in the aftermath of active conflict. We will examine contemporary security debates related to gender including violent extremism, women in the military, and post-conflict reconstruction. We also look at case studies from several regions including Uganda, El Salvador, Sierra Leone, and Northern Ireland. Gender, in this course, will be used as a lens to understand different identities in conflict and expectations for women, men, boys, and girls, as well as examine femininities and masculinities. The course will use literature from scholars in the field of gender and conflict but will also include literature on conflict that does not have a gender perspective, with the aim to encourage students to add their own gendered analysis or questioning of current theories of conflict in international relations.

**Class Format:** seminar

**Requirements/Evaluation:** short writing assignments; some combination of take-home exams and in-class presentations; class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** potential and actual political science majors or women's, gender, and sexuality studies majors

**Expected Class Size:** 18

**Distributions:** (D2)

**Attributes:** PSCI International Relations Courses

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**Spring 2019**
WGSS 263 (F)  Transnational Activism: Practice, Problems, Ethics  (DPE)

Crosslistings: WGSS263 / SOC264

Primary Crosslisting

As more and more people, goods, ideas, and health hazards circulate across borders, transnational institutions and organizations proliferate, and problems recognized as regional or global intensity, there is both increasing need and opportunity for transnational activism. In such a context, it is vital to understand how activists have engaged peoples around the world and/or have influenced transnational institutions, as well as to attune oneself to the ethical and practical difficulties associated with this kind of activism. This course examines the different forms that transnational activism takes and how transnational activists have advanced their goals. We also look into why and how transnational activists’ efforts have failed, focusing in particular on the issue of neo-imperialism and the problems created by the “white savior.” Orienting our exploration is the following question: what is the relationship between ethics and efficacy in activism that crosses borders? What does “ethical” transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Class Format: seminar

Requirements/Evaluation:  class facilitation, assessment construction, essay proposal (3- to 4-pages), group portfolio (6- to 8-pages), group presentation, final essay (10- to 12-pages)

Extra Info:  may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites:  none

Enrollment Limit:  none

Prerequisites:  none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size:  20

Distributions:  (D2) (DPE)

Distribution Notes:  DPE: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements. It builds the skill to engage across difference by requiring students to work together to develop a transnational activist action plan.

Attributes:  WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01  MW 11:00 am - 12:15 pm  Greta F. Snyder

WGSS 264 (F)  Bodies, Genders, and Sexualities in the Early Christian World  (DPE)

Crosslistings: REL264 / WGSS264

Secondary Crosslisting

What does it mean to be a woman or a man? To have body? A gender? A sexuality? In this course we will explore the ways in which bodies, genders, and sexualities were experienced and described in Mediterranean antiquity. Ancient experiences of and ideas about bodies, genders, and sexualities were often very different than those of the contemporary world. Nevertheless, because Greek and Roman antiquity and Christian beginnings often function as the imagined origins of "Western" (or European and American) "civilization," these ancient ideas about bodies, genders, and sexuality, maintain an out-sized presence in current debates about the "normal" body, gender practices, and the contour of sexuality. With a focus on early Christianity, the course seeks, on the one hand, to introduce students to the early history of Christianity through an inspection of its pluriform discourses on the meaning and regulation of bodies, genders, and sexuality, even as it keeps an eye toward the modern legacy of these ideas. On the other hand, the course gives students the opportunity to be introduced to key questions and theories in Women's, Gender, and Sexuality Studies through the study of early Christianity and its environs.

Class Format: seminar

Requirements/Evaluation:  weekly response papers, 5- to 6-page paper, 8- to 10-page paper

Prerequisites:  none
Enrollment Limit: 19
Enrollment Preferences: majors, student seniority by class
Expected Class Size: 19
Distributions: (D2) (DPE)
Distribution Notes: DPE: The course's focus on the production and use of difference in terms of bodies, genders, and sexualities, and how those putative differences were used to authorize the social distribution of power, qualify this course as meeting the DPE distribution requirement.

WGSS 267 (F) Performance Studies: An Introduction  (DPE)
Crosslistings: COMP267 / WGSS267 / DANC267 / THEA267

Secondary Crosslisting
Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origins in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatricals as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format: seminar
Requirements/Evaluation: reflection papers, performance analysis, final paper or performance
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15
Distributions: (D2) (DPE)
Distribution Notes: meets Division 1 requirement if registration is under COMP, DANC or THEA; meets Division 2 requirement if registration is under WGSS DPE: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Fall 2018
SEM Section: 01    TR 11:20 am - 12:35 pm    Phillip J. Webster

WGSS 269 (F) Staging Race and Gender  (DPE) (WI)
Crosslistings: ENGL249 / THEA249 / WGSS269

Secondary Crosslisting
This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's Black Odyssey, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices
on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

**Class Format:** seminar

**Requirements/Evaluation:** four papers totaling at least 20 pages and in-class group performances

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS

**DPE:** This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies WI: Students will submit four papers totaling at least 20 pages

**Attributes:** ENGL 200-level Gateway Courses;

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**WGSS 274 (S) 'As If Her Mouth Were a Weapon': Jamaica Kincaid** (DPE) (WI)

**Crosslistings:** ENGL254 / WGSS274

**Secondary Crosslisting**

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include *Annie John* (1985), *Lucy* (1990), *The Autobiography of My Mother* (1996), *My Brother* (1997), *Mr. Potter* (2002), and *See Now Then* (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

**Class Format:** tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

**Requirements/Evaluation:** five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging WI: This course will fulfill the Writing-Intensive distribution requirement in that it requires a minimum of 20 pages of formal writing

**Attributes:** ENGL Post-1900 Courses; ENGL 200-level Gateway Courses;

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**Spring 2019**
WGSS 275 (S)  Women's Contemporary Cultural Production in Latin America (DPE) (WI)

Crosslistings: WGSS275 / COMP286 / RLSP274

Secondary Crosslisting

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Cílilali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucía Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

Class Format: lecture

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: Spanish 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under WGSS

W: There will be one-page long written exercises every week and two 7-8 pages essays. D: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Attributes: LATS Countries of Origin + Transnationalism Elect;

Spring 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Roxana A. Blancas Curiel

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WGSS 279 (F)  Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture

Crosslistings: ASST271 / REL271 / WGSS279 / COMP279

Secondary Crosslisting

"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yognoe) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviancies from "the normal" as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation--including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an
extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: REL, ASST, WGSS, and COMP majors will be given preference

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under REL, ASST or WGSS; meets Division 1 requirement if registration is under COMP

Attributes: FMST Related Courses

Not offered current academic year

WGSS 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Crosslistings: AFR283 / AMST283 / WGSS283 / ENGL286

Primary Crosslisting

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Class Format: seminar

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR or AMST; meets Division 1 requirement if registration is under ENGL

Attributes: FMST Core Courses; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm    Kai M. Green

WGSS 301 (F) Sexual Economies (DPE)

Crosslistings: WGSS301 / ANTH301 / AMST334

Primary Crosslisting
This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We will have either guest speakers or a field trip to hear from people working in various commercial sex sectors.

Class Format: seminar

Requirements/Evaluation: midterm essay exam, final research paper, research proposal/annotated bibliography

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: We will study various questions related to sexual empowerment, agency, vulnerability, and exploitation in myriad global contexts. We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Fall 2018

SEM Section: 01 MR 1:10 pm - 2:25 pm Gregory C. Mitchell

WGSS 302 (F) Social Construction (DPE)

Crosslistings: WGSS302 / REL301 / COMP315 / SOC301 / SCST301

Secondary Crosslisting

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under REL, SOC, WGSS or SCST; meets Division 1 requirement if registration is
under COMP. DPE: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Fall 2018
SEM Section: 01   W 1:10 pm - 3:50 pm     Jason Josephson Storm

WGSS 303 (S) Humans and Bodies: Theories of Embodiment
Crosslistings: REL313 / WGSS303
Secondary Crosslisting
What is the body? Does "the body" precede culture, or is "the body" society's own creation, a contingent assemblage of matter, sensations, and psychosomatics? How does the self, and various types of self, relate to the body? How do sexual selves, racial selves, and gendered selves relate to their own bodies, to other bodies and selves? How are these selves produced through or with the body? How does the self-sense its "own" body? And does the body construct the self, or the self the body? In this course, we'll ask big questions about the body, its relation to the self, and about embodiment, through reading the most important and timely theories of the body, the self, and embodiment, especially as found in psychoanalytic, phenomenological, feminist, trans, and queer theories and methods.

Class Format: seminar
Requirements/Evaluation: papers, class participation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: majors
Expected Class Size: 10
Distributions: (D2)

Spring 2019
SEM Section: 01   TF 2:35 pm - 3:50 pm     Phillip J. Webster

WGSS 304 (S) Rebels and Conformists: Postwar Germany from The 'Economic Miracle' to the Fall of the Wall  (WI)
Crosslistings: GERM304 / WGSS304
Secondary Crosslisting
In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country's international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them to question whether the Federal Republic was a restoration or a new beginning? In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include: Peter Weiss, *Die Ermittlung*, Heinrich Böll, *Und sagte kein einziges Wort*, Gisela Eilsner, *Riesenwürge*, Emine Sevgi Özdamar, *Das Leben ist eine Karawanserei*, Volker Braun, *Unvollendete Geschichte*, Alice Schwarzer, *Der kleine Unterschied und seine großen Folgen*, Christian Kracht, Faserland, Thomas Brussig, *Wasserfarben*. Films may include: Gerhard Klein, "Berlin-Ecke Schönhauser," Ulrich Plenzdorf, "Die Legende von Paul und Paula," Rainer Werner Fassbinder, "Angst essen Seele auf," Reinhard Hauff, "Messer im Kopf," Uli Edel, "Der Baader-Meinhof Komplex," Margarethe v. Trotta, "Das zweite Erwachen der Christa Klages," Heiner Carow, "Coming Out," Hans Weingartner, "Die fetten Jahre sind vorbei."

Class Format: tutorial
Requirements/Evaluation: alternating 4-page tutorial papers, and 2-page critiques
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GERM 202 and permission of the instructor
WGSS 308 (F) Thinking Diaspora: The Black Atlantic and Beyond
Crosslistings: AMST308 / ENGL309 / WGSS308 / COMP300
Secondary Crosslisting
Water imagery has been central to black diasporic culture since its beginnings in the Middle Passage---suggesting imprisonment, isolation, escape, ancestral communion, and death, for example. This course wrestles with the significance of water in diasporic literature--how it endures, how it has diminished, how it slips away from us. Black diaspora theory was revolutionized by Paul Gilroy's The Black Atlantic, which urged us to consider more deeply the role of the ship, the routes, and the roots entailed in the formation of diasporic consciousness. This course aims to expand students' theoretical skills as we discuss cornerstone and cutting edge texts of diaspora theory, with an emphasis on theories that work with the relationship to water, such as those by Jacqueline Nassy Brown, Omise'eke Tinsley, and Vanessa Agard-Jones. Primary texts will include The Big Sea by Langston Hughes, Sugar and Slate by Charlotte Williams, Barry Jenkins' Moonlight, and more.

Class Format: seminar
Requirements/Evaluation: weekly reading responses, presentations, one 10-page paper, engaged feedback process, and thoughtful class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: none
Expected Class Size: 20
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS
Attributes: ENGL Criticism Courses

Fall 2018
SEM Section: 01  MWF 11:00 am - 12:15 pm  Ianna Hawkins Owen

WGSS 310 (F) Womanist/Black Feminist Thought
Crosslistings: AMST309 / AFR310 / WGSS310 / REL310
Secondary Crosslisting
This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color--particularly black women--are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project
**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors

**Expected Class Size:** 20

**Distributions:** (D2)

**Attributes:** AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

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**Fall 2018**

**LEC Section:** 01  M 7:00 pm - 9:40 pm  Rhon S. Manigault-Bryant

**WGSS 311 (S) Theorizing Shakespeare**

**Crosslistings:** WGSS311 / ENGL311 / THEA311 / COMP310

**Secondary Crosslisting**

For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: *The Merchant of Venice*, *Hamlet*, and *Antony and Cleopatra*. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?

**Class Format:** seminar

**Requirements/Evaluation:** 20 pages of writing in the form of two short and one longer paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 19

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL, COMP or THEA; meets Division 2 requirement if registration is under WGSS

**Attributes:** ENGL Criticism Courses; ENGL Literary Histories A

Not offered current academic year

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**WGSS 312 (S) An American Family and "Reality" Television**  (WI)

**Crosslistings:** COMP316 / AMST333 / ARTH310 / WGSS312

**Secondary Crosslisting**

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Class Format:** seminar

**Requirements/Evaluation:** class presentations, research assignments, and final 16- to 20-page research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
**WGSS 313 (F) Gender, Race, and the Power of Personal Aesthetics**

Crosslistings: AFR326 / AMST313 / WGSS313 / LATS313

Secondary Crosslisting

This course focuses on the politics of personal style among women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, and class inform standards of beauty, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal style among women of color? Is it feasible to assert that an easily identifiable "African American," "Latina," "Arab American" or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as activist strategy challenge traditional understandings of feminist political activity?

**Class Format:** seminar

**Requirements/Evaluation:** participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** LATS 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority

**Expected Class Size:** 12

**Distributions:** (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

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**WGSS 314 (S) The Social Ecology of Racial and Gender Inequity** (DPE)

Crosslistings: SOC314 / WGSS314

Primary Crosslisting

Why the political furor over monuments? What would a feminist city look like? Does gentrification promote racial justice? This course trains your focus on space and place, asking you to take a socioecological perspective on race and gender. In it, we examine how ideas about race and gender shape space as well as how the location, demographic composition and design of cities, neighborhoods, parks, and uncultivated spaces reinforce ideas about race and gender and racial/gender power relations. What is distinctive about this perspective, as compared with other analytical lenses through which we approach race and gender, and what is its value? What does a socioecological perspective suggest about the efficacy of different types of efforts to facilitate greater equity in social relations?

**Class Format:** seminar

**Requirements/Evaluation:** class facilitation, critical responses (four 2- to 3-page responses), late-term exam, final essay (10-12 pages) or essay-equivalent (video essay, photo essay, or other)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: DPE: This course introduces students to social psychology's socioecological approach, giving them a lens which can help them understand how important axes of difference—race and gender—are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm     Greta F. Snyder

WGSS 315 (S)  Paris on Fire: Incendiary Voices from the City of Light (1830-2015)

Crosslistings: WGSS315 / RLFR316

Secondary Crosslisting

During the 1830s, Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous urban energy, captured in countless paintings, photographs, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repetitively sparked with incendiary passion and political protest. As fires raged during the riots in 2005, many heard the echo of Hitler's ominous 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? And following the recent terrorist attacks in Paris in 2015, many wonder what lies ahead for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. Conducted in French.

Class Format: seminar

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Extra Info: not available for the fifth course option

Prerequisites: strong performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-level course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 20

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS

Attributes: GBST Urbanizing World Electives

Not offered current academic year

WGSS 316 (S)  Feeling Queer and Asian

Crosslistings: ASST316 / WGSS316 / COMP313

Primary Crosslisting
This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianness? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

Class Format: seminar

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 12

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under WGSS or ASST; meets Division 1 requirement if registration is under COMP

Not offered current academic year

WGSS 317 (F) The New Woman in Weimar Culture (WI)

Crosslistings: WGSS317 / GERM317

Secondary Crosslisting

This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War I and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Irmgard Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. Taught in German.

Class Format: taught seminar style in German for the German students and as a tutorial in English for non German speaking students

Requirements/Evaluation: papers and oral presentations

Prerequisites: for students taking it in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course

Enrollment Limit: 19

Expected Class Size: 8

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under GERM; meets Division 2 requirement if registration is under WGSS

Not offered current academic year

WGSS 319 (F) Gender and the Family in Chinese History

Crosslistings: ASST319 / HIST319 / WGSS319

Secondary Crosslisting

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China.

Class Format: lecture/discussion
WGSS 322 (S) Introduction to Critical Theory  (WI)

Crosslistings: PHIL321 / WGSS322

**Secondary Crosslisting**

"Dare to know! Have courage to use your own reason-that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet in 19th and 20th centuries we find the promise of Enlightenment tempered by the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? In this tutorial we begin with short readings by Kant, Hegel and Marx, key sources for critical social theory in the 20th century. Possible topics may include: alienation, authoritarianism, "pathologies of reason," and reification, as well as recognition, the idea of socialism, and progress. Possible other figures read may include: Max Horkheimer, Theodor Adorno, Herbert Marcuse, Walter Benjamin, Jurgen Habermas, Nancy Fraser, Amy Allen, Noelle McAfee, Judith Butler, Elizabeth Grosz, Michel Foucault, Jean Baudrillard, and Gilles Deleuze, Georgio Agamben, Frantz Fanon, Edward Said and Achille Mbembe, as well as current critiques of neoliberal capitalism. This tutorial will be adapted for WGSS students seeking to meet a theory requirement.

**Class Format:** tutorial, students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks;

**Extra Info:** evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** demonstrated background in modern philosophy, critical theory, political theory, or continental philosophy

**Enrollment Limit:** 10

**Enrollment Preferences:** current and prospective Philosophy majors and students with a sufficient background in political or critical theory

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** PHIL History Courses; WGSS Theory Courses

**Not offered current academic year**
bibliography, 15-page final paper and presentation)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies, History, and Women’s Studies, Gender and Sexuality majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students’ development of independent research papers, this course satisfies the WI requirement.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

Spring 2019

SEM Section: 01    TR 8:30 am - 9:45 am     Tyler J. Rogers

WGSS 325 (F) Television, Social Media, and Black Women ‘Unscripted’

Crosslistings: AFR325 / WGSS325

Secondary Crosslisting

Nene Leaks, Shonda Rhimes, Oprah Winfrey, Kerry Washington and now Lavern Cox and Melissa Harris-Perry have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed—these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and “unscripted”) and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

Class Format: seminar

Requirements/Evaluation: evaluation in this course will be based upon class participation, response papers, one 10 page paper, and a formal class presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first, second, third, and fourth year students. If over enrolled, preference will be given to third and fourth year students

Expected Class Size: 13

Distributions: (D2)

Attributes: FMST Core Courses

Not offered current academic year

WGSS 326 (S) Queer Temporalities (WI)

Crosslistings: REL326 / WGSS326 / COMP326 / LATS426

Secondary Crosslisting

Birth, childhood, adolescence, college, adulthood, career, marriage, family, mid-life, old age, death, afterlife. How are all these facets of being human imagined as stages in time, as axes on certain progressive lines that delineate human social relations? How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? How have our conceptions of time and our demarcations of lifecycles shifted historically? How do people whose experiences do not align with dominant cultural social stages
negotiate ideas of lifecycle and timing? Especially for individuals and peoples who have been denied self-representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Muñoz) we will examine some non-linear, non-normative, and interruptive approaches to making sense of time, space-time, and self within time.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on class attendance, analytical essays, responses, and revised essays

Extra Info: Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5-page analysis of the week’s reading. The other student will respond orally with a 2-page response to their partner's paper.

Extra Info 2: Pairs will also prepare a midterm synthesis, students will revise two of their 5-page analytical papers: one from the first half of the semester, one from the second half due at the end of the semester. may not be taken pass/fail or fifth course

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women’s, Gender, and Sexuality Studies or students who have previous coursework in those programs

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under REL, LATS or WGSS; meets Division 1 requirement if registration is under COMP

Attributes: AMST Space and Place Electives; LATS Core Electives; Not offered current academic year

WGSS 328 (F) Austen and Eliot
Crosslistings: ENGL328 / WGSS328

Secondary Crosslisting

Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilated and transformed them. By placing each writer’s work in its political and philosophical context— in Austen's case, reactions to the aftermath of the French Revolution, in Eliot's, to the failed mid-century European revolutions and the pressures of British imperialism— we will consider how each writer conceives social and historical exigencies to shape comedies and dramas of consciousness. Readings will include Austen's *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*; Eliot's *The Mill on the Floss*, *The Lifted Veil*, and *Daniel Deronda*; selected letters and prose; and critical essays.

Class Format: seminar

Requirements/Evaluation: one 8- to 10-page essay and one 10- to 12-page essay

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

Attributes: ENGL Literary Histories B

Not offered current academic year

WGSS 329 (S) Sexuality and US Literatures of the 19th Century
Crosslistings: AMST349 / WGSS329 / ENGL329

Secondary Crosslisting

If homosexuality and heterosexuality, as it is commonly argued, only came into being as legible identities at the end of the nineteenth century, what constituted "sexualities" before that? This course will explore how sexualities were expressed, regulated, denied and embraced "before identity"
through reading closely some of the most central literary and cultural works of the period alongside a set of methodologically and theoretically diverse critical works that engage this query. Some questions we may explore include: What counts as sex and why would that be important to understanding a work of literature? What effect does race, ethnicity, gender, class and other differences make on sexual expression and regulation? How does literature itself represent, theorize, and respond to discourses of desire? Authors whose works we may explore include Emily Dickinson, Frederick Douglass, Harriet Jacobs, Henry James, Herman Melville, and Ralph Waldo Emerson.

Class Format: seminar

Requirements/Evaluation: engaged and thoughtful discussion, in-class writings, oral presentation, one 5- to 7-page paper and one 8- to 10-page paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: ENGL, WGSS, and AMST majors

Expected Class Size: 19

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

Attributes: ENGL Literary Histories B

Not offered current academic year

WGSS 330 (S) Race, Gender, and Performance from Literature to Social Media

Crosslistings: COMP339 / THEA322 / AMST332 / LATS335 / WGSS330

Primary Crosslisting

How can contemporary performance expand ideas and practices of belonging in the United States, as figured through race, gender, and sexuality? This spring course will begin with readings of dramatic literature including Suzan-Lori Parks's Venus, David Henry Hwang's M. Butterfly, and Young Jean Lee's The Shipment to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. We will develop shared vocabulary and methodologies of performance studies, including readings by scholars including J.L. Austin, Judith Butler, and José Esteban Muñoz. This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces?

Class Format: seminar

Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 15

Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS

Attributes: ASAM Related Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Not offered current academic year

WGSS 331 (S) Queer Europe: Sexualities and Politics since 1850 (DPE)

Crosslistings: HIST332 / WGSS331

Secondary Crosslisting

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions...
of identity, personal and national, in modern European society. Topics include: women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but Italy and Russia will also be the focus of some meetings. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Class Format: seminar

Requirements/Evaluation: class discussion, the posting of four 500 word response papers, two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Women's, Gender and Sexuality Studies majors

Expected Class Size: 12-20

Distributions: (D2) (DPE)

Distribution Notes: DPE: Queer Europe is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm     Chris Waters

WGSS 332 (S) Postwar Britain: Gender, Race, Sexuality, and Social Change, 1945-1990

Crosslistings: WGSS332 / HIST333

Secondary Crosslisting

A major theme in British historiography is the enormous social change that has taken place in Britain since the end of the Second World War. In the 1950s, sociologists argued about the extent to which postwar affluence was leading to the "embourgeoisement" of the working class; in the 1960s, the advent of the so-called "Permissive Society" witnessed the flourishing of a new culture of sex, drugs, and rock 'n roll; in the 1970s, the feminist and gay movements challenged gender roles that earlier had seemed so secure; in the 1980s, Thatcherism sought to halt the nation's apparent terminal decline, repudiating much of the progressive legislation of earlier decades by turning the clock back; finally, throughout this period successive waves of immigration appeared to many to challenge the cultural homogeneity of white Britain. This course will explore these themes, addressing the question of what it meant to be "postwar" in Britain, charting the gradual emergence of a new politics of class, gender, race, and sexuality in Britain that made the nation in 1990, at the end of the postwar period, a radically different place from what it had been in 1945. In attempting to make sense of these complex changes, we will consider a variety of documents and works by recent historians, along with a dozen films, which students will be required to view outside of class.

Class Format: discussion

Requirements/Evaluation: class discussion, two 8-10 page interpretive essays, and a self-scheduled final examination

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Women's, Gender & Sexuality Studies majors

Expected Class Size: 15-20

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year
In nineteenth-century Britain, the novel took on the world. Shaking off its early disrepute, and taking advantage of growing literacy and innovations in production and distribution, it achieved in this period an unrivalled synthesis of mass appeal and aesthetic ambition. Its representational aspirations were breathtaking: attempting to comprehend in its pages the dizzying complexity of new social, political, and economic structures, as well as to delineate in finest detail the texture of individual lives and minds. In an age obsessed with the social, it engaged directly with the most compelling social issues of the day, including industrialization and the gap between rich and poor, the role of women, nationalism and imperialism, and more broadly, the very nature of historical change itself. But it did so, for the most part, by telling fine-grained stories of ordinary men and women, people trying to make a living, worrying about their families and their neighbors, facing illness and death, and falling in--and sometimes out of--love. Since so many of these stories of everyday life are familiar as, we will work hard to focus on what is strange and specific about the fiction of the nineteenth century, while also recognizing the roots of much that is modern in our own culture. We will also take seriously their social ambitions, looking especially at the ways they formulate, promote, and contest their readers’ understanding of themselves as subjects and agents of an ongoing social history.

Class Format: seminar
Requirements/Evaluation: flexible writing requirement includes options for short essays, journal, research paper and exam
Prerequisites: 100-level ENGL course, or a score of 5 on the AP English Literature Exam, or 6 or 7 on Higher Level IB English exam, or permission of instructor
Enrollment Limit: 25
Enrollment Preferences: English majors, Women's, Gender and Sexuality majors, Comparative Literature majors, seniors
Expected Class Size: 25
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Attributes: ENGL Literary Histories B
Not offered current academic year

This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses so such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.

Class Format: seminar
Requirements/Evaluation: weekly responses, four 2- to 3-page essays
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors
Expected Class Size: 10
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Not offered current academic year
The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country’s unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related to women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: The seminar will include a mandatory spring break trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. These form the basis of their final research paper. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

Class Format: seminar

Requirements/Evaluation: research paper and its various components, participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 7

Enrollment Preferences: students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview

Expected Class Size: 7

Materials/Lab Fee: the cost of the spring break trip is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student

Distributions: (D2) (DPE)

Distribution Notes: DPE: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil

Attributes: LATS Countries of Origin + Transnationalism Elect

Spring 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Gregory C. Mitchell

In this class we will investigate a wide variety of Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are the various facets of Latina/o identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Class Format: seminar

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

Extra Info: may not be taken on a pass/fail basis

Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 12
WGSS 339 (S) Stereotypes, Prejudice, and Discrimination  (WI)

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers

Prerequisites: PSYC 201 and 242

Enrollment Limit: 16

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 16

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; PSYC Area 4 - Social Psychology; PSYC Empirical Lab Course; TEAC Related Courses;

Spring 2019

LEC Section: 01  W 1:10 pm - 3:50 pm  Steven Fein
LAB Section: 02  M 1:00 pm - 4:00 pm  Steven Fein

WGSS 340 (S) Elizabeth Bishop in the Americas  (DPE)

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: seminar; seminar, three hours per week, small group discussion, archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or WGSS DPE. This course examines difference, power, and equity in poetry and other writing produced during the Cold War period in the Americas. As the course description indicates, Elizabeth Bishop provides the central focus of our interrogation of questions and constructions of race, class, sexuality, national identity, and power in the U.S. and Brazil during a time of intense exchange between the two nations. This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL Literary Histories C

Spring 2019

SEM Section: 01  Cancelled

WGSS 341 (F) Cinematic Representations of Work and Migration after the Wall

Crosslistings: COMP341 / WGSS341

Secondary Crosslisting

The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Āgustín, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: Illegal, Working Man’s Death, NordSud.com, Lichter (Lights), Code Unknown, The Flower Bridge, Occident, Since Otar Left, Losers and Winners, Whore’s Glory, Le Havre and Time Out.

Class Format: seminar

Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 200-level ENGL or COMP course, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and Women’s Gender & Sexuality majors

Expected Class Size: 10

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS

Attributes: FMST Core Courses

Not offered current academic year

WGSS 342 (S) American Genders, American Sexualities

Crosslistings: WGSS342 / AMST341 / ENGL341

Secondary Crosslisting

This course investigates how sexual identities, desires, and acts are represented and reproduced in American literary and popular culture. Focusing on two culturally rich periods--roughly 1880-1940 (when the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), and
the contemporary context of the "postmodern" 21-century--we will explore what it means to read and theorize "queerly." Among the questions we will ask: What counts as "sex" or "sexual identity" in a text? Are there definably lesbian, gay, bisexual, queer or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular historical events, such as the rise of sexology, the Harlem Renaissance, and the emergence of a transgender movement have had on queer cultural production. Readings may include works by the following authors: Butler, Cather, Diaz, Ferguson, Fitzgerald, Foucault, Freud, Hammonds, Hughes, James, Larsen, Lorde, Muñoz, Rich, Rodriguez, Sedgwick, and Stein, and as well as screenings of contemporary videos and films.

Class Format: discussion/seminar

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one 8- to 10-page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors and/or students interested in WGSS

Expected Class Size: 25

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS or AMST

Attributes: AMST Arts in Context Electives; AMST Critical and Cultural Theory Electives; ENGL Post-1900 Courses; ENGL Criticism Courses; ENGL Literary Histories C; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Not offered current academic year

WGSS 343 (F) Representations of Racial-Sexual Violence from Enslavement to Emancipation (WI)

Crosslistings: WGSS343 / AMST343 / AFR343 / INTR343

Secondary Crosslisting

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro; At the Dark End of the Street; films include Birth of a Nation; Bush Mama; To Kill a Mockingbird. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: tutorial; students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence.

Requirements/Evaluation: weekly primary and response papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
TUT Section: T1 TBA Joy A. James

Spring 2019
TUT Section: T1 TBA Joy A. James

WGSS 345 (S) Shakespeare's Women (WI)

Crosslistings: ENGL345 / WGSS345

Secondary Crosslisting

Shakespeare's plays portray a remarkably wide range of female characters from serving women to queens, from innocent, subservient young women
to powerful authoritative adults. His plays explore female friendships, parents and children, love affairs and marriages, male actors playing female roles and female characters playing male roles. Looking closely at five plays—Twelfth Night, Much Ado Nothing, Hamlet, Macbeth, Antony and Cleopatra—we will examine the ways in which attitudes toward female stereotypes, sexuality, gender, subjectivity, social norms and performance evolve as Shakespeare’s poetic style and dramatic technique mature, and the genre shifts from comedy to tragedy.

Class Format: tutorial

Requirements/Evaluation: active engagement in tutorial sessions, five 4- to 5-page papers, and five 1- to 2-page responses

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors and prospective majors

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

Attributes: ENGL Literary Histories A;

Not offered current academic year

WGSS 348 (S) Women, Men and Other Animals (DPE)

Crosslistings: STST348 / WGSS348 / ARTH348 / ENGL348

Primary Crosslisting

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal—indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Class Format: seminar

Requirements/Evaluation: individual research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS or SCST; meets Division 1 requirement if registration is under ARTH or ENGL

Spring 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Mel Y. Chen

WGSS 352 (S) Mystic Spirituality in Black Women's Social Justice Activism: Brazil-USA

Crosslistings: REL352 / AFR352 / WGSS352

Secondary Crosslisting

This course examines the meanings and manifestations of mystic spirituality in the lives and work of selected Black women artists/activists in the USA
and Brazil. The writings of Lucille Clifton (poet), Rosemarie Freeney Harding (activist and counselor) and Makota Valdina Pinto (activist and Candomblé ritual elder) are key texts for our exploration of the uses of mystic sensibilities and Afro-Atlantic ritual traditions—such as dreams and visions, prayer, divination, sacred dance, healing rites and other forms of unmediated intimate encounter with the sacred—as resources for creativity, community organizing, self-care and as aspects of political and social critique in African American and Afro-Brazilian contexts. The methodology of the course blends historical, literary and womanist approaches in an investigation of the conjunctions of spiritual practice and activism in the experience of women in the Afro-Atlantic diaspora.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, 2-3 short papers (5-7 pages) and a final project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** AFR, REL, and WGSS concentrators

**Expected Class Size:** 15

**Distributions:** (D2)

**Not offered current academic year**

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**WGSS 353 (F) The Brontës**

**Crosslistings:** ENGL353 / WGSS353

**Secondary Crosslisting**

Around 1845, three sisters in a remote town in Yorkshire effectively converted their father's humble parsonage into a family writers' colony. In 1846, each published her first novel—two of which would go on to become major classics. Within 8 years, all three sisters were dead, but by then they had produced seven of the most formally innovative, socially challenging, original and powerful works in English fiction. We will read them all, from Charlotte's best-selling love story, *Jane Eyre*, to the underrated Anne's brilliant and disturbing anatomy of an abusive marriage, *The Tenant of Wildfell Hall*, to Emily's singular masterpiece *Wuthering Heights*, as well as their poetry and selections from the voluminous fantasy fiction they created together as children. We will also read Elizabeth Gaskell's acclaimed 1857 *Life of Charlotte Bronte*, "the first full-length biography of a woman novelist by a woman novelist", which began the process of making the Brontës the cult figures they remain today. Reading these works together in the bicentennial year of Charlotte's birth, we will consider how their shared efforts helped all three sisters to push through boundaries few other women writers had dared to challenge. In a similar spirit of collaboration, we will mix critical and creative writing in our responses to these works.

**Class Format:** seminar

**Requirements/Evaluation:** discussion, two critical essays and two short creative pieces

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** none

**Enrollment Preferences:** English majors, WGSS majors, seniors

**Expected Class Size:** 25

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

**Attributes:** ENGL Literary Histories B

**Not offered current academic year**

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**WGSS 361 (F) Writing about Bodies (WI)**

**Crosslistings:** ARTH361 / WGSS361 / THEA361 / INTR361

**Secondary Crosslisting**

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies—actors, dancers, singers—and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations—art, theatre, literature, anthropology, philosophy—and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as
memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Accocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the '62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films and selected tapes of live performances.

**Class Format:** tutorial

**Requirements/Evaluation:** alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

**Attributes:** AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;

Fall 2018

TUT Section: T1    TBA    Carol Ockman

**WGSS 368 (F) Arab Women Writers: Remapping Urban Narratives (WI)**

**Crosslistings:** COMP368 / ARAB368 / WGSS368

**Secondary Crosslisting**

In “The Lover of Blue Writing above the Sea,” (1995) a poem written to console a lover after the death of his beloved, Syrian poet, Ghada al-Samman, pens: “If you are sad and burn the edge of my book/I shall come to you/like the genie in my grandmother’s Damascene stories…” As these lines imply, the fantastic grandmother’s Damascene stories have the power to equally amend broken hearts and restore memories of loss. In this course, we will adopt "the grandmother’s Damascene stories" as a conceptual metaphor that guides our line inquiry into the intersection of Arab women’s narrative and the city. We will read novels and short stories by Arab women writers about cities and capitals in the Arab world and the diaspora. The goal of this course is not only to familiarize students with prominent Arab women novelists, such as Hoda Barakat, Radwa Ashur, Liana Badr, Raja’a Alem, Alia Mamdouh, and Ahlam Mosteghanemi, among others, but also to introduce them to the literary and visual cartography of Beirut, Granada (via Cairo), Ramallah, Mecca, Baghdad, and Constantine, respectively. We will also read short stories about other cities in the world, such as New York, Paris, London, Buenos Aires and Tokyo among other world metropolis. Questions we will address include: How does the city appear as a protagonist? How do Arab women novelists represent nationhood, modernity, memory, love, war, sexuality and religion, among other themes, in their construction of urban narratives? How do these narratives map an Arab feminist metropolis? How do Arab women writers represent cities beyond the Arab world? To answer these questions, we will also look at Arab women's blogs and watch films that focus on the city as a site for spatial articulation of national histories, popular revolutions, and feminist public spheres.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, several short response papers, three short papers (3 - 5 pages), a final performance project, and a final paper (7 - 10 pages)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors and Comparative Literature majors

**Expected Class Size:** 15

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under WGSS

**Attributes:** GBST Middle Eastern Studies Electives;
WGSS 371 (F)  Medicine, Pathology, and Power: An Ethnographic View  (DPE) (WI)
Crosslistings: SCST370 / ANTH371 / WGSS371

Secondary Crosslisting
How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation—also known as as ‘deep hanging out.’ Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Class Format:  seminar
Requirements/Evaluation:  four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project
Extra Info:  may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites:  none
Enrollment Limit:  19
Enrollment Preferences:  Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators
Expected Class Size:  19
Distributions:  (D2) (DPE) (WI)

Distribution Notes:  DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to ‘improve’ health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly ‘writing chats’ with instructor.
Attributes:  EXPE Experiential Education Courses;  PHLH Methods in Public Health;  SCST Related Courses;

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm     Kim Gutschow

WGSS 376 (F)  Sex, Gender, and the Law in U.S. History  (DPE)
Crosslistings:  HIST376 / WGSS376

Secondary Crosslisting
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Class Format:  seminar
Requirements/Evaluation:  four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages
Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Distributions: (D2), (DPE)

Distribution Notes: DPE: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives

Fall 2018

SEM Section: 01    TF 2:35 pm - 3:50 pm    Sara Dubow

WGSS 379 (S) Black Women in the United States

Crosslistings: AFR379 / HIST379 / WGSS379

Secondary Crosslisting

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on student participation, three papers, and a brief oral presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors and Africana Studies concentrators

Expected Class Size: 15-20

Distributions: (D2)

Attributes: AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada; WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions

Crosslistings: AFR380 / ENGL381 / AMST380 / WGSS380 / SCST380

Primary Crosslisting

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Class Format: seminar

Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none
Enrollment Limit: 20

Expected Class Size: 20

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, SCST or AMST; meets Division 1 requirement if registration is under ENGL

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

SEM Section: 01  TR 11:20 am - 12:35 pm  Kai M. Green

WGSS 386 (S) Latinas in the Global Economy: Work, Migration, and Households

Crosslistings: LATS386 / HIST386 / WGSS386

Secondary Crosslisting

An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs?

Class Format: discussion

Requirements/Evaluation: evaluation based on class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class

Prerequisites: open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 15

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; GBST Borders, Exiles + Diaspora Studies Electives; HIST Group D Electives - Latin America + Caribbean; HIST Group F Electives - U.S. + Canada; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

SEM Section: 01  MWF 11:00 am - 12:15 pm  Carmen T. Whalen

WGSS 389 (F) Fiction of Virginia Woolf

Crosslistings: ENGL389 / WGSS389

Secondary Crosslisting

"Let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small" ("Modern Fiction"). Virginia Woolf's fiction represents a self-conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction, in an effort to re-center the novel on lived experience. This course will explore the evolution of the innovative fictional forms by which she tried to bridge the gap between the experience of consciousness and its representation in language. We will also consider the links between Woolf's concern with in the fluidity of consciousness and her interest in gender fluidity and androgyny. We will read most of the major novels, probably including The Voyage Out, Jacob's Room, Mrs. Dalloway, To the Lighthouse, Orlando, The Waves, and Between the Acts, together with selected short fiction and critical essays.

Class Format: seminar

Requirements/Evaluation: discussion, weekly journal, three 4- to 6-page essays
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: none

Enrollment Preferences: English majors, WGSS majors, seniors

Expected Class Size: 25

Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

Attributes: ENGL Literary Histories C

Fall 2018

SEM Section: 01   MR 2:35 pm - 3:50 pm   Alison A. Case

WGSS 396 (F) Modern Pleasure

Crosslistings: ENGL394 / WGSS396

Primary Crosslisting

This course investigates modernist imaginations of pleasure, both sensual and aesthetic, with a particular focus on the ways that modernism's formal strategies might facilitate queer representations of pleasure, intimacy, and desire. In tandem with our discussion of literary form, we will consider the crucial role that visual media, music, and community spaces, like Harlem's cabarets and Natalie Barney's sapphic salon, played in the collaborative production and transatlantic circulation of modernism. Authors likely to be studied include Oscar Wilde, Langston Hughes, Gertrude Stein, Djuna Barnes, Nella Larsen, Radclyffe Hall, and James Baldwin. We will read the work of sexologists and situate modernist literature in relation to early 20th-century scientific conversations about human sexuality and the nature of pleasure. Queer and feminist theory will accompany these texts and provide a framework for our analysis of modernism's queer pleasures.

Class Format: seminar

Requirements/Evaluation: engaged and thoughtful discussion; oral presentation, one 5- to 7-page paper and one 8- to 10-page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors and/or students interested in gender/queer studies

Expected Class Size: 25

Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

Attributes: ENGL Literary Histories C; WGSS Theory Courses

Not offered current academic year

WGSS 400 (S) A History of Family in Africa  (WI)

Crosslistings: GBST402 / HIST402 / AFR402 / WGSS400

Secondary Crosslisting

The family is the center of private life, but it has also been a topic of constant discussion and contention in Africa. In this class we will examine how political upheavals and economic pressures have changed the concept of the family and the role it plays in various African societies. We will also consider the changing views of gender, race, age, class, and sexuality on the idea of family.

Class Format: seminar

Requirements/Evaluation: seminar, discussion, seminar, discussion, and 20-page research paper (including preparatory writing exercises throughout the semester)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors

Expected Class Size: 10
WGSS 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Crosslistings: COMP401 / GERM401 / WGSS401

Secondary Crosslisting
Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate ‘entrepreneurs of self.’ This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: seminar; seminar three hours per week
Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper
Extra Info: not available for the fifth course option
Prerequisites: 300-level course
Enrollment Limit: 25
Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor
Expected Class Size: 20
Materials/Lab Fee: course books and reader packet

WGSS 405 (S) Sr.Sem: Sexual Rights, Gender Equality, and Religious Liberty: Conflicts in Law, Culture, and Politics (WI)

Crosslistings: WGSS405 / HIST458

Primary Crosslisting
Legal systems, political leaders, religious groups, and social movements, have generated and responded to conflicts and perceived conflicts between religious freedom, gender equality, and sexual rights in a variety of ways over the past twenty-five years. This course will consider these conflicts in a comparative context, and will examine when, why, and how appeals to religion, tradition and/or culture have been used to carve out exceptions to otherwise generally applicable laws.

Class Format: seminar
Requirements/Evaluation: 20-page research paper, which students will write after developing research proposal, composing annotated bibliography, and writing several drafts in close consultation with professor and in in-class workshops
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
WGSS 408 (S)  Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers
Crosslistings: RLF412 / WGSS408

Secondary Crosslisting
In 1834, Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, and the domestically-abused Gervaise became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arreta, Lelouch, Chabrol. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, midterm exam, and two to three papers
Prerequisites: a 200-level or 300-level RLF literature course at Williams; advanced coursework during study abroad; or by permission of the instructor
Enrollment Limit: 16
Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission
Expected Class Size: 16
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under RLF; meets Division 2 requirement if registration is under WGSS
Not offered current academic year

WGSS 409 (F)  Transnationalism and Difference: Comparative Perspectives (WI)
Crosslistings: AMST411 / WGSS409 / LATS409

Secondary Crosslisting
In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to “be transnational”? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle East.

Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, an original 12-15 page research paper conducted in stages, and peer editing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing

Not offered current academic year
**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; GBST Borders, Exiles + Diaspora Studies Electives; LATS 400-level Seminars;

Not offered current academic year

**WGSS 411 (S) Advanced Readings and Research**

This capstone readings and research seminar for WGSS majors will culminate in a substantial independent research project. In the first half of the semester, we will examine the disciplinary and interdisciplinary development of the field(s) of WGSS; read classic texts and examples of more recent scholarship representing a range of WGSS theories and methods; and explore a variety of methods and strategies for crafting research within the field of WGSS. In the second half of the semester, students will design and conduct their own WGSS-related research projects.

**Class Format:** seminar

**Requirements/Evaluation:** weekly discussion questions; research proposal; substantial final research project; and oral presentation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** wgss 101

**Enrollment Limit:** none

**Enrollment Preferences:** wgss majors

**Expected Class Size:** 5

**Department Notes:** Senior seminar

**Distributions:** (D2)

Spring 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Kiaran Honderich

**WGSS 412 (S) Graphic Sex: Queer Ethnographic Writing**

Crosslistings: ANTH412 / WGSS412

**Primary Crosslisting**

This seminar examines recent and canonical work in queer anthropology, exploring how different cultures construct sexual and gender identities and subjectivities, and what happens when dominant paradigms such as the Euro-American LGBT model become enmeshed in globalization, late capitalism, and consumerism. We begin with a series of case studies highlighting alternative gender and sexual formations in various cultures around the world, emphasizing how these seemingly “authentic” local categories are themselves the products of historical shifts, colonial relations, and political economy. We also examine how these categories overlap, conflict with, subvert, or syncretize with the increasingly global category of “gay.” In addition to reading queer ethnographies, we will also learn the methods required for doing ethnography ourselves, including interviewing techniques, participant observation, writing thick description, data analysis, and editing.

**Class Format:** seminar

**Requirements/Evaluation:** ethnographic writing assignments (e.g., interviews, field notes, essays, etc.)

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors and others with substantial background in Women's, Gender and Sexuality Studies or Anthropology and Sociology Studies, statements of interest will be solicited

**Expected Class Size:** 15

**Department Notes:** WGSS junior/senior seminar

**Distributions:** (D2)
WGSS 420 (S)  Senior Seminar: The Drag of Black Masculinity (DPE)

Crosslistings: AMST420 / AFR331 / ENGL420 / WGSS420

Primary Crosslisting

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 19th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory, and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. By examining representations and presentations of Black masculinities, we will pursue questions such as: How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men’s sexuality inform representations of Black masculinities? Can we/should we be moving beyond heteropatriarchy and gender binaries? What is the future of Black Gender? By reading critical and creative texts, viewing films and engaging other kinds of media, students will hone their critical theorization skills.

Class Format: seminar

Requirements/Evaluation: each student will be asked to facilitate a class discussion; students will write three short creative/critical papers; there will also be a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and others with substantial background in Women's, Gender, and Sexuality Studies or Africana Studies; statements of interest will be solicited

Expected Class Size: 14

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, OR AMST; meets Division 1 requirement if registration is under ENGL DPE: This course fulfills the DPE requirement in that it centers questions of power and privilege.

Spring 2019

SEM Section: 01  Cancelled

WGSS 453 (S)  Women, Gender, and Social Movements in U.S. History (WI)

Crosslistings: HIST453 / WGSS453

Secondary Crosslisting

This seminar is devoted to researching and writing a substantial research paper on some aspect of U.S. women’s or gender history, with a particular focus on social movements. Social movements organized around gender issues and identities have been significant sources of social and political change in U.S. History. Drawing on online archival collections of personal letters and diaries, published writings, organizational records, and oral histories, students will research an individual, social group, organization, event, or movement that invites them to explore that particular subject in depth, while also considering some of the following issues and questions: the different strategies, tactics, and ideologies used for organizing and movement building across the political spectrum; the ways that gender has united and divided grassroots movements; how and when it has been useful for women to act through women's groups versus other types of organizations; the ways that ethnicity, race, religion, and class have been resources for organizing and coalition building; how social movements have shaped and been shaped by larger political and economic developments; the ways that various gendered identities have served as both agents and objects of political and social change; and the relative importance of formally organized politics versus less formal strategies to effect political change.

Class Format: seminar

Requirements/Evaluation: 20- to 25-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: senior History majors
Expected Class Size: 10
Distributions: (D2) (WI)
Distribution Notes: WI: This course will focus explicitly on the process of writing a substantial research paper, including writing a proposal, and workshopping and revising drafts in class.
Attributes: HIST Group F Electives - U.S. + Canada;

Spring 2019
SEM Section: 01  Cancelled

WGSS 468 (S) Practicum in Curating: Visual Art for a Garden (WI)
Crosslistings: WGSS468 / ARTH468
Secondary Crosslisting
This course aims to develop the wide range of skills needed to realize an art exhibition in a botanical garden (specifically Marie Selby Botanical Gardens in Sarasota where the instructor is Curator at Large. The course responds to her charge to exhibit artists with 100% name recognition for the first five years of Selby’s new “Living Museum” initiative which puts works of art in dialogue with botanicals. In the wake of shows devoted to Marc Chagall (2017), Andy Warhol (2018) and Paul Gauguin (forthcoming, 2019), each student will research and choose a non-male and/or non-white artist of some renown and construct an exhibition of works that might be possible to borrow. Course work includes 1) research on the artist and the concept, the focal works of art, auxiliary objects that do not require climate control (e.g. photographs and other works on paper), social history and other methodological frameworks 2) writing requests e.g., loans, rights; and 3) preparations for several of the following: press release, wall texts, wall labels, audio guide, and programming for the exhibition. The final project includes a 10-page synthetic research paper, written for a general audience, about the artist and their use of flowers as well as the projected installation of the climate-controlled gallery. Students may have the opportunity to participate in a WSP in situ in which they will experience all sectors of the museum, glass house, and gardens.
Class Format: seminar; this is a practicum so while it meets 3 hours/week as a seminar does, it is hands on in a different way (e.g., co-peer and one-on-one reviewing by me in class)
Requirements/Evaluation: in-class presentations of research (weekly or bi-weekly), a substantive annotated bibliography, several short writing assignments
Extra Info: (e.g. letters, queries, reviews), reading and critiques of others’ work, in-class presentation of two drafts of the final paper and installation
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: at least one 100-level course in ARTH
Enrollment Limit: 10
Enrollment Preferences: junior and senior art majors, especially those who have had either methods or a senior seminar and/or those with strong research, writing, and design skills
Expected Class Size: 10
Materials/Lab Fee: field trip expenses that may not be funded by the department (not to exceed $100)
Distributions: (D2) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Attributes: ARTH post-1600 Courses;

Spring 2019
SEM Section: 01  Cancelled

WGSS 491 (F) Honors Project: Women’s & Gender Studies
Women’s, Gender and Sexuality Studies honors project.
Class Format: independent study
WGSS 492 (S) Honors Project: Women's & Gender Studies
Women's, Gender and Sexuality Studies honors project.
Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributions: (D2)

Fall 2018
HON Section: 01 TBA Alison A. Case

WGSS 493 (F) Senior Thesis: Women's & Gender Studies
Women's, Gender and Sexuality Studies senior thesis.
Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributions: (D2)

Spring 2019
HON Section: 01 TBA Alison A. Case

WGSS 494 (S) Senior Thesis: Women's & Gender Studies
Women's, Gender and Sexuality Studies senior thesis.
Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributions: (D2)

Fall 2018
HON Section: 01 TBA Alison A. Case

WGSS 497 (F) Independent Study: Women's & Gender Studies
Women's, Gender and Sexuality Studies independent study.
Class Format: independent study
Distributions: (D2)

Fall 2018
IND Section: 01 TBA Alison A. Case

WGSS 498 (S) Independent Study: Women's & Gender Studies
Women's, Gender and Sexuality Studies independent study.
Class Format: independent study
Distributions: (D2)

Spring 2019
IND Section: 01   TBA    Alison A. Case
The Writing-Intensive (WI) requirement is intended to improve student writing proficiency across disciplines. Students in these courses will receive guidance on style, argumentation, and other significant aspects of writing, as well as evaluation and criticism of their writing throughout the semester. This may be achieved through a variety of approaches: brief assignments spaced over the semester, sequenced assignments leading to a longer final paper, etc. WI courses may also include multiple drafts, conferences, peer review, or class discussions designed to improve writing skills. A course with a single long paper due at the end of the semester, but with no required or structured means of addressing writing issues, would not be considered writing-intensive. WI courses require a minimum of 20 pages of writing and have a maximum enrollment of 19—this allows the instructor to devote appropriate attention to writing over the course of the semester.

All students are required to take TWO WI courses: one by the end of sophomore year and one by the end of the junior year. Students will benefit most from WI courses by taking them early in their college careers and are strongly encouraged to complete the requirement by the end of sophomore year.

The WI requirement expires at the end of 2018-19 and will be replaced by the new Writing Skills (WS) requirement.

AFR 126 (F) Black Literature Matters (DPE) (WI)
Crosslistings: AFR126 / AMST126 / ENGL126
Secondary Crosslisting
Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts—essays, novels, drama, music, and poetry—by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Class Format: seminar
Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am     Kimberly S. Love

Spring 2019
AFR 129 (F) Twentieth-Century Black Poets  (WI)
Crosslistings: AFR129 / ENGL129

Secondary Crosslisting
From Langston Hughes to contemporary poets such as Angela Jackson and Claudia Rankine, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor, and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Amiri Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask how black poetry has been defined and whether there is a single black poetic tradition or several.

Class Format: seminar
Requirements/Evaluation: several short papers, a 15-page final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Expected Class Size: 19
Distributions: (D2) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirements if registration is under AFR
Attributes: AMST Arts in Context Electives;

AFR 164 (S) Slavery in the American South  (WI)
Crosslistings: AFR164 / AMST165 / HIST164

Secondary Crosslisting
This writing intensive seminar will focus on slavery in the southern United States—one of the most difficult and challenging subjects in this country's history. After looking at several different approaches to North American slavery and examining in depth two of the key primary sources for the study of this institution, students will select an aspect of slavery for intensive research. The rich sources of the Chapin and Sawyer Libraries will be examined to show students the extensive body of materials available on campus for their research projects.

Class Format: seminar
Requirements/Evaluation: class discussion critical part of this course; brief weekly writing assignments based on the reading done for that class; the final piece of written work will be a research paper on a subject of student's choosing due at the end of the semester
Extra Info: in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery
Prerequisites: First-Years and Sophomores
Enrollment Limit: 19
Enrollment Preferences: First-Years and Sophomores
Expected Class Size: 15-19
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada;
AFR 167 (F) Let Freedom Ring? African Americans and Emancipation (WI)
Crosslistings: AFR167 / HIST167 / AMST167

Secondary Crosslisting
This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Class Format: seminar
Requirements/Evaluation: research paper, short writing assignments, class participation
Prerequisites: First-Years and Sophomores
Enrollment Limit: 19
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 19
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives;

Fall 2018
SEM Section: 01    M 7:00 pm - 9:40 pm     Gretchen Long

AFR 208 (F) Time and Blackness (WI)
Crosslistings: AFR208 / REL262 / AMST208

Primary Crosslisting
The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from--and create--paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

Class Format: tutorial
Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;
AFR 213 (S)  Race, Gender, and the Alien Body: Octavia Butler's Science Fiction  (WI)
Crosslistings: SCST213 / AFR213 / WGSS213

Primary Crosslisting
Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on--and often disrupt--modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text Kindred (1979), the haunting dystopian novel Parable of the Sower (1994), the popular vampire text Fledgling (2005), and the collection Bloodchild and Other Stories (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book Dawn (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

Class Format: tutorial

Requirements/Evaluation: attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AFR Core Electives; WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

AFR 218 (S)  Gender and Sexuality in the Neo-slave Narrative  (DPE) (WI)
Crosslistings: WGSS218 / AFR218 / AMST218 / ENGL218

Secondary Crosslisting
Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories" and Glenn Ligon's "Runaways", and film such as Jordan Peele's Get Out.

Class Format: seminar

Requirements/Evaluation: weekly keyword responses, one presentation, four papers totaling about 20 pp, including an engaged feedback process, thoughtful class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI: Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts.

Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Ianna Hawkins Owen

AFR 322 (F) Race, Culture, Incarceration (WI)
Crosslistings: AMST322 / AFR322 / INTR322 / PSCI313

Secondary Crosslisting
This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

Class Format: seminar
Requirements/Evaluation: brief analytical papers and group presentations.
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST Space and Place Electives; JLST Interdepartmental Electives;

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm     Joy A. James

AFR 343 (F) Representations of Racial-Sexual Violence from Enslavement to Emancipation (WI)
Crosslistings: WGSS343 / AMST343 / AFR343 / INTR343

Secondary Crosslisting
This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro; At the Dark End of the Street; films include Birth of a Nation; Bush Mama; To Kill a Mockingbird. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: tutorial; students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence.
Requirements/Evaluation: weekly primary and response papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: preference given to juniors and seniors
Expected Class Size: 8
Distributions: (D2) (WI)
AFR 348 (S) The Black Radical Tradition (WI)
Crosslistings: LEAD348 / PSCI348 / AFR348

Primary Crosslisting
The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of "radical"; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

Class Format: tutorial
Requirements/Evaluation: attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; open to all
Enrollment Limit: 10
Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: AFR Core Electives; PSCI Political Theory Courses;
**AFR 369 (S) African Art and the Western Museum** (DPE) (WI)

*Crosslistings: AFR369 / ARTH308*

**Secondary Crosslisting**

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

**Class Format:** tutorial

**Requirements/Evaluation:** field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ARTH 104 or special permission from the instructor

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE:

Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

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**AMST 101 (F) America: the Nation and Its Discontents** (DPE) (WI)

America has always named something more than a geographical place; being "American" has always been about something more than political citizenship. This course is an introduction to the interdisciplinary study of American culture and the nation of the United States. We will focus on the workings of that culture and nation as they both shape and have been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. We critique notions of American exceptionalism, empire, power, citizenship, labor, borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world.

**Class Format:** seminar

**Requirements/Evaluation:** total of 20 pages of writing: several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19

Enrollment Preferences: first- and second-year students

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: NOTE: Prof. Nelson's section Spring 2019 only is NOT Writing Intensive. DPE: This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities. WI: This course satisfies the WI requirement in its close attention to the processes of writing, argumentation, and revision; and in the total number of pages of writing produced.

Attributes: EXPE Experiential Education Courses;

Fall 2018

SEM Section: 01  TF 1:10 pm - 2:25 pm  Cassandra J. Cleghorn

Spring 2019

SEM Section: 01  TR 8:30 am - 9:45 am  Andrew R. Cornell

AMST 105 (F)  American Girlhoods  (DPE) (WI)

Crosslistings: AMST105 / WGSS105 / ENGL105

Secondary Crosslisting

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Class Format: seminar

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.

Attributes: AMST Arts in Context Electives;

Fall 2018

SEM Section: 01  TF 2:35 pm - 3:50 pm  Kathryn R. Kent

AMST 106 (S)  Coming of Age in the City: Growing up and Growing Older in Communities of Color  (DPE) (WI)

This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that
have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Class Format: tutorial
Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first- and second-years, students considering an American Studies major or Latina/o Studies concentration
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: This DPE tutorial foregrounds the significance of age, as it crosscuts with race, class, and gender, in explorations of urban inequality in the United States.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; LATS Core Electives;
Spring 2019
TUT Section: T1    Cancelled

AMST 113 (F) The Feminist Poetry Movement (DPE) (WI)
Crosslistings: ENGL113 / WGSS113 / AMST113
Secondary Crosslisting

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: seminar; discussion, some lecture, project work in archives and art gallery
Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.
AMST 126 (F) Black Literature Matters (DPE) (WI)
Crosslistings: AFR126 / AMST126 / ENGL126

Secondary Crosslisting

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts—essays, novels, drama, music, and poetry—by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Class Format: seminar

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR

DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

AMST 165 (S) Slavery in the American South (WI)
Crosslistings: AFR164 / AMST165 / HIST164

Secondary Crosslisting

This writing intensive seminar will focus on slavery in the southern United States—one of the most difficult and challenging subjects in this country's history. After looking at several different approaches to North American slavery and examining in depth two of the key primary sources for the study of this institution, students will select an aspect of slavery for intensive research. The rich sources of the Chapin and Sawyer Libraries will be examined to show students the extensive body of materials available on campus for their research projects.

Class Format: seminar
Requirements/Evaluation: class discussion critical part of this course; brief weekly writing assignments based on the reading done for that class; the final piece of written work will be a research paper on a subject of student's choosing due at the end of the semester

Extra Info: in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery

Prerequisites: First-Years and Sophomores

Enrollment Limit: 19

Enrollment Preferences: First-Years and Sophomores

Expected Class Size: 15-19

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada;

Spring 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Charles B. Dew

AMST 167 (F)  Let Freedom Ring? African Americans and Emancipation  (WI)

Crosslistings: AFR167 / HIST167 / AMST167

Secondary Crosslisting

This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Class Format: seminar

Requirements/Evaluation: research paper, short writing assignments, class participation

Prerequisites: First-Years and Sophomores

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives;

Fall 2018

SEM Section: 01  M 7:00 pm - 9:40 pm  Gretchen Long

AMST 208 (F)  Time and Blackness  (WI)

Crosslistings: AFR208 / REL262 / AMST208

Secondary Crosslisting

The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from—and create—paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race
shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

Class Format: tutorial

Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

Fall 2018
TUT Section: T1 TBA James A. Manigault-Bryant

AMST 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WI)
Crosslistings: WGSS218 / AFR218 / AMST218 / ENGL218

Secondary Crosslisting
Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, visual art such as Kerry James Marshall's "Heirlooms and Accessories" and Glenn Ligon's "Runaways", and film such as Jordan Peele’s Get Out.

Class Format: seminar

Requirements/Evaluation: weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI: Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/censorial omissions that shape the treatment of gender and sexuality in these texts.

Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Ianna Hawkins Owen

AMST 230 (S) Contemporary American Fiction (WI)
Crosslistings: ENGL229 / AMST230

Secondary Crosslisting

In this course we will read and analyze a selection of fiction written between 1945 and the present, with an emphasis on proving (in the sense of testing) the three terms in the course title. Could John Cheever’s “The Enormous Radio” really be contemporary? Is James Baldwin’s *Giovanni’s Room* American in the same way as Alice Munro’s *Dear Life*? And is Michelle Tea’s *Black Wave* fiction or something else? Along the way, we’ll also ask: What forms and themes define contemporary American fiction? And why should we invest in defining the “contemporary” period at all? Other authors we will study may include: Raymond Carver, Thomas Pynchon, Toni Morrison, Renata Adler, Margaret Atwood, Lydia Davis, Chang Rae Lee, Jennifer Egan, and Colson Whitehead.

Class Format: seminar

Requirements/Evaluation: four papers totaling about 20 pages; participation in class discussions

Extra Info: not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST

Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Ezra D. Feldman

**AMST 242 (S) Americans Abroad** (DPE) (WI)

Crosslistings: AMST242 / COMP242 / ENGL250

Secondary Crosslisting

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of “home” into something that reflected their individual identity, and not one imposed by any national culture—American or foreign.

Class Format: seminar

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student’s own experiences

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Expected Class Size: 18

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST

DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to
escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives; GBST Borders, Exiles + Diaspora Studies Electives;

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm    Soledad Fox

AMST 259 (S) New England Environmental History  (WI)

Crosslistings: AMST259 / ENVI259 / HIST259

Secondary Crosslisting

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Class Format: seminar

Requirements/Evaluation: several short essays, final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

Distributions: (D2) (WI)

Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada;

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am    Laura J. Martin

AMST 322 (F) Race, Culture, Incarceration  (WI)

Crosslistings: AMST322 / AFR322 / INTR322 / PSCI313

Secondary Crosslisting

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

Class Format: seminar

Requirements/Evaluation: brief analytical papers and group presentations.

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST Space and Place Electives; JLST Interdepartmental Electives;

Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm    Joy A. James
AMST 324 (S) Indigenous Women's History  (DPE) (WI)
Crosslistings: AMST324 / HIST362 / WGSS324

Primary Crosslisting

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

Class Format: seminar

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students' development of independent research papers, this course satisfies the WI requirement.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

Spring 2019

SEM Section: 01    TR 8:30 am - 9:45 am     Tyler J. Rogers

AMST 339 (S) Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality  (WI)
Crosslistings: LATS338 / WGSS338 / AMST339

Secondary Crosslisting

In this class we will investigate a wide variety of Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are the various facets of Latina/o identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Class Format: seminar

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

Extra Info: may not be taken on a pass/fail basis

Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; GBST
AMST 343 (F) Representations of Racial-Sexual Violence from Enslavement to Emancipation (WI)

Crosslistings: WGSS343 / AMST343 / AFR343 / INTR343

Secondary Crosslisting

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include *Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro; At the Dark End of the Street;* films include *Birth of a Nation; Bush Mama; To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: tutorial; students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence.

Requirements/Evaluation: weekly primary and response papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; WGSS Racial Sexual + Cultural Diversity Courses

AMST 346 (F) Latinas/os and the Media: From Production to Consumption (WI)

Crosslistings: LATS346 / AMST346

Secondary Crosslisting

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Class Format: seminar

Requirements/Evaluation: evaluation to be based on student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; FMST Related Courses;
AMST 405 (S) Critical Indigenous Theory (DPE) (WI)

Intellectual decolonization is not a bounded project. On one hand, it demands a vocabulary of difference and refusal that rejects colonial theories and epistemologies. On the other, it demands that we interrogate our own intellectual and cultural traditions and trauma. Critical Indigenous theory is a tool in those projects, as it offers a corrective and an opening up of both dominant critical theory traditions that violently erase Indigenous bodies and political realities and of Indigenous theory that can essentialize difference and replicate oppressive dynamics in our communities. Critical Indigenous theory seeks to understand the structures and relations of power in settler colonialism, nested sovereignty, and culturally specific Indigenous philosophical traditions, like Indigenous studies more broadly, but also questions the key concepts that define Indigenous studies: tradition, sovereignty, authenticity, identity, race, gender, and sexuality. In this course, we will read major works in critical Indigenous theory that address indigeneity as it relates to race, postcolonial theory, feminist and two-spirit critique, alternative political engagement with the settler colonial state, and questions of "colonial unknowing." We will work on cultivating the reading practices needed to parse dense theoretical texts, and over the course of the semester you will develop a research project on a topic of your choosing that will allow you to take critical Indigenous theories and employ them as analytic tools and lenses.

Class Format: seminar

Requirements/Evaluation: attendance and participation, one discussion prospectus, and a 20-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: junior or senior status and some background in American Studies, Native American Studies, or Critical Theory or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Students will be invited to think deeply about the intersections of race, gender, colonialism, sexuality, and epistemology, and develop skills necessary to identify the theoretical basis of decolonial activism. WI: Students will be required to take the theories we read in class and use them as analytics in a 20-page research paper on a topic of their choosing. Over the course of the semester, we will model how to do this in class work, research question development, outlining, and workshop.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST 400-level Senior Seminars;

Spring 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Eli Nelson

AMST 408 (F) Envisioning Urban Life: Objects, Subjects, and Everyday People (WI)

Crosslistings: LATS408 / AMST408

Secondary Crosslisting

What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be "urban," to live in an "urban community," or to be the product of an "urban environment"? Who do we think the people are who populate these spaces? This course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality, form, and function of U.S. urban life. A few of the topics we may cover include historical accounts of the varied ways in which poverty and "urban culture" have been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio-spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, a short essay, a series of writing exercises, and a semester-long final project
Prerequisites: prior courses in AMST, LATS, or permission of instructor; not open to first year students

Enrollment Limit: 14

Enrollment Preferences: senior Latina/o Studies concentrators and senior American Studies majors

Expected Class Size: 14

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST 400-level Senior Seminars; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; LATS 400-level Seminars;

Fall 2018

SEM Section: 01  W 1:10 pm - 3:50 pm  Mérida Rúa

**AMST 490 (S) The Suburbs** (WI)

Crosslistings: HIST491 / ENVI491 / AMST490

Secondary Crosslisting

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America’s conservative political turn, leading to the election of Ronald Reagan?

Class Format: tutorial

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada;

Spring 2019

TUT Section: T1  TBA  Karen R. Merrill

**ANTH 134 (S) Leaving the World Behind: The Literature of Reclusion** (WI)

Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134

Secondary Crosslisting

Living in a time of political and social turmoil, Confucius told his followers: “When the realm has the Way, show yourself; when it lacks the way, hide.” Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one’s artistic integrity against the dominant claims of society. This course looks at the literature of reclusion---living a life of seclusion from society---in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely
separated from society? What is the relationship between hermits and the state---to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial

Requirements/Evaluation: tutorial papers, responses, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CHIN or COMP; meets Division 2 requirement if registration is under ANTH or REL WI. Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. The final project will be a self-designed experiment in reclusion.

Spring 2019

TUT Section: T1 TBA Christopher M. B. Nugent

ANTH 222 (F) Heroes, Saints and Celebrity (WI)

Crosslistings: ANTH222 / REL273

Primary Crosslisting

This course examines the ways in which cultures select, ritually celebrate, institutionally harness, and ultimately devour people designated as 'extraordinary'. We will begin by considering cultural archetypes and theories of the hero and how heroism has been understood in different eras and cultural contexts. Using Weber's theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and action and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.

Class Format: seminar

Requirements/Evaluation: class participation, two short response papers, research paper, final exam

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 19

Distributions: (D2) (WI)

Fall 2018

SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

ANTH 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE) (WI)

Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic
sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue an intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy—gender, sexuality, race, and class—that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life—his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

**Class Format:** seminar

**Requirements/Evaluation:** class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

**Expected Class Size:** 15

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

**Attributes:** GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

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**ANTH 269 (S) Mindsight: Mindfulness and Medicine** (DPE) (WI)

**Crosslistings:** REL269 / ASST269 / ANTH269

**Primary Crosslisting**

This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the ‘kindness curriculum’ in schools, and other areas of applied research on mindfulness that have generated a ‘science of personal transformation’. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

**Class Format:** tutorial

**Requirements/Evaluation:** weekly papers, 4- to 8-pages

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students majoring or concentrating in; ANTH, SOC, REL, ASST, PH, COGS, and NSCI

**Expected Class Size:** 10
Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.

Attributes: GBST South + Southeast Asia Studies Electives; PHLH Social Determinants of Health;

Spring 2019
TUT Section: T1  TBA  Kim Gutschow

ANTH 328 (F) Emotions and the Self  (WI)

Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self-hood and its place in the social world. This course analyzes a variety of recent attempts in the social sciences to come to grips with topics that have long been avoided: the nature of the interior experience and an epistemological framework for its cross-cultural comparison. Exploring the borderlands between anthropology, sociology, and psychology, we will bring the tools of ethnographic analysis to bear on central pan-human concepts: emotions and the self. By examining these phenomena as they occur in other cultures, we will be better placed to apprehend and challenge the implicit (and often unconsciously held) assumptions about emotions and the self in our own culture, both in daily life and in academic psychological theory. What are emotions? Are they things--neuro-physiological states--or ideas--sociocultural constructions? How are they to be described; compared? What is the self? How are selves constructed and constituted? How do various cultures respond to categories of emotion and self, and how can we develop a sense of the relationship between self and emotion?

Class Format: tutorial
Requirements/Evaluation: typical for that of a tutorial
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; open to first-year students with instructor's consent
Enrollment Limit: 10
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: AMST Critical and Cultural Theory Electives;

Fall 2018
TUT Section: T1  TBA  Peter Just

ANTH 334 (S) Imagining Joseph  (WI)

Crosslistings: REL334 / COMP334 / ANTH334 / JWST334

Primary Crosslisting

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Class Format: seminar
Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation
**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** based on responses to a questionnaire

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP

**Attributes:** JWST Core Electives;

Spring 2019

SEM Section: 01   W 1:10 pm - 3:50 pm   Peter Just

**ANTH 371 (F) Medicine, Pathology, and Power: An Ethnographic View** (DPE) (WI)

Crosslistings: SCST370 / ANTH371 / WGSS371

**Primary Crosslisting**

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

**Class Format:** seminar

**Requirements/Evaluation:** four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

**Attributes:** EXPE Experiential Education Courses; PHLH Methods in Public Health; SCST Related Courses;

Fall 2018

SEM Section: 01   W 1:10 pm - 3:50 pm   Kim Gutschow

**ARAB 209 (S) Saharan Imaginations** (DPE) (WI)

Crosslistings: COMP234 / ARAB209 / ENVI208

**Primary Crosslisting**
Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature.

Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

**Class Format:** seminar

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors and certificate students

**Expected Class Size:** 15

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2019

**SEM Section:** 01    TR 9:55 am - 11:10 am    Brahim El Guabli

**ARAB 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures** (DPE) (WI)

**Crosslistings:** ARAB249 / COMP249

**Primary Crosslisting**

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given a short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

**Class Format:** seminar

**Requirements/Evaluation:** active participation, short presentation, short weekly response papers, mid-term exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors and certificate students

**Expected Class Size:** 15

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.
ARAB 257 (F) Iran, Islam, and the Last Great Revolution (WI)

Crosslistings: ARAB257 / PSCI257

Secondary Crosslisting

The title and inspiration for this course comes from Robin Wright's book The Last Great Revolution. Wright argues that the 1979 Revolution in Iran completes the promise of the Modern Era, "launched in the West" but "adopted by or adapted to all other parts of the world." The overthrow of 2500 years of monarchy "paved the way for using Islam to push for empowerment." It is this empowerment, of nations and of ordinary individuals, that stands as the signal quality of modernity. The notion that post revolutionary Iran offers an alternative path to modernity is hardly conventional wisdom in the United States or Europe, where images of men draped in religious passion and women in forbidding black chadors are as common as the belief that the 1979 Revolution set Iran spinning back thirteen centuries in time. If westerners do not view Iran as entirely anti-modern, then at best they see it as a country filled with "paradoxes" and "puzzles," one in which indie rock bands play underground, figuratively and literally beneath the feet of retrograde religious fanatics, or unveiled women attend all-night parties only to slip back into proper hejab the next morning. The class will ask you to consider why these assumptions exist, whether they are the symptoms of a western civilization "clashing" with the east, and if they are exclusive to the United States or Europe. Does there also exist an "orientalism in reverse," a negative gaze of Iranians towards the west and towards their fellow, "backwards" citizens?

Class Format: seminar

Requirements/Evaluation: first short essay, 5 pages (15%); second short essay, 5 pages (15%); research paper, 15-20 pages (30%); participation, including blogs, presentation, and precis (40%)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Distributions: (D1) (WI)

Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under ARAB

ARAB 308 (S) The Nile (DPE) (WI)

Crosslistings: ARAB308 / HIST308

Secondary Crosslisting

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Class Format: seminar

Requirements/Evaluation: short papers and final project/paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though background in Middle East history is preferable
Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment. WI:

Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern;

Spring 2019
SEM Section: 01    TF 1:10 pm - 2:25 pm     Magnús T. Bernhardsson

ARAB 331 (F)  Popular Culture in the Arab World: Youth, Populism, and Politics  (DPE) (WI)
Crosslistings: COMP332 / ARAB331

Primary Crosslisting

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring in or considering a major in Arabic Studies

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARAB DPE: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Attributes: GBST Middle Eastern Studies Electives;

Fall 2018
SEM Section: 01    MR 1:10 pm - 2:25 pm     Amal Eqeiq

ARAB 346 (S)  Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean  (DPE) (WI)
Crosslistings: COMP346 / ARAB346
This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomies, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

Class Format: seminar
Requirements/Evaluation: active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ARAB DPE:
This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to address global injustices and neoliberalism

Spring 2019
SEM Section: 01  MR 2:35 pm - 3:50 pm  Amal Eqeiq

ARAB 480 (F) Interpretations of the Israeli Palestinian Conflict  (DPE) (WI)
Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).
Class Format: tutorial
Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, though some academic experience with Middle East materials is preferred
Enrollment Limit: 10
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will
develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018
TUT Section: T1 TBA Magnús T. Bernhardsson

ARTH 228 (S) Velázquez, Goya, and Picasso (WI)
Crosslistings: RLS228 / ARTH228

Secondary Crosslisting
This course will provide an introduction to three major Spanish painters—Velázquez, Goya, and Picasso—who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Class Format: tutorial
Requirements/Evaluation: 3- to 5-page weekly assignment
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students and sophomores
Expected Class Size: 10
Distributions: (D1) (WI)
Distribution Notes: WI: The tutorial format offers students an intensive opportunity to improve their writing by demanding regular writing assignments that the student has to read out loud to their partner and professor. Students write biweekly papers throughout the semester. These papers are then analyzed during the tutorial session by the other student's response

Spring 2019
TUT Section: T1 TBA Soledad Fox

ARTH 308 (S) African Art and the Western Museum (DPE) (WI)
Crosslistings: AFR369 / ARTH308

Primary Crosslisting
This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to
exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Class Format: tutorial

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 104 or special permission from the instructor

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR DPE:

Explores issues of ‘authentic’ representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African ‘art’ has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2019

TUT Section: T1  TBA  Michelle M. Apotsos

ARTH 361 (F) Writing about Bodies  (WI)

Crosslistings: ARTH361 / WGSS361 / THEA361 / INTR361

Primary Crosslisting

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies--actors, dancers, singers--and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations--art, theatre, literature, anthropology, philosophy--and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the ’62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films and selected tapes of live performances.

Class Format: tutorial

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

Attributes: AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;
ARTh 376 (S) Zen Buddhist Visual Culture: The Path to Nirvana (WI)
Crosslistings: ARTH376 / REL252 / ASST376
Primary Crosslisting
This course is about the ways in which images are produced, viewed, and used in the Zen Buddhist tradition. It explores the various ways in which visual culture is a key part of Zen Buddhist teaching in China and Japan. In this class we will look at both high art and popular expressions of Zen Buddhist visual culture. Topics of interest include: 1) Buddhist image making and icon worship; 2) Gardens; 3) tearooms, tea ceremony and tea bowls; 4) The Zen temples Ryoan-ji, Daisen-in, and Daitoku-ji; 5) The political function of Zen and its art in Japan's samurai culture; 6) The popular Zen Buddhist cult of Bodhisattva Avalokiteshvara and his gender transformation; and 7) Daruma (Bodhidharma) imagery in popular culture. This course is a CRAAS (critical reasoning and analytical skills) course. The class format also offers students opportunities to practice public speaking and writing skills.

Class Format: lecture/class discussion
Requirements/Evaluation: class discussions and participation; oral presentations, short papers; and a research paper
Enrollment Limit: 10
Enrollment Preferences: sophomores, juniors and seniors
Expected Class Size: 8
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ASST; meets Division 2 requirement if registration is under REL
Attributes: ARTH pre-1600 Courses;

Spring 2019
LEC Section: 01 Cancelled

ARTh 420 (S) Architecture and Sustainability in a Global World (WI)
Crosslistings: ARTH420 / ENVI420 / EXPR420 / GBST420
Primary Crosslisting
What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: seminar; with travel component
Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, although a course in art/architectural history would be advantageous; registered students will also be required to submit an online application provided by the instructor before enrollment in the course is confirmed
Enrollment Limit: 6
Enrollment Preferences: Art History majors, Environmental Studies majors
Expected Class Size: 6
Materials/Lab Fee: Travel funds will be provided by a Class of 1963 Sustainability Development Grant

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST

Spring 2019

SEM Section: 01  M 1:10 pm - 3:50 pm  Michelle M. Apotsos

ARTH 440 (F) Contemporary Exhibitions: Los Angeles and Latin America  (DPE) (WI)

Crosslistings: ARTH440 / LATS440

Primary Crosslisting

This seminar examines connections between Latina/o and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Class Format: seminar

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators

Expected Class Size: 12

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS. DPE: The key themes explored in the course concerning art and activism, borders and diaspora, globalism and modernism in the visual arts intersect with the critical exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Also, a number of the exhibitions studied in the class explicitly take up issues of difference, power, and equity. Through discussion, presentations, and writing assignments students will develop and refine skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.  WI: This course is a Writing Intensive seminar. This means that there will be considerable focus on writing, revision, and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus.

Attributes: ARTH post-1600 Courses; LATS Countries of Origin + Transnationalism Elect;

Fall 2018

SEM Section: 01  W 1:10 pm - 3:50 pm  C. Ondine Chavoya

ARTH 468 (S) Practicum in Curating: Visual Art for a Garden  (WI)

Crosslistings: WGSS468 / ARTH468

Primary Crosslisting

This course aims to develop the wide range of skills needed to realize an art exhibition in a botanical garden (specifically Marie Selby Botanical Gardens in Sarasota where the instructor is Curator at Large. The course responds to her charge to exhibit artists with 100% name recognition for the first five years of Selby’s new “Living Museum” initiative which puts works of art in dialogue with botanicals. In the wake of shows devoted to Marc
Chagall (2017), Andy Warhol (2018) and Paul Gauguin (forthcoming, 2019), each student will research and choose a non-male and/or non-white artist of some renown and construct an exhibition of works that might be possible to borrow. Course work includes 1) research on the artist and the concept, the focal works of art, auxiliary objects that do not require climate control (e.g. photographs and other works on paper), social history and other methodological frameworks. 2) writing requests e.g., loans, rights; and 3) preparations for several of the following: press release, wall texts, wall labels, audio guide, and programming for the exhibition. The final project includes a 10-page synthetic research paper, written for a general audience, about the artist and their use of flowers as well as the projected installation of the climate-controlled gallery. Students may have the opportunity to participate in a WSP in situ in which they will experience all sectors of the museum, glass house, and gardens.

Class Format: seminar; this is a practicum so while it meets 3 hours/week as a seminar does, it is hands on in a different way (e.g., co-peer and one-on-one reviewing by me in class)

Requirements/Evaluation: in-class presentations of research (weekly or bi-weekly), a substantive annotated bibliography, several short writing assignments

Extra Info: (e.g. letters, queries, reviews), reading and critiques of others’ work, in-class presentation of two drafts of the final paper and installation

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one 100-level course in ARTH

Enrollment Limit: 10

Enrollment Preferences: junior and senior art majors, especially those who have had either methods or a senior seminar and/or those with strong research, writing, and design skills

Expected Class Size: 10

Materials/Lab Fee: field trip expenses that may not be funded by the department (not to exceed $100)

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS

Attributes: ARTH post-1600 Courses;

Spring 2019

SEM Section: 01 Cancelled

ASST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WI)

Crosslistings: HIST117 / GBST117 / ASST117

Secondary Crosslisting

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar; not open to juniors or seniors
Expected Class Size: 15-19
Distributions: (D2) (WI)
Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia;

Spring 2019
SEM Section: 01    MR 2:35 pm - 3:50 pm    Aparna Kapadia

ASST 121 (F) The Two Koreas (WI)
Crosslistings: HiST121 / ASST121

Secondary Crosslisting
The two Koreas--North and South--were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called "the Cold War's last divide." This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.

Class Format: tutorial
Requirements/Evaluation: students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 10
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: GBST East Asian Studies Electives; HIST Group B Electives - Asia;

Fall 2018
TUT Section: T1    TBA    Eiko Maruko Sinawer

ASST 207 (F) An Exploration of Japanese Language and Culture (WI)
Crosslistings: ASST207 / JAPN407

Secondary Crosslisting
Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Class Format: tutorial
Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207T will meet once a week; JAPN
407T will meet twice a week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none for ASST 207T; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407T

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Department Notes: students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ASST or JAPN

Attributes: Linguistics;

Fall 2018
TUT Section: T1  TBA  Kasumi Yamamoto

ASST 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now  (DPE) (WI)
Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Secondary Crosslisting

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

Attributes: GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
ASST 269 (S)  Mindsight: Mindfulness and Medicine  (DPE) (WI)
Crosslistings:  REL269 / ASST269 / ANTH269

Secondary Crosslisting
This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the 'kindness curriculum' in schools, and other areas of applied research on mindfulness that have generated a 'science of personal transformation'. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

Class Format: tutorial

Requirements/Evaluation:  weekly papers, 4- to 8-pages

Extra Info:  may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites:  none

Enrollment Limit:  10

Enrollment Preferences:  students majoring or concentrating in; ANTH, SOC, REL, ASST, PH, COGS, and NSCI

Expected Class Size:  10

Distributions:  (D2) (DPE) (WI)

Distribution Notes:  DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.

Attributes:  GBST South + Southeast Asia Studies Electives;  PHLH Social Determinants of Health;

Spring 2019

TUT Section: T1  TBA  Kim Gutschow

ASST 376 (S)  Zen Buddhist Visual Culture: The Path to Nirvana  (WI)
Crosslistings:  ARTH376 / REL252 / ASST376

Secondary Crosslisting
This course is about the ways in which images are produced, viewed, and used in the Zen Buddhist tradition. It explores the various ways in which visual culture is a key part of Zen Buddhist teaching in China and Japan. In this class we will look at both high art and popular expressions of Zen Buddhist visual culture. Topics of interest include: 1) Buddhist image making and icon worship; 2) Gardens; 3) tearooms, tea ceremony and tea bowls; 4) The Zen temples Ryoan-ji, Daisen-in, and Daitoku-ji; 5) The political function of Zen and its art in Japan's samurai culture; 6) The popular Zen Buddhist cult of Bodhisattva Avalokiteshvara and his gender transformation; and 7) Daruma (Bodhidharma) imagery in popular culture. This course is a CRAAS (critical reasoning and analytical skills) course. The class format also offers students opportunities to practice public speaking and writing skills.

Class Format: lecture/class discussion

Requirements/Evaluation:  class discussions and participation; oral presentations, short papers; and a research paper

Enrollment Limit:  10
Enrollment Preferences: sophomores, juniors and seniors

Expected Class Size: 8

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ASST; meets Division 2 requirement if registration is under REL

Attributes: ARTH pre-1600 Courses;

Spring 2019
LEC Section: 01 Cancelled

ASST 413 (S) History of Taiwan (WI)
Crosslistings: ASST413 / HIST481

Secondary Crosslisting
Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Class Format: tutorial

Requirements/Evaluation: weekly papers and critiques

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History or Asian Studies majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: HIST Group B Electives - Asia;

Spring 2019
TUT Section: T1 TBA Anne Reinhardt

ASTR 240 (F) Great Astronomers and Their Original Publications (WI)
Crosslistings: ASTR240 / LEAD240 / SCST240 / HSCI240

Primary Crosslisting
We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialogo, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius (atlas of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Hailey (Miscellanea curiosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful
course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper

**Enrollment Limit:** 12

**Enrollment Preferences:** if overenrolled, preference by written paragraph of explanation of why student wants to take the course

**Distributions:** (D3) (WI)

**Distribution Notes:** meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI, LEAD or SCST

**Attributes:** LEAD Facets or Domains of Leadership; SCST Related Courses;

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**Fall 2018**

**SEM Section:** 01    W 1:10 pm - 3:50 pm    Jay M. Pasachoff

**BIMO 401 (S) Topics in Biochemistry and Molecular Biology (WI)**

This seminar course involves critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields. To facilitate discussion, students will prepare written critiques analyzing the data and conclusions of the chosen literature.

**Class Format:** seminar, three hours per week

**Requirements/Evaluation:** evaluation will be based on class presentations and discussions, frequent short papers, and a final paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** BIOL 202 and BIMO 321

**Enrollment Limit:** 12

**Enrollment Preferences:** those completing the BIMO program; open to others with permission of instructor

**Expected Class Size:** 10

**Distributions:** (D3) (WI)

**Attributes:** BIMO Required Courses;

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**Spring 2019**

**SEM Section:** 01    TR 8:30 am - 9:45 am    Robert M. Savage

**BIOL 219 (S) Dangerous Exposures: Environment, Immunity, and Infectious Disease (WI)**

Global reports of emerging infectious diseases and old diseases with new pathogenic properties incite fears for personal safety as well as national security. The specter of a contagious pandemic has captured the public imagination through the mass news media, movies, and even popular online and board games. In this tutorial course, we will explore the ecology and evolution of several recently emergent diseases such as Ebola hemorrhagic fever, dengue, and AIDS. Topics to be considered include transmission dynamics, epidemiological modeling of vaccination strategies, and wildlife reservoirs that contribute to human virus exposure. We will examine progress in preventing the parasitic disease malaria and why such diseases have proven so refractory. We will also discuss the science behind the recent development of the vaccine against the human papillomavirus, which causes cervical cancer, and the intriguing and highly unusual transmissible cancers in dogs and Tasmanian devils. Finally, we will think about the contributions of inadequate diagnostic capacities world-wide and broader issues of resource shortages in driving the global emergence of drug resistance in tuberculosis and other diseases. One common theme in each of these case studies will be the interplay between the host immune response and the evolution of the pathogen. Although the primary focus of the course is on biology rather than policy, each week's readings will have implications for public health and/or conservation biology.

**Class Format:** tutorial

**Requirements/Evaluation:** six 4- to 5-page papers; tutorial presentations, and the student's progress towards intellectual independence and creativity as a presenter and a respondent
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** BIOL 101 and 102

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores who have taken BIOL 202, students interested in public health

**Expected Class Size:** 10

**Distributions:** (D3) (WI)

**Attributes:** PHLH Biomedical Determinants of Health;

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Spring 2019

TUT Section: T1  R 11:20 am - 12:35 pm  Lois M. Banta

**BIOL 225 (F) Sustainable Food & Agriculture (WI)**

Crosslistings: ENVI225 / BIOL225

**Primary Crosslisting**

A tutorial course investigating patterns, processes, and stability in human-dominated, food production systems. The course will examine sustainable food and agriculture from an ecological perspective. Topics will include: changes in diversity, concentration, and scale, flows of energy, circulation (or not) of fertilizer nutrients, carbon balances in soils, and stability of food production, processing, and distribution ecosystems. A day-long field experience will take place on a local farm.

**Class Format:** tutorial

**Requirements/Evaluation:** Evaluation will be based on writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** BIOL 102 or ENVI 102

**Enrollment Limit:** 10

**Enrollment Preferences:** open to sophomores, juniors, and seniors, with preference given to sophomores over juniors and seniors.

**Expected Class Size:** 8

**Department Notes:** satisfies the distribution requirement in the Biology major, the Natural World distributional requirement of the Environmental Studies program

**Distributions:** (D3) (WI)

**Distribution Notes:** WI: Each student will write five papers that deal with questions requiring extensive reading of primary resources. Paper presentations will alternate with serving as a critic of other student papers. Students will be given the opportunity to revise and rewrite two of the five papers in the week following their tutorial presentation thereby being able to respond to the criticism and discussion of the tutorial group.

**Attributes:** ENVI Natural World Electives;

Fall 2018

TUT Section: T1  TBA  Henry W. Art

**BIOL 413 (S) Global Change Ecology (WI)**

Crosslistings: ENVI423 / BIOL413

**Primary Crosslisting**

Plants and animals are increasingly faced with rapid environmental change driven by human activities across the globe. How do they cope with challenges imposed by climate change, altered nutrient cycling, biological invasions, and increased urbanization? What are the impacts of organismal responses at the population and community level? This course uses an integrative approach to understand the impacts of global change at multiple levels of biological organization in both aquatic and terrestrial environments. We examine how global-scale environmental changes affect the distribution and abundance of species and alter community organization. We also consider the physiological and behavioral mechanisms underlying species responses and the role of acclimation versus adaptation in coping with rapid environmental change. Finally, we learn the analytical tools used...
to predict future responses to global change. Class discussions will focus on readings drawn from the primary literature.

Class Format: seminar

Requirements/Evaluation: class participation and several short papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 203 or MAST 311 or BIOL 305 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not yet taken a 400-level course

Expected Class Size: 12

Department Notes: Satisfies the distribution requirement for the Biology major

Distributions: (D3) (WI)

Spring 2019

SEM Section: 01 TR 9:55 am - 11:10 am Sonya K. Auer
SEM Section: 02 TR 11:20 am - 12:35 pm Sonya K. Auer

CHEM 342 (S) Synthetic Organic Chemistry (WI)

The origins of organic chemistry are to be found in the chemistry of living things and the emphasis of this course is on the chemistry of naturally-occurring compounds. This course presents the logic and practice of chemical total synthesis while stressing the structures, properties and preparations of terpenes, polyketides and alkaloids. Modern synthetic reactions are surveyed with an emphasis on the stereochemical and mechanistic themes that underlie them. To meet the requirements for the semester's final project, each student chooses an article from the recent synthetic literature and then analyzes the logic and strategy involved in the published work in a final paper. A summary of this paper is also presented to the class in a short seminar. Laboratory sessions introduce students to techniques for synthesis and purification of natural products and their synthetic precursors.

Class Format: lecture, three hours per week; laboratory, four hours per week

Requirements/Evaluation: evaluation is based on problem sets, midterm exams, laboratory work, a final project, and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CHEM 256 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 12

Distributions: (D3) (WI)

Attributes: BIMO Interdepartmental Electives;

Spring 2019

LEC Section: 01 TR 9:55 am - 11:10 am David P. Richardson
LAB Section: 02 W 1:00 pm - 5:00 pm David P. Richardson

CHIN 134 (S) Leaving the World Behind: The Literature of Reclusion (WI)

Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134

Primary Crosslisting

Living in a time of political and social turmoil, Confucius told his followers: “When the realm has the Way, show yourself; when it lacks the way, hide.” Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the
philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial

Requirements/Evaluation: tutorial papers, responses, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CHIN or COMP; meets Division 2 requirement if registration is under ANTH or REL WI. Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner’s paper. The final project will be a self-designed experiment in reclusion.

Spring 2019
TUT Section: T1 TBA Christopher M. B. Nugent

CLAS 241 (S) Sex and Gender in Ancient Greece and Rome (WI)

Crosslistings: CLAS241 / COMP241 / WGSS241

Primary Crosslisting

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students’ capacity to evaluate claims and dismantle false assumptions about the continuity of the “classical” past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Class Format: tutorial

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS

Spring 2019
TUT Section: T1 TBA Amanda R. Wilcox

CLAS 306 (S) The Good Life in Greek and Roman Ethics (WI)

Crosslistings: CLAS306 / PHIL306

Secondary Crosslisting
Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his Republic. We will then turn to Aristotle's Nicomachean Ethics. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero's *On the Ends of Good and Evil*.

As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.

**Class Format:** seminar

**Requirements/Evaluation:** several short response pieces. A final paper of 10-15 pages

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Enrollment Limit:** 9

**Enrollment Preferences:** juniors & seniors & students who can demonstrate an interest in the subject matter of the class; there will not be any preference purely on the basis of major; final selection for the course will be made on the basis of an interview with the instructor

**Expected Class Size:** 9

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL

**Attributes:** PHIL History Courses;
COMP 111 (S)  The Nature of Narrative  (WI)
Crosslistings: COMP111 / ENGL120

Primary Crosslisting
This course examines the nature and workings of narrative using texts drawn from a wide range of literary traditions, media, and genres. Readings will include Western and Asian classics (Homer, Sei Shōnagon), 19th century French, German, and Russian fiction (Zola, Kleist, Lermontov), Latin American magic realism (Marquez), and visual literature from stage drama to film and graphic memoir (Oscar Wilde, Sam Mendes, Tezuka Osamu, Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

Class Format: seminar
Requirements/Evaluation: regular attendance and participation, several short response assignments, two 4- to 5-page papers, and one paper rewrite
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students considering a major in a related field
Expected Class Size: 19
Distributions: (D1) (WI)

Spring 2019
SEM Section: 01  MR 2:35 pm - 3:50 pm  Christopher A. Bolton

COMP 111 (F)  Nature of Narrative  (WI)
Crosslistings: ENGL120 / COMP111

Primary Crosslisting
This course examines the nature and workings of narrative through a wide range of texts from different traditions, genres, and periods. We will explore the ways in which stories are told, how they convey meaning, and how they are shaped by generic conventions. Readings may include the Odyssey, the Chinese Classic of Poetry (Shijing), the Tale of Genji, the lais of Marie de France, Flaubert, Feng Menglong, and others (all readings will be in English). We will also read a few short theoretical works.

Class Format: seminar
Requirements/Evaluation: consistent and engaged class participation, several short written assignments over the course of the semester, and a longer final paper, with the opportunity to revise the final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students considering a major in Comparative Literature
Expected Class Size: 19
Distributions: (D1) (WI)

Fall 2018
SEM Section: 01  TR 11:20 am - 12:35 pm  Sarah M. Allen

COMP 115 (F)  Rumble in the Jungle: Major Postcolonial Writers and Movements  (DPE) (WI)
Crosslistings: COMP115 / ENGL115
Secondary Crosslisting

The antagonism between the West and the rest has been a defining feature of contemporary thought, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians stayed busy using blunt tools of violence, class and caste warfare, and fanning the flames of religious and ethnic tension, many artists, writers, and theorists challenged simple binaries that made cultures out to be at odds with one another by giving voice to complex identities and histories. Our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. In addition to encountering a postcolonial serial killer, a pterodactyl in present-day India, and a famed boxing match sponsored by an African dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi.

Class Format: seminar

Requirements/Evaluation: three short papers, one researched term paper, presentation, class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have not yet taken a 100-level course

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: In asking students to think broadly and comparatively in film, novel, poetry, and theory about counter-hegemonic discourses of gender, race, nation, anti-colonialism, ontology, third worldism and non-Western philosophy, this course will contribute to the college's course offerings in Difference, Power, and Equity. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.

Attributes: ASAM Related Courses; ENGL Literary Histories C;

Fall 2018

SEM Section: 01 TR 8:30 am - 9:45 am Anjuli F. Raza Kolb

COMP 117 (F) Introduction to Cultural Theory (WI)

Crosslistings: ENGL117 / COMP117

Secondary Crosslisting

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study “culture,” what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word “culture” means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (Ferris Bueller's Day Off, Silence of the Lambs, The Lord of the Rings) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion/seminar

Requirements/Evaluation: five short papers totaling about 20 pages, class attendance and participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Distributions: (D1) (WI)
Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

Class Format: tutorial
Requirements/Evaluation: regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students
Expected Class Size: 8
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight. WI: Multiple writing and rewriting assignments that build on one another, totaling 20 pages or more, plus careful attention to writing practice in class.
The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn. WI: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.

Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP DPE.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019
TUT Section: T1    TBA    Vivian L. Huang

COMP 134 (S) Leaving the World Behind: The Literature of Reclusion (WI)
Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134

Secondary Crosslisting
Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion---living a life of seclusion from society---in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state---to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial

Requirements/Evaluation: tutorial papers, responses, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CHIN or COMP; meets Division 2 requirement if registration is under ANTH or REL WI; Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. The final project will be a self-designed experiment in reclusion.

Spring 2019
TUT Section: T1    TBA    Christopher M. B. Nugent

COMP 234 (S) Saharan Imaginations (DPE) (WI)
Crosslistings: COMP234 / ARAB209 / ENVI208

Secondary Crosslisting
Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the
Sahara.

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2019
SEM Section: 01    TR 9:55 am - 11:10 am     Brahim El Guabli

COMP 239 (F) What is a Novel? (WI)
Crosslistings: COMP239 / ENGL240

Secondary Crosslisting
What is a novel? Where did it come from? Why would anyone invent such a thing in the first place? This course is an introduction to the ways literary critics have attempted to give a genre as hard-to-pin down as the novel a theoretical framework. For a long time, nobody thought the novel needed a theory--too popular, too loose and baggy to be thought of as one thing. Today, novel theory is legion. To only name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. We will move back and forth from the theory of the novel to its practice in order to see how the novel and its understanding have changed over the past 200 or so years. Novelists will come from the 19th and 20th centuries, likely Austen, Dickens, and Mieville. Theorists are likely to include Henry James, Benjamin, Lukacs, Barthes, Watt, McKeon, Jameson, Eve Sedgwick, Edward Said, Leo Bersani, and Franco Moretti.

Class Format: seminar

Requirements/Evaluation: 4-5 papers totaling about 20 pages; regular, substantial, and intensive participation in class

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: ENGL Criticism Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories B;

Fall 2018
SEM Section: 01    TF 1:10 pm - 2:25 pm     Gage C. McWeeny

COMP 240 (F) Introduction to Literary Theory (WI)
Crosslistings: COMP240 / ENGL230

Secondary Crosslisting
This course introduces students to some of the most significant and compelling trends in modern criticism--such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism—in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can Othello be read as a feminist text? A site of class struggle? A staging of the
relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.

Class Format: seminar

Requirements/Evaluation: frequent short papers totaling 20 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL 200-level Gateway Courses;

Fall 2018

SEM Section: 01    MWF 11:00 am - 12:15 pm     Christopher L. Pye

COMP 241 (S) Sex and Gender in Ancient Greece and Rome (WI)
Crosslistings: CLAS241 / COMP241 / WGSS241

Secondary Crosslisting

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Class Format: tutorial

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS

Spring 2019

TUT Section: T1    TBA     Amanda R. Wilcox

COMP 242 (S) Americans Abroad (DPE) (WI)
Crosslistings: AMST242 / COMP242 / ENGL250

Primary Crosslisting

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and
contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of "home" into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

Class Format: seminar

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Expected Class Size: 18

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST

DPE: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home

Attributes: AMST Arts in Context Electives; GBST Borders, Exiles + Diaspora Studies Electives;

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm     Soledad Fox

COMP 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures   (DPE) (WI)

Crosslistings: ARAB249 / COMP249

Secondary Crosslisting

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given a short shift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly response papers, mid-term exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions:  (D1) (DPE) (WI)

Distribution Notes: DPE: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic
memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2018

SEM Section: 01   TR 9:55 am - 11:10 am    Brahim El Guabli

**COMP 268 (S) Novel Worlds (WI)**
Crosslistings: ENGL263 / COMP268

**Secondary Crosslisting**

Reading a novel can feel like falling into another world, an immersion in an encompassing fictional reality saturated with detail--each novel its own trip down the rabbit hole. From Jane Austen's "3 or 4 families in a country village" to Roberto Bolano's teeming modern day Mexico City of millions, the novel's distinctive power is in making both the few and the many feel like a complete world. But what are worlds, anyway? Are they spaces, like a container? Or are they not a thing at all, but social systems--ways of belonging that are constantly being made and remade? This course is about the specific world--imagining powers of the novel, tracing out various techniques and strategies by which literary texts create worlds. Our hunch: the modern notion of "world" finds its origin in the novel, and the novel constitutes one of the most sophisticated sites of reflection upon the notion of world.

We'll read a number of novels, ranging from 19th century authors like Austen and Dickens, to contemporary genre writing--science fiction and the detective novel--as well as from a range of national traditions to see how novels, and ideas of world, shift over time and space. To get at our central questions, we'll read some philosophical and critical texts that are preoccupied by world-ness, with attention to current debates about the idea of World Literature. Novel texts likely to include: Jane Austen's *Emma*; Charles Dickens's *Bleak House*, *Carroll's* *Alice in Wonderland*, Italo Calvino's *Invisible Cities*, and Roberto Bolano's *Savage Detectives*.

**Class Format:** seminar

**Requirements/Evaluation:** paper (approximately 20 pages), other forms of writing in-class and otherwise, participation

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** sophomores and first-year students

**Expected Class Size:** 19

**Distributions:** (D1) (WI)

**Distribution Notes:** WI: Five writing assignments equals 20 pages

**Attributes:** ENGL 200-level Gateway Courses;

Spring 2019

SEM Section: 01   MR 1:10 pm - 2:25 pm    Gage C. McWeeny

**COMP 286 (S) Women's Contemporary Cultural Production in Latin America (DPE) (WI)**
Crosslistings: WGSS275 / COMP286 / RLSP274

**Secondary Crosslisting**

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Olin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucia Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.
Class Format: lecture
Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: Spanish 105, placement exam results, permission of instructor or Department Chair
Enrollment Limit: 19
Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators
Expected Class Size: 15
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under WGSS
W: There will be one-page long written exercises every week and two 7-8 pages essays. D: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.
Attributes: LATS Countries of Origin + Transnationalism Elect;

Spring 2019
LEC Section: 01    MR 1:10 pm - 2:25 pm     Roxana A. Blancas Curiel

COMP 331 (S) The Brothers Karamazov (WI)
Crosslistings: COMP331 / ENGL371 / RUSS331
Secondary Crosslisting
Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of *The Brothers Karamazov*.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: at least one 200-level literature class
Enrollment Limit: 10
Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English
Expected Class Size: 10
Distributions: (D1) (WI)
Attributes: JLST Interdepartmental Electives;

Spring 2019
TUT Section: T1    TBA     Julie A. Cassiday

COMP 332 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE) (WI)
Crosslistings: COMP332 / ARAB331
Secondary Crosslisting
Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites
for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

Class Format: seminar

Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring in or considering a major in Arabic Studies

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARAB DPE: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Attributes: GBST Middle Eastern Studies Electives;

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm    Amal Eqeiq

COMP 334 (S) Imagining Joseph (WI)

Crosslistings: REL334 / COMP334 / ANTH334 / JWST334

Secondary Crosslisting

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Class Format: seminar

Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 10

Distributions: (D1) (WI)
COMP 340 (S) Literature and Psychoanalysis (WI)

Crosslistings: COMP340 / ENGL363

Primary Crosslisting

The British psychoanalyst D. W. Winnicott once wrote: "It is a joy to be hidden, and a disaster not to be found." This course will explore the many ways in which writing enacts this paradox, examining in the process several main strands of psychoanalytic thought in relation to literature that precedes, accompanies, and follows it in history. Approximately the first three-fourths of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. All readings in English.

Class Format: lecture/discussion

Requirements/Evaluation: active engagement with the material and with each other, plus two 5-7-page papers, one 8-10-page paper, and a symposium presentation

Prerequisites: one previous course in either COMP or ENGL, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses;

Spring 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     Gail M. Newman

COMP 346 (S) Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean (DPE) (WI)

Crosslistings: COMP346 / ARAB346

Primary Crosslisting

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomies, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

Class Format: seminar

Requirements/Evaluation: active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)
This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to address global injustices and neoliberalism.

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Eqeiq

COMP 347 (F) Silence, Loss, and (Non)Memory in Austria 1900-the Present (DPE) (WI)

Crosslistings: COMP347 / GERM331

Secondary Crosslisting

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother’s and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least three of the papers will be in German.

Class Format: tutorial

Requirements/Evaluation: five 5-page papers, one revision, discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

Enrollment Limit: 10

Enrollment Preferences: German or Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.
**COMP 358 (F)  Writing in the Margins: Race, Performance, Playgiarism**  (DPE) (WI)

**Crosslistings:** COMP358 / ENGL332 / THEA332

**Secondary Crosslisting**

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered "classic" texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

**Class Format:** seminar/studio, three hours per week

**Requirements/Evaluation:** a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** If the class is overenrolled, students will submit a letter of interest in the class

**Expected Class Size:** 14

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.

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**COMP 414 (S)  Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film**  (DPE) (WI)

**Crosslistings:** RLFR414 / COMP414

**Secondary Crosslisting**

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardenne brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

**Class Format:** seminar

**Requirements/Evaluation:** three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay

**Extra Info:** not available for the fifth course option

**Prerequisites:** 200 RLFR level courses

**Enrollment Limit:** 19

**Enrollment Preferences:** French and Comparative Literature majors and certificate students

**Expected Class Size:** 10

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency,
Justice, bereavement, and human trafficking. WI: This course is writing-intensive because it includes 9 pages of response papers; 1 page with a thesis statement, methodology, and works cited list; plus 10 pages of script for video essay.

Spring 2019

SEM Section: 01    MR 1:10 pm - 2:25 pm    Sophie F. Saint-Just

ECON 212 (F) Markets And Morals (WI)
What are the moral foundations necessary to support a free market economy? Does capitalism need a moral base—and if so, does the operation of a market economy erode the moral and ethical foundations on which it rests? We read Adam Smith, Mill, Keynes, Galbraith and other neoclassical philosophers writing about the social fabric that holds an atomistic free market political economy together, with particular emphasis on Smith’s “other book”--Theory of Moral Sentiments--as an argument for limits to self-interested behavior inherent in human nature. (What is the sound of one Invisible Hand clapping?) We test our own articulated moral and political values against the existing political economy of Western democracies with help from more contemporary authors like Amartya Sen, Kenneth Boulding and Robert Kuttner. We will examine in depth the market for carbon offsets as a case study for the evaluation of the ethical validity of market-based solutions to climate problems. Students will write final papers on how well selected aspects of free market economies (organization of production, distribution of resources, mechanisms of inheritance, taxation) measure up to their own stated sense of justice—and how we might reform or perfect markets to align better with our morals.

Class Format: seminar

Requirements/Evaluation: 3- to 5-page opinion paper (15%), 5-page comparative paper (20%), final paper applying learning to a specific context (40%), class participation and discussion posts (25%)

Extra Info: not available for the fifth course option

Prerequisites: ECON 110

Enrollment Limit: 19

Enrollment Preferences: letters written to instructor

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: WI: Students will write a 3- to 5-page opinion/argumentation paper early in the semester with feedback on writing, clarity of expression, and logical argumentation. They will write a second 5-page paper comparing two works assigned to date and a final paper (12-14 pages) applying our shared learning to a particular aspect of market economies. For all of the papers, students are encouraged to submit iterative drafts incorporating instructor comments and critiques.

Fall 2018

SEM Section: 01    MR 1:10 pm - 2:25 pm    Don Carlson

ECON 240 (F) Colonialism and Underdevelopment in South Asia  (DPE) (WI) (QFR)
British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, “nationalist” writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, “apologists,” argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between “nationalists” and “apologists” has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

Class Format: tutorial

Requirements/Evaluation: essays (one every other week) and responses to partner's essays will be evaluated

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: one course in ECON

Enrollment Limit: 10

Enrollment Preferences: Economics major, prior course on South Asia

Expected Class Size: 10

Distributions: (D2) (DPE) (WI) (QFR)
ECON 299 (F) Economic Liberalism and Its Critics  (WI)

Crosslistings: POEC250 / PSCI238 / ECON299

Secondary Crosslisting

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx’s revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: lecture/discussion

Requirements/Evaluation: eight short essays, several short homework assignments, and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 35

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 35

Department Notes: formerly POEC 301

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives; POEC Required Courses;

Fall 2018

LEC Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija, James E. Mahon

ECON 390 (S) Financial Crises: Causes and Cures  (WI)

Crosslistings: ECON536 / ECON390

Primary Crosslisting

Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.

Class Format: tutorial

Requirements/Evaluation: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students
ECON 463 (F) Financial History (WI)

What can we learn from financial history to understand the successes and failures of finance today, and how finance and politics interact? This course opens with a brief survey of some of the major characteristics, issues, and challenges of financial systems today, and then examines earlier experience with these phenomena. Topics to be examined include: the role of finance in economic development historically, including in the financial revolutions from Northern Italy, the Netherlands, Britain and the US; the relationship between finance and government, and the extent to which it has changed over time; the lessons from early asset bubbles for modern financial systems; the effect of institutions (laws, norms, and culture) and political systems in shaping the impact of finance, as illustrated by comparisons between Mexico and the U.S., among other cases; and lessons from U.S. financial history for policies today. The course also examines the tools that were developed in earlier epochs to deal with different risks, evaluates their efficacy, and considers lessons for modern financial regulation.

Class Format: seminar
Requirements/Evaluation: evaluation will consist either of 6 short papers or 3 short papers and one longer research paper (student choice), at least two oral presentations, and contributions to class discussions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 251, ECON 252, and (ECON 255 or STAT 346)
Enrollment Limit: 19
Enrollment Preferences: senior Economics majors
Expected Class Size: 19
Distributions: (D2) (WI)

Spring 2019
TUT Section: T1 TBA Gerard Caprio

ECON 536 (S) Financial Crises: Causes and Cures (WI)

Secondary Crosslisting

Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macromeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.

Class Format: tutorial
Requirements/Evaluation: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 252 and 255
Enrollment Limit: 10
Enrollment Preferences: Economics majors
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: POEC Comparative POEC/Public Policy Courses;

Spring 2019
TUT Section: T1    TBA    Gerard Caprio

ECON 537 (S) Developing Money and Capital Markets (WI)
This tutorial will explore ways to create or enhance money and capital markets so that they can better perform their roles in channelling savings to their most productive uses and in serving as transmission mechanisms for monetary policy.

Class Format: tutorial
Requirements/Evaluation: each student will write five policy papers and the same number of critiques
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: intended for CDE fellows; undergraduate enrollment requires permission of instructor
Enrollment Limit: 10
Enrollment Preferences: CDE Fellows
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: GBST Economic Development Studies Electives; POEC International Political Economy Courses;

Spring 2019
TUT Section: T1    TBA    Eli Remolona

ENGL 105 (F) American Girlhoods (DPE) (WI)
Crosslistings: AMST105 / WGSS105 / ENGL105

Primary Crosslisting
The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Class Format: seminar
Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS DPE: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these
differences. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the
texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at
least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic
writing.

Attributes: AMST Arts in Context Electives;

Fall 2018
SEM Section: 01    TF 2:35 pm - 3:50 pm     Kathryn R. Kent

ENGL 111 (F) Poetry and Politics  (WI)

"Poets are the unacknowledged legislators of the world" wrote Shelley in his 1821 "Defence of Poetry," countering the widely held view of poetry's airy
irrelevance to the material progress of humanity. His claims are echoed a century and a half later in Audre Lorde's "Poetry is Not a Luxury,"; in which
she argues that poetry is a vital and essential part of her own political struggle as a Black lesbian feminist. But when W.B. Yeats--himself a very
politically involved poet--writes in 1917 that "from the quarrel with others comes rhetoric; from the quarrel with ourselves comes poetry," he implies that
poetry would suffer from too much involvement with the "quarrel with others" that is politics, becoming, perhaps, something more like advertising
jingles for political dogma. And when W. H. Auden writes in 1939 that "poetry makes nothing happen" he appears to locate poetry's value precisely in
its irrelevance to politics as such. This course will focus on the vexed relationship between poetry and political struggle, reading predominantly poetry
and poetics (writings about poetry) of the last two centuries in an effort to answer the questions: what can poetry do for politics? what does politics do
for (or to) poetry? Is poetry essential to political struggle, or do poetry and politics mix only to the detriment of both, producing, on the one hand, bad
poetry, and on the other, mere distractions from the "real" work of politics? The primary goal of the course is to make students better readers of poetry,
and better readers and writers of argumentative prose.

Class Format: discussion/seminar

Requirements/Evaluation: graded essays, final in-class team project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Distributions: (D1) (WI)

Fall 2018
SEM Section: 01    TF 2:35 pm - 3:50 pm     Alison A. Case

ENGL 113 (F) The Feminist Poetry Movement  (DPE) (WI)

Crosslistings: ENGL113 / WGSS113 / AMST113

Primary Crosslisting

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and
Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the
crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for
building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary
approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the
Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At
the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and
created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also
help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will
want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating
necessary imaginative space in the world for expression, critique, and change.

Class Format: seminar; discussion, some lecture, project work in archives and art gallery
**Requirements/Evaluation:** three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course examines difference, power, and equity during Feminism’s Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; EXPE Experiential Education Courses; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

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**ENGL 115 (F) Rumble in the Jungle: Major Postcolonial Writers and Movements** (DPE) (WI)

**Crosslistings:** COMP115 / ENGL115

**Primary Crosslisting**

The antagonism between the West and the rest has been a defining feature of contemporary thought, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians stayed busy using blunt tools of violence, class and caste warfare, and fanning the flames of religious and ethnic tension, many artists, writers, and theorists challenged simple binaries that made cultures out to be at odds with one another by giving voice to complex identities and histories. Our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. In addition to encountering a postcolonial serial killer, a pterodactyl in present-day India, and a famed boxing match sponsored by an African dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi.

**Class Format:** seminar

**Requirements/Evaluation:** three short papers, one researched term paper, presentation, class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students who have not yet taken a 100-level course

**Expected Class Size:** 19

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: In asking students to think broadly and comparatively in film, novel, poetry, and theory about counter-hegemonic discourses of gender, race, nation, anti-colonialism, ontology, third worldism and non-Western philosophy, this course will contribute to the college’s course offerings in Difference, Power, and Equity. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.

**Attributes:** ASAM Related Courses; ENGL Literary Histories C;

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Fall 2018

SEM Section: 01    TR 8:30 am - 9:45 am    Bethany Hicok

SEM Section: 01    TR 8:30 am - 9:45 am    Anjuli F. Raza Kolb
ENGL 117 (F) Introduction to Cultural Theory  (WI)
Crosslistings: ENGL117 / COMP117

Primary Crosslisting

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (Ferris Bueller's Day Off, Silence of the Lambs, The Lord of the Rings) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion/seminar

Requirements/Evaluation: five short papers totaling about 20 pages, class attendance and participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: AMST Critical and Cultural Theory Electives;

Fall 2018

SEM Section: 01    TF 1:10 pm - 2:25 pm    Christian Thorne

ENGL 119 (S) Missed Encounters  (DPE) (WI)

Although we all entertain the dream of reaching directly across boundaries of personal and cultural difference, such exchanges remain inseparable from fantasies of otherness. Those fantasies can be as reductive as a stereotype, but they can also be enormously nuanced and self-revealing--as rich as literature itself. We will study the missed encounter--the encounter in which the element of presupposition and fantasy is vividly apparent--in cultural contexts from the first English accounts of the inhabitants of Virginia to race relations in contemporary African fiction; we will consider such encounters in other contexts as well, including sexual relations, the relations between young and old, even the relation between past and present. But in every case, we will keep our gaze trained on what such events tell us about the nature of fantasy and the place of fiction. The course will consider novels, drama, film, opera, and non-fiction, works such as: Coetzee, Waiting for the Barbarians; Harriot, "Report of the New Found Land of Virginia"; Conrad, Heart of Darkness; Stephen Crane, "The Blue Hotel"; Nadine Gordimer, The Pick Up; Herzog, "Aguirre"; Shakespeare, Merchant of Venice; Puccini, Madame Butterfly; Huang, M. Butterfly; Austen, Pride and Prejudice; Gyasi, Homegoing; and theoretical writing, including texts by the psychoanalytic critic, Jacques Lacan.

Class Format: seminar

Requirements/Evaluation: 20 pages of writing in the form of frequent short papers

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students who have not taken or placed out of an English 100-level class

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course fulfills the spirit of the DPE requirement by engaging diverse cultural contexts in order to explore the ways in which political, racial, and sexual identities are staked on forcible assertions of difference which at once constitute power and erode it from within.
Through discussion and critical writing, students will develop analytical tools and skills to interrogate these effects of social power. WI: Like all English 100-level courses, there is an intensive focus on writing skills through frequent short papers (20 pages total).

Spring 2019
SEM Section: 01 MWF 11:00 am - 12:15 pm Christopher L. Pye

**ENGL 120 (S) The Nature of Narrative (WI)**
Crosslistings: COMP111 / ENGL120

Secondary Crosslisting
This course examines the nature and workings of narrative using texts drawn from a wide range of literary traditions, media, and genres. Readings will include Western and Asian classics (Homer, Sei Shōnagon), 19th century French, German, and Russian fiction (Zola, Kleist, Lermontov), Latin American magic realism (Marquez), and visual literature from stage drama to film and graphic memoir (Oscar Wilde, Sam Mendes, Tezuka Osamu, Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

Class Format: seminar
Requirements/Evaluation: regular attendance and participation, several short response assignments, two 4- to 5-page papers, and one paper rewrite
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students considering a major in a related field
Expected Class Size: 19
Distributions: (D1) (WI)

Spring 2019
SEM Section: 01 MR 2:35 pm - 3:50 pm Christopher A. Bolton

**ENGL 120 (F) Nature of Narrative (WI)**
Crosslistings: ENGL120 / COMP111

Secondary Crosslisting
This course examines the nature and workings of narrative through a wide range of texts from different traditions, genres, and periods. We will explore the ways in which stories are told, how they convey meaning, and how they are shaped by generic conventions. Readings may include the Odyssey, the Chinese Classic of Poetry (Shijing), the Tale of Genji, the lais of Marie de France, Flaubert, Feng Menglong, and others (all readings will be in English). We will also read a few short theoretical works.

Class Format: seminar
Requirements/Evaluation: consistent and engaged class participation, several short written assignments over the course of the semester, and a longer final paper, with the opportunity to revise the final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: students considering a major in Comparative Literature
Expected Class Size: 19
Distributions: (D1) (WI)

Fall 2018
SEM Section: 01 TR 11:20 am - 12:35 pm Sarah M. Allen
ENGL 123 (F)  The Short Story  (WI)
The reading for this course will consist entirely of short stories by such writers as Poe, Hawthorne, James, Doyle, Hemingway, Faulkner, Gilman, Chopin, Cather, Toomer, McCullers, O'Connor, Borges, Nabokov, Kincaid, Saunders, Diaz, and Shepard. We will read one or two per class meeting; at the end of the course, we'll be reading one collection, probably by Raymond Carver. Reading short stories will allow us to pay close attention to the form of our texts, and to paragraphs, sentences, and words. The premise of the essays you will write is that short stories and short essays are both arts based on controlling the release of information and meaning, and that studying the two genres together will have reciprocal benefits for reading and writing.

Class Format: seminar; class meetings will be devoted almost entirely to discussion
Requirements/Evaluation: grades will be based on the five formal writing assignments, with rewards for improvement, plus class participation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken a 100-level English course; then sophomores who have not taken a 100-level English course
Expected Class Size: 19
Distributions:  (D1) (WI)
Distribution Notes: WI: There will be five papers in the course totaling about 20 pages

Fall 2018
SEM Section: 01    TR 8:30 am - 9:45 am     John K. Limon
Spring 2019
SEM Section: 01    TR 8:30 am - 9:45 am     John K. Limon

ENGL 125 (F)  Theater and Politics  (WI)
Crosslistings: ENGL125 / THEA125

Primary Crosslisting
This seminar traces the surprisingly close and controversial relationship between theater and politics from ancient Greek tragedy to modern literature, contemporary film and philosophy. When Plato kicked off political philosophy by outlining his ideal city-state, one of his first moves was to ban theatrical performance on the grounds that play-acting would make men poor governors of themselves. In more recent times, however, the work of artists and playwrights as diverse as Bertolt Brecht and Antonin Artaud have provocatively suggested that theater itself could remedy the ills that Plato thought it caused. In today's age of global spectatorship, writers, artists, and activists continue to ask: who are the real actors and spectators of today's digital world-stage, when governments and other powerful institutions have increasingly sophisticated tools for gathering information about and controlling the on-looking masses, but revolutions are nevertheless organized via social media or triggered by cell phone images? May include works by Plato, Euripides, Melville, Woolf, Rancière, and Claire Denis.

Class Format: seminar
Requirements/Evaluation: three papers and a portfolio of interpretive questions, totaling 20 pages of written work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Expected Class Size: 19
Distributions:  (D1) (WI)

Fall 2018
SEM Section: 01    MR 2:35 pm - 3:50 pm     Walter Johnston
ENGL 126 (F) Black Literature Matters (DPE) (WI)
Crosslistings: AFR126 / AMST126 / ENGL126

Primary Crosslisting
Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts—essays, novels, drama, music, and poetry—by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Class Format: seminar
Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR

DPE: This course centers the relationship between black literature and black political movements from the 1920s to the present. Through discussions and short essays, students will develop skills for analyzing the essential role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present. WI: This course requires students to write four formal essays that total at least 20 pages. Students will also submit short in-class writing assignments.

Fall 2018
SEM Section: 01  TR 8:30 am - 9:45 am  Kimberly S. Love

Spring 2019
SEM Section: 01  Cancelled

ENGL 129 (F) Twentieth-Century Black Poets (WI)
Crosslistings: AFR129 / ENGL129

Primary Crosslisting
From Langston Hughes to contemporary poets such as Angela Jackson and Claudia Rankine, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor, and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Amiri Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask why black poetry has been defined and whether there is a single black poetic tradition or several.

Class Format: seminar
Requirements/Evaluation: several short papers, a 15-page final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
ENGL 130 (F) Dream Work  (WI)
Like art, dreams both require and resist interpretation. In this class, we will consider a wide range of texts, including ancient oneirocritica, medieval dream visions, and psychoanalytic and anthropological case studies, before moving on to modern and contemporary attempts to capture the "underside of consciousness" that dream represents through examples drawn from fiction, drama, poetry and film. Along the way, we'll uncover competing understandings of dream, trace the function of dream as a literary device, and ask what different media uncover and conceal about the dream's form of thinking. This course is designed to immerse you in the strategies of textual interpretation while fostering an openness between creativity and analysis.

Class Format: seminar

Requirements/Evaluation: four 5-page papers, as well as informal writing assignments; thoughtful and engaged participation in discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course

Expected Class Size: 19

Distributions: (D1) (WI)

Distribution Notes: WI: This course is a writing-intensive class

Fall 2018

SEM Section: 01    TF 2:35 pm - 3:50 pm     Jessica M. Fisher

ENGL 132 (F) Black Writing To, From, and About Prison  (DPE) (WI)
Crosslistings: WGSS132 / ENGL132

Primary Crosslisting

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. Course texts will include letters from Angela Davis's edited collection If They Come in the Morning, autobiographies like that by Malcolm X, poetry by Ericka Huggins and Huey Newton, as well as critical interventions by scholars like Nikki Jones, WEB Du Bois, and selections from Eric Stanley and Nat Smith's edited collection Captive Genders. We will also look at contemporary groups organizing around the question of prisons and justice including Critical Resistance, BYP100 (Black Youth Project 100), and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format: seminar

Requirements/Evaluation: three 4- to 5-page individual papers, one 4- to 5-page hybrid paper, informal writing, letter writing

Extra Info: may not be taken on a pass/fail basis

Prerequisites: first-year students who have not taken or placed out of a 100-level ENGL course

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)
This class meets the DPE designation in that it facilitates critical engagement with the question of what counts as justice, for whom, for what reasons, and at what cost individually and communally. Students will sharpen their understanding of the relationship between race, gender, and power in the afterlife of slavery WI: This class is Writing-Intensive in that it requires a minimum of 20 pages of formal writing.

**ENGL 133 (F) Shakespeare's Uncertain Ends (WI)**

We've come to expect that the heroes of Shakespeare's tragedies learn something. Othello, Lear, Hamlet, Macbeth, and all the others, are supposed to achieve some kind of clarifying self-knowledge as a reward for their terrible suffering. After all, the heroes' flaws are revealed and their delusions are exposed so that they can eventually understand what has happened to them and why. They are meant to learn from their suffering. Or so we'd like to think. But the plays don't always cooperate with our desire for some compensating enlightenment. We don't always come away with a clear sense that Shakespeare's tragic heroes have arrived at a true self-recognition; in other words, they don't always fully grasp how their fate is implicated in their character. Nor are we granted an obvious, edifying moral to compensate for the misery we witness. What, then, do we discover at the end of a Shakespeare tragedy?

**Class Format:** seminar

**Requirements/Evaluation:** three essays (two 5-page essays and one 10-page essay), short writing assignments, class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students

**Expected Class Size:** 19

**Distributions:** (D1) (WI)

**Distribution Notes:** WI: 100-level Writing-Intensive

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This expository writing course aims at developing skills in academic writing by analyzing and interpreting stories meant to make us laugh. "Comedy" is the name we usually give to such stories, but historically comedy has been defined in other ways as well: as leading to a happy ending, often to marriage or some other kind of social harmony; or as being concerned with everyday life, with characters we recognize as amusingly or disturbingly like ourselves. In this course we'll examine how and why these different features have gone together in texts from ancient Greek drama to The Marvelous Mrs. Maisel. Comic laughter can show our potential for solidarity, reconciliation, and forgiveness, and also for indifference, aggression, and exclusion. We'll explore comedy's insights into both possibilities while keeping our focus on how to construct effective arguments and develop them in clear, elegant prose. Authors to be studied may include Aristophanes, Molière, and Wilde as well as classic and contemporary film and television.

**Class Format:** seminar

**Requirements/Evaluation:** 4 essays totaling around 20 pages, including a formal drafting and revision process; class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** none

**Expected Class Size:** 12

**Distributions:** (D1) (WI)

**Distribution Notes:** WI: This course involves explicit and intensive attention to writing strategies and skills.
ENGL 138 (F) What is a Self? Investigations in Literature, Philosophy, and Psychology  (WI)
The experience of having a self (or a subjective point of view) informs and colors literally everything we think, see, and feel. And yet what, exactly, is a self? Is it the unchanging essence of who we are as individuals (like what Christians call the soul)? Or is it the historically contingent product of ever-changing cultural and political forces (like the media, gender norms, and ideologies about race, to name just a few)? Or, perhaps, is the belief that we have a self just one big illusion, as the Buddha suggested millennia ago and as modern philosophers and neuroscientists have argued in their own different idioms more recently? In this class, we'll explore the deep mystery of human existence that we call "the self" or "subjectivity," looking at various attempts to capture, represent, and explain it. Our investigations will be wide-ranging, looking at examples from literature, philosophy, religion, and science. Works we may study include: Tim O'Brien's The Things They Carried, Toni Morrison's Beloved, Romantic poetry, and classic philosophical writings on the self by Descartes, Locke, Hume, and Sartre, among others. We'll also study scientific findings about the relationship between the mind and the brain that have come from the fields of psychology and neuroscience, perhaps in conjunction with one of a wave of recently published "neuro-novels" (like Richard Powers' The Echo Maker) that portray the self in terms borrowed from the brain sciences. Students who genuinely find the experience of the self puzzling and fascinating will get the most out of this class. Bring an open mind about what it is to have a mind in the first place.

Class Format: seminar
Requirements/Evaluation: five analytical papers totaling 20 pages; active class participation; participation in other short writing assignments
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Expected Class Size: 19
Distributions:  (D1) (WI)
Attributes: PHIL Related Courses;

ENGL 142 (S) Idleness  (WI)
What happens when nothing is happening? Is inactivity the mark of sinful sloth, the mind's freedom to reflect in tranquility, or an act of political resistance? In this course, we will survey the long history of idleness as represented in literary texts, philosophical writing, and other cultural documents like Reconstruction-era vagrancy laws and op-eds about automation and the future of work. We will be interested in the many things that not working has been made to mean, especially as the bearer of human identity and privileges of class, race, and/or gender. Who gets to draw the line between leisure and laziness, and why? We will pursue these questions by reading authors such as Homer, Hesiod, Horace, Augustine, Petrarch, Langland, Marvell, Eliot, Melville, Dickinson, Wilde, Weber, Woolf, McKay, Adorno, Foucault, and Kincaid.

Class Format: seminar
Requirements/Evaluation: four five-page papers, one in-class presentation, thoughtful participation in class discussions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Expected Class Size: 19
Department Notes: WI: Students will submit a total of at least 20 pages of formal writing across four essays
Distributions:  (D1) (WI)
ENGL 150 (S)  Expository Writing  (WI)
This course is designed to improve your essay-writing skills. We will try to figure out how to write effective college essays in an assortment of disciplines, and get away from the one-size-fits-all template you remember from high school. We will learn how to write introductions that grab you, exposition that thrills you, climaxes that fill you with suspense, and conclusions that feel both surprising and inevitable. We will also read short stories in this class, both as source material for analysis and interpretation, and for story-telling techniques that we can steal. There will be weekly writing assignments, leading up to a twelve- to twenty-page final project.

Class Format: seminar
Requirements/Evaluation: 4 or 5 papers totaling at least 20 pp.; evaluation partly based on improvement and effort
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: first-year students, especially students with demonstrated need for help with analytical writing
Expected Class Size: 12
Distributions: (D1) (WI)

Spring 2019
SEM Section: 01    TF 2:35 pm - 3:50 pm     Andrew C. Miller

ENGL 153 (S)  Androids, Cyborgs, Selves  (WI)
Crosslistings: ENGL153 / SCST153

Primary Crosslisting
In this expository writing course, we will analyze and argue about how near-human or partly human bodies and intelligences are imagined in fiction and film. When do these bodies, these intelligences, improve the worlds in which they appear, and when do they threaten them? How are they gendered, how are they raced, and why? And what do they want? As we will see, authors in different cultural and technological contexts have imagined not-quite-human selves for different ends and in radically different ways. This course focuses on articulating these differences and developing significant claims about them in clear, argumentative prose. We will spend half or more of our class time discussing and practicing writing skills. Texts may include R.U.R., "The Bicentennial Man," Blade Runner, Metropolis (Suite 1: The Chase), and Her.

Class Format: seminar
Requirements/Evaluation: writing (four 5-page essays in multiple drafts) and discussion/participation
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Expected Class Size: 12
Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under SCST WI: This writing-intensive course is geared towards improving students' analytical and argumentative prose in the context of studying literary and filmic fictions.
ENGL 154 (F)  Imagination and Authority  (WI)
A course on the subject of who gets to write about what when it comes to fiction. Among the questions we'll be taking up: What are the outer boundaries of those imaginative acts that should be attempted? The central goal of this course is to teach you how to write a well-argued and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, this is also a literature class, designed as well to prepare you for upper level courses in the English Department.

Class Format: seminar
Requirements/Evaluation: 4-5 papers totaling at least 20 pp., revisions, student teaching, written and oral comments, final portfolio
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: first year students, especially students with demonstrated need for help with analytical writing
Expected Class Size: 12
Distributions: (D1) (WI)

Fall 2018
SEM Section: 01 TR 8:30 am - 9:45 am Karen L. Shepard
SEM Section: 02 TR 9:55 am - 11:10 am Karen L. Shepard

ENGL 156 (S)  What Is Comedy?  (WI)
This expository writing course aims at developing skills in academic writing by analyzing and interpreting stories meant to make us laugh. "Comedy" is the name we usually give to such stories, but historically comedy has been defined in other ways as well: as leading to a happy ending, often to marriage or some other kind of social harmony; or as being concerned with everyday life, with characters we recognize as amusingly or disturbingly like ourselves. In this course we'll examine how and why these different features have gone together in texts from ancient Greek drama to The Marvelous Mrs. Maisel. Comic laughter can show our potential for solidarity, reconciliation, and forgiveness, and also for indifference, aggression, and exclusion. We'll explore comedy's insights into both possibilities while keeping our focus on how to construct effective arguments and develop them in clear, elegant prose. Authors to be studied may include Aristophanes, Molière, and Wilde as well as classic and contemporary film and television.

Class Format: seminar
Requirements/Evaluation: 4 essays totaling around 20 pages, including a formal drafting and revision process; class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: none
Expected Class Size: 12
Distributions: (D1) (WI)
Distribution Notes: WI: This course involves explicit and intensive attention to writing strategies and skills.

Spring 2019
SEM Section: 01 TR 11:20 am - 12:35 pm Andrew Sisson

ENGL 162 (S)  Robots, Puppets, and Dolls  (WI)
Is Pinocchio alive? How about Furby, or the Terminator? This course explores the persistent interest in human simulacra (robots, puppets, and dolls; but also automata, replicants, cyborgs) and what this suggests about our ideas of identity, independence, and free will. We'll look at a wide range of such simulacra as they appear in literature, film, and, increasingly, in the actual world ("reborn" dolls, therapy robots). We will frame our explorations with readings in artificial intelligence, neurology, and psychoanalysis (Freud on the uncanny; Winnicott on transitional objects). Throughout, we will wonder: why this fascination with the almost living? How is it that we often care more for Wall-E or the Velveteen Rabbit than we do for many real people?
**ENGL 205 (S) The Art of Poetry: The History and Theory of Lyric** (WI)

"If I read a book and it makes my whole body so cold no fire can ever warm me I know that is poetry. If I feel physically as if the top of my head were taken off, I know that is poetry. These are the only way I know it. Is there any other way?" This excerpt from a letter by Emily Dickinson indicates both the particular pleasures of reading poetry, and also the persistent difficulty of defining poetry as a genre. In this course, we will train our focus on lyric poetry in particular, tracing its long history as well as trends in the theory of lyric. We'll begin by uncovering the roots of lyric in both the Greek tradition and in Anglo-Saxon riddles and spells, and will then consider several key moments in the development of lyric poetry in English, from the Renaissance to the present. We'll read closely the work of such poets as Wyatt, Donne, Blake, Keats, Hopkins, Dickinson, Yeats, Stevens, Hughes, Bishop, Ashbery, and Plath before turning to the contemporary scene. Along the way, we'll examine the trends in criticism responsible for the conflation of lyric and poetry in our time, and will get a strong sense of the current state of lyric theory.

**Class Format:** seminar

**Requirements/Evaluation:** frequent short writing assignments totaling 20 pages, in-class presentation, thoughtful participation in discussions

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributions:** (D1) (WI)

**Distribution Notes:** WI: Writing-intensive courses require a minimum of 20 pages of writing.

**Attributes:** ENGL 200-level Gateway Courses;

Spring 2019

SEM Section: 01    TR 11:20 am - 12:35 pm    Jessica M. Fisher

**ENGL 206 (S) We Aren't The World: "Global" Literature in the 20th Century** (DPE) (WI)

An eighteenth-century diplomat once referred to the British colonies as a "vast empire on which the sun never set," and at the time, he was right: the British controlled an enormous portion of the globe for nearly three centuries, from the Caribbean to South Asia, from Oceania to Africa. One outcome of this vast empire was the creation of a rich and diverse literary tradition in the English language--now called Anglophone literature--from far-flung places around the globe. This course will introduce students to select works of global Anglophone literature in the twentieth century, and consider the ways in which writers from around the world have used a variety of literary forms, such as the bildungsroman, national allegory, and testimony, to participate in and reshape conversations about culture, globalization, aesthetics, and politics. Readings will include novels, poetry, short stories, and film by writers including Kipling, Kincaid, Achebe, Rushdie, Conrad, Coetzee, and Roy, among others. The course will expose students to a variety of global English idioms, as well as literary traditions from, or in conversation with, non-Western countries.

**Class Format:** seminar

**Requirements/Evaluation:** ungraded exercises, five essays of increasing length and complexity (20 pages in total), a willingness to experiment with formats and arguments, active participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributions:** (D1) (WI)

**Distribution Notes:** WI: Students write five essays over the course of the term.
ENGL 218 (S)  Gender and Sexuality in the Neo-slave Narrative  (DPE) (WI)
Crosslistings: WGSS218 / AFR218 / AMST218 / ENGL218
Primary Crosslisting
Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. “Ungendering,” one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation “slave” rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler’s Kindred, Jewelle Gomez’s Gilda Stories, visual art such as Kerry James Marshall’s “Heirlooms and Accessories” and Glenn Ligon’s “Runaways”, and film such as Jordan Peele’s Get Out.

Class Format: seminar
Requirements/Evaluation: weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
Distribution Notes: DPE: Conceived as an introduction to Global Literature in English, this course will expose students to comparative histories of anticolonialism and decolonization, a variety of postcolonial English idioms, as well as literary traditions from, non-Western traditions. WI: Intensive writing instruction will culminate in 20 total pages of analytic and researched writing.
Attributes: ASAM Related Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019
SEM Section: 01    TR 8:30 am - 9:45 am     Anjuli F. Raza Kolb

ENGL 226 (S)  The Irish Literary Revival  (WI)

Class Format: seminar
Requirements/Evaluation:  three short papers, term research essay, presentation, class participation
Extra Info: may not be taken on a pas/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI: Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/censorial omissions that shape the treatment of gender and sexuality in these texts.
Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Ianna Hawkins Owen

ENGL 226 (S)  The Irish Literary Revival  (WI)
This course will focus on the Irish Literary Revival of c.1885-1920, during which Irish literature in the English language became firmly established as a canon clearly separate from the English tradition, and writers such as W.B. Yeats and James Joyce achieved international renown. Readings will include drama, poetry, fiction and non-fiction prose by Yeats, J.M. Synge, Joyce, George Moore, George Bernard Shaw, Lady Gregory, Douglas Hyde, Sean O'Casey and others. We will foreground key fault-lines of the period: competing visions of what constituted "authentic" Irish identity; debate over the propriety of writing in English, drawing on British literary traditions, or seeking a non-Irish audience; the work of "self-exiles" such as Shaw and Joyce, versus that of writers who stayed in Ireland; and the long-entrenched political tensions between Catholics and Protestants, and Unionists and Nationalists. Throughout, we will consider the functions and efficacy of literature in promoting cultural or political change. The course will conclude by considering the extraordinary vitality of post-independence and contemporary Irish literary culture, with readings of work by Seamus Heaney, Colm Toibín, Anne Enright and Martin McDonagh, and discussion of recent Irish film. Key considerations here will be the ways traditional notions of Irish Nationalism and national identity have been revised or abandoned under the impact of independence, economic prosperity and globalization, contemporary sexual politics and other forms of change.

Class Format: seminar

Requirements/Evaluation: four 4+ page papers, and several shorter writings assignments; class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: English majors

Expected Class Size: 19

Distributions: (D1) (WI)

Distribution Notes: WI: Writing requirement will total 20 or more pages.

Attributes: ENGL 200-level Gateway Courses;  ENGL Literary Histories B;  ENGL Literary Histories C;

Spring 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     James L. Pethica

ENGL 227 (F)  Elegies  (WI)

This tutorial--intended primarily for sophomores--explores elegies as a literary genre. In their most familiar form, elegies honor and memorialize the dead. More broadly conceived, the genre includes works lamenting other kinds of loss as well: the loss of a lover, place, country, or cherished version of one's past. We'll consider the special challenges and opportunities of the elegiac voice: how it manages to give public expression to private grief; negotiates problems of tone and perspective; worries about and celebrates the capacity of language to generate hope and consolation; and seeks a kind of solace in the literary effort to evoke, preserve, or rewrite a lost life or an absent past. This course focuses primarily on poetry, English and American, across a broad historical range. We'll first read poems from 1600-1900--including works by Jonson, Milton, Donne, Dryden, Gray, Shelley, Tennyson, and Whitman, and then turn to some of the twentieth-century's great poetic elegists--Owen, Yeats, Auden, Lowell, and Heaney. Finally, we'll consider how the elegiac voice works in fiction, especially in stories by Joyce ("The Dead") and Nabokov ("Spring in Fialta").

Class Format: tutorial; weekly meetings with instructor, 60-75 minutes

Requirements/Evaluation: active participation in tutorial meetings, students will write a 5- to 6-page paper every other week (five in all), and comment on their partners' papers in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: sophomores; not open to first-year students

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: WI: English tutorials are writing-intensive

Attributes: WI: English tutorials are writing-intensive

Fall 2018
ENGL 229 (S) Contemporary American Fiction  (WI)
Crosslistings: ENGL229 / AMST230

Primary Crosslisting
In this course we will read and analyze a selection of fiction written between 1945 and the present, with an emphasis on proving (in the sense of testing) the three terms in the course title. Could John Cheever's "The Enormous Radio" really be contemporary? Is James Baldwin's Giovanni's Room American in the same way as Alice Munro's Dear Life? And is Michelle Tea's Black Wave fiction or something else? Along the way, we'll also ask: What forms and themes define contemporary American fiction? And why should we invest in defining the "contemporary" period at all? Other authors we will study may include: Raymond Carver, Thomas Pynchon, Toni Morrison, Renata Adler, Margaret Atwood, Lydia Davis, Chang Rae Lee, Jennifer Egan, and Colson Whitehead.

Class Format: seminar
Requirements/Evaluation: four papers totaling about 20 pages; participation in class discussions
Extra Info: not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories C;

Spring 2019
SEM Section: 01  TF 1:10 pm - 2:25 pm   Ezra D. Feldman

ENGL 230 (F) Introduction to Literary Theory  (WI)
Crosslistings: COMP240 / ENGL230

Primary Crosslisting
This course introduces students to some of the most significant and compelling trends in modern criticism--such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism--in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can Othello be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.

Class Format: seminar
Requirements/Evaluation: frequent short papers totaling 20 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; ENGL 200-level Gateway Courses;

Fall 2018
ENGL 231 (F) Literature of the Sea (WI)
Crosslistings: MAST231 / ENGL231

Secondary Crosslisting
Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example—depending on fall or spring semester—Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville’s masterpiece Moby-Dick aboard Mystic Seaport's historic whaleship, the Charles W. Morgan, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students’ emerging knowledge of maritime history and marine science.

Class Format: small group tutorials with weekly lectures, including coastal and near-shore field trips and ten days at sea
Requirements/Evaluation: regular papers, class participation, journal-writing, and a final paper
Extra Info: offered only at Mystic Seaport
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Distributions: (D1) (WI)
Attributes: AMST Arts in Context Electives; ENVI Humanities, Arts + Social Science Electives;

Fall 2018
LEC Section: 01 TBA Mary K. Bercaw Edwards

Spring 2019
LEC Section: 01 TBA Mary K. Bercaw Edwards

ENGL 240 (F) What is a Novel? (WI)
Crosslistings: COMP239 / ENGL240

Primary Crosslisting
What is a novel? Where did it come from? Why would anyone invent such a thing in the first place? This course is an introduction to the ways literary critics have attempted to give a genre as hard-to-pin down as the novel a theoretical framework. For a long time, nobody thought the novel needed a theory—too popular, too loose and baggy to be thought of as one thing. Today, novel theory is legion. To only name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. We will move back and forth from the theory of the novel to its practice in order to see how the novel and its understanding have changed over the past 200 or so years. Novelists will come from the 19th and 20th centuries, likely Austen, Dickens, and Mieville. Theorists are likely to include Henry James, Benjamin, Lukacs, Barthes, Watt, McKeon, Jameson, Eve Sedgwick, Edward Said, Leo Bersani, and Franco Moretti.

Class Format: seminar
Requirements/Evaluation: 4-5 papers totaling about 20 pages; regular, substantial, and intensive participation in class
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: ENGL Criticism Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories B;
ENGL 246 (S) The Love of Literature (DPE) (WI)

If love "makes the world go 'round," then literature, love's chronicler, may contain the key for understanding this world-formative passion. In this seminar, we will explore representations of love in works of poetry, drama, prose fiction, and philosophy from antiquity to the present. From the philosophical love extolled in Plato's dramatic dialogue The Symposium to the Christian love of Paul's epistles; the Romantic love of Goethe's Elective Affinities to the modern love of Woolf's To the Lighthouse and beyond, we will see how love, like literature, at once reflects and produces historically significant changes in the ways that human beings relate to one another, to themselves, and to the world in which they live. In addition to the authors already mentioned, readings may include literary works by Virgil, Mary Shelley, Wordsworth, Baldwin, and theoretical works by Freud, Foucault, and Luhmann.

Class Format: seminar
Requirements/Evaluation: three papers of 4, 6, and 10 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: those interested in majoring in English
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
Attributes: ENGL Criticism Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories B;

Spring 2019

ENGL 249 (F) Staging Race and Gender (DPE) (WI)

Crosslistings: ENGL249 / THEA249 / WGSS269

Primary Crosslisting
This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's Black Odyssey, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection.
We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

Class Format: seminar
Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 19
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS
DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies WI: Students will
This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of "home" into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

**Class Format:** seminar

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Distributions:** (D1) (DPE) (WI)
**Class Format:** studio/workshop

**Requirements/Evaluation:** attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators

**Expected Class Size:** 12

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL DPE:

Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change. WI: Requires minimum 30 pages of writing, close reading by peers and instructor, and final portfolio of revisions

**Attributes:** LATS Core Electives;

**Fall 2018**

STU Section: 01    TR 8:30 am - 9:45 am     Nelly A. Rosario

**Spring 2019**

STU Section: 01    M 7:00 pm - 9:40 pm     Nelly A. Rosario

ENGL 254 (S) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE) (WI)

Crosslistings: ENGL254 / WGSS274

**Primary Crosslisting**

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include Annie John (1985), Lucy (1990), The Autobiography of My Mother (1996), My Brother (1997), Mr. Potter (2002), and See Now Then (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

**Class Format:** tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

**Requirements/Evaluation:** five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 10

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE:

Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging. WI: This course will fulfill the Writing-Intensive distribution requirement in that it requires a minimum of 20 pages of formal writing

**Attributes:** ENGL Post-1900 Courses; ENGL 200-level Gateway Courses;

**Spring 2019**

TUT Section: T1    TBA     Ianna Hawkins Owen
ENGL 257 (S) Personal Essay: Writing Workshop (WI)

The personal essay as a literary form encompasses a wide range of genres including literary journalism, creative nonfiction and the lyric essay. Note the exclusion of "memoir" or "autobiography" in this list. This course is NOT a course in memoir or autobiography. As we become more mindful of our particular points of view (and of ways to exploit this subjectivity), we will turn the focus outside of ourselves. We will experiment with writing that is extra- rather than introspective. While this is primarily a course in creative writing, we will give much of our time to literary analysis and imitation of exemplary essayists (primarily from the 20th and 21st centuries, and primarily from the U.S.) including Baldwin, Agee, Dillard, McPhee, Eggers, Carson, Delaney, Nelson, Chee, Yuknavitch and Karen Green.

Class Format: tutorial

Requirements/Evaluation: grade will be based on quality of writing and on quality of participation in weekly tutorial meetings

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: students who have not yet taken Creative Writing courses will be given priority

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: WI: This course will demand weekly writing and critical responses, as well as regular opportunities for revision. Total number of pages written will amount to approximately 35.

Attributes: ENGL Creative Writing Courses;

Spring 2019

TUT Section: T1 TBA Cassandra J. Cleghorn

ENGL 258 (S) Poetry and the City (WI)

In this course we will consider poems generated out of the experiences of urban life. The city provides for poets a vivid mental and imaginative landscape in which to consider the relation of vice and squalor to glamour; the nature of anonymity and distinction; and the pressure of myriad bodies on individual and mass consciousness. We will explore ways in which the poet's role in the body politic emerges in representations of the city as a site both of civilized values and/or struggles for power marked by guile and betrayal. Taking into account the ways in which cities have been transformed over time by changing social and economic conditions, we will consider such issues as what the New York of the 1950s has to do with the London of the late eighteenth and early nineteenth centuries, and why poetry as a genre might be particularly suited to representing the shifting aspects and populations of urban life. Poets will include Dante, Pope, Swift, Blake, Wordsworth, Whitman, Baudelaire, Yeats, Crane, Moore, Hughes, Brooks, Lorca, Bishop, Ginsberg, Baraka, Ashbery, Yau, Bitsui and Rankine. We will also draw on essays by Simmel, Benjamin, Williams, and Canetti, photographs by Hines, Weegee, Abbott, and Nishino; the blues, as sung by Holliday and Vaughan; and films such as Man with a Movie Camera, Rear Window, and Breathless.

Class Format: seminar

Requirements/Evaluation: four 4- to 5-page critical essays

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D1) (WI)

Attributes: AMST Arts in Context Electives; ENGL 200-level Gateway Courses; ENGL Literary Histories B;

Spring 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Anita R. Sokolsky
This seminar explores the foundations of contemporary European cinema by studying a range of films from 1920-1985, and offers a grounding in film theory and aesthetics by pairing such films with theoretical essays by philosophers and aestheticians from the silent era through the 1970s. We will establish a kind of map of cinematic styles and movements, ranging from German expressionism and Soviet montage in silent films of the 1920s, through French realism of the prewar and Italian neorealism of the early postwar era, to the insurrectionary films of the French New Wave and the stylistic innovations of the German New Wave and of Swedish cinema in the 1960s and 1970s. We will study films by such directors as Wiene, Murnau, Lang, Eisenstein, Vertov, Dreyer, Renoir, Riefenstahl, Rossellini, Fellini, Truffaut, Godard, Varda, Herzog, Bergman, Tarkovsky, and Almodóvar.

**Class Format:** seminar

**Requirements/Evaluation:** regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Distributions:** (D1) (WI)

**Distribution Notes:** WI: Frequent short papers, paper conferences, some discussion of writing in class.

**Attributes:** ENGL Criticism Courses; ENGL 200-level Gateway Courses; ENGL Literary Histories C;

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Reading a novel can feel like falling into another world, an immersion in an encompassing fictional reality saturated with detail—each novel its own trip down the rabbit hole. From Jane Austen's "3 or 4 families in a country village" to Roberto Bolano's teeming modern day Mexico City of millions, the novel's distinctive power is in making both the few and the many feel like a complete world. But what are worlds, anyway? Are they spaces, like a container? Or are they not a thing at all, but social systems—ways of belonging that are constantly being made and remade? This course is about the specific world—imagining powers of the novel, tracing out various techniques and strategies by which literary texts create worlds. Our hunch: the modern notion of "world" finds its origin in the novel, and the novel constitutes one of the most sophisticated sites of reflection upon the notion of world. We'll read a number of novels, ranging from 19th century authors like Austen and Dickens, to contemporary genre writing—science fiction and the detective novel—as well as from a range of national traditions to see how novels, and ideas of world, shift over time and space. To get at our central questions, we'll read some philosophical and critical texts that are preoccupied by world-ness, with attention to current debates about the idea of World Literature. Novel texts likely to include: Jane Austen's *Emma*, Charles Dickens's *Bleak House*, Carroll's *Alice in Wonderland*, Italo Calvino's *Invisible Cities*, and Roberto Bolano's *Savage Detectives*.

**Class Format:** seminar

**Requirements/Evaluation:** papers (approximately 20 pages), other forms of writing in-class and otherwise, participation

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** sophomores and first-year students

**Expected Class Size:** 19

**Distributions:** (D1) (WI)

**Distribution Notes:** WI: Five writing assignments equals 20 pages

**Attributes:** ENGL 200-level Gateway Courses; ENGL Literary Histories B;
ENGL 269 (F) Writing Looking: Ekphrasis & Poetics  (WI)
"As is painting, so is poetry," wrote the Roman poet Horace. This comparison would be clarifying, if it weren't so maddeningly opaque. Why, and how, should we compare the verbal to the visual? When poets write about looking, they address not only formal contrasts between the arts but also the fundamental concerns of representation that these contrasts make visible: the eternizing aspirations of art; the relationship between body and soul; the interplay of politics and aesthetics; the power dynamics of gazing at gendered and raced bodies; and the processes of identification and objectification. In this course, we will survey a range of texts that respond to works of visual art and to the act of looking itself. The long history of comparisons between the verbal and the visual constitutes a major strand of literary theory and criticism from antiquity to modernity. Our goal will be to study how such questions of representational rivalry are continuous with questions about how we live with things, and with each other. We will read authors from the historical canon, like Homer, Virgil, Ovid, Spenser, Shakespeare, Keats, Browning, and Melville; and poets from the recent past and present, like W. H. Auden, Frank O'Hara, Thom Gunn, John Ashbery, Adrienne Rich, Jorie Graham, Fred Moten, and Claudia Rankine.

Class Format: seminar

Requirements/Evaluation: five 4-page papers; participation in class discussions; one in-class presentation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Distributions: (D1) (WI)

Distribution Notes: WI: This course will require five 4-page papers, for a total of 20 pages of formal writing.

Attributes: ENGL 200-level Gateway Courses; ENGL Literary Histories A; ENGL Literary Histories C;

Fall 2018

ENGL 332 (F) Writing in the Margins: Race, Performance, Plagiarism  (DPE) (WI)
Crosslistings: COMP358 / ENGL332 / THEA332

Secondary Crosslisting

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered "classic" texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Class Format: seminar/studio, three hours per week

Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.
ENGL 343 (S) Whitman and Dickinson in Context (WI)
In this tutorial, we will read closely the works of two of the most influential and fascinating poets in the U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings--in Whitman's case, his essays, in Dickinson's, her letters--we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most "private." We will interrogate this assumption, exploring how each poet represents publicity and privacy in their work, as well as their efforts to "perform" and/or reform the American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition/slavery, women's suffrage, temperance, and territorial expansion. Finally, we will explore Whitman and Dickinson's relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson's works, constructing critical arguments in dialogue with other critics, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.

Class Format: tutorial
Requirements/Evaluation: five 5- to 7-page papers, final paper, oral presentation and critique
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 10
Enrollment Preferences: English majors
Expected Class Size: 10
Distributions: (D1) (WI)
Attributes: AMST Arts in Context Electives; ENGL 1700-1900 Courses;

Spring 2019
TUT Section: T1 TBA Kathryn R. Kent

ENGL 363 (S) Literature and Psychoanalysis (WI)
Crosslistings: COMP340 / ENGL363
Secondary Crosslisting
The British psychoanalyst D. W. Winnicott once wrote: "It is a joy to be hidden, and a disaster not to be found." This course will explore the many ways in which writing enacts this paradox, examining in the process several main strands of psychoanalytic thought in relation to literature that precedes, accompanies, and follows it in history. Approximately the first three-fourths of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. All readings in English.

Class Format: lecture/discussion
Requirements/Evaluation: active engagement with the material and with each other, plus two 5-7-page papers, one 8-10-page paper, and a symposium presentation
Prerequisites: one previous course in either COMP or ENGL, or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 19
Distributions: (D1) (WI)
Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses;

Spring 2019
ENGL 371 (S) The Brothers Karamazov  (WI)
Crosslistings: COMP331 / ENGL371 / RUSS331

Secondary Crosslisting

Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of *The Brothers Karamazov*.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one 200-level literature class

Enrollment Limit: 10

Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English

Expected Class Size: 10

Distributions: (D1) (WI)

Attributes: JLST Interdepartmental Electives;

Spring 2019

TUT Section: T1  TBA  Julie A. Cassiday

ENVI 208 (S) Saharan Imaginations  (DPE) (WI)
Crosslistings: COMP234 / ARAB209 / ENVI208

Secondary Crosslisting

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Class Format: seminar

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the
disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Spring 2019

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WI)
Crosslistings: GEOS221 / ENVI222

Secondary Crosslisting

Former President Barack Obama once said: “There’s one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate.” While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process.

Class Format: tutorial

Requirements/Evaluation: weekly papers and a final oral presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: second-year students, Geosciences and Environmental Studies third- and fourth-year students
Expected Class Size: 10
Distributions: (D3) (WI)
Distribution Notes: WI: This course will involve significant writing in terms of weekly assignments.
Attributes: EXPE Experiential Education Courses;

Fall 2018

TUT Section: T1 TBA Alex A. Apotsos

ENVI 225 (F) Sustainable Food & Agriculture (WI)
Crosslistings: ENVI225 / BIOL225

Secondary Crosslisting

A tutorial course investigating patterns, processes, and stability in human-dominated, food production systems. The course will examine sustainable food and agriculture from an ecological perspective. Topics will include: changes in diversity, concentration, and scale, flows of energy, circulation (or not) of fertilizer nutrients, carbon balances in soils, and stability of food production, processing, and distribution ecosystems. A day-long field experience will take place on a local farm.

Class Format: tutorial

Requirements/Evaluation: Evaluation will be based on writing assignments, tutorial presentation, performance in the role of paper critic, and course
participation.

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** BIOL 102 or ENVI 102

**Enrollment Limit:** 10

**Enrollment Preferences:** open to sophomores, juniors, and seniors, with preference given to sophomores over juniors and seniors.

**Expected Class Size:** 8

**Department Notes:** satisfies the distribution requirement in the Biology major, the Natural World distributional requirement of the Environmental Studies program

**Distributions:** (D3) (WI)

**Distribution Notes:** WI: Each student will write five papers that deal with questions requiring extensive reading of primary resources. Paper presentations will alternate with serving as a critic of other student papers. Students will be given the opportunity to revise and rewrite two of the five papers in the week following their tutorial presentation thereby being able to respond to the criticism and discussion of the tutorial group.

**Attributes:** ENVI Natural World Electives;

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**ENVI 235 (S) Survival and Resistance: Environmental Political Theory** (WI)

**Crosslistings:** ENVI235 / PSCI235

**Secondary Crosslisting**

Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have "rights"? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet's health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory's traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

**Class Format:** seminar

**Requirements/Evaluation:** formal and informal writing assignments and class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 12

**Distributions:** (D2) (WI)

**Attributes:** AMST Critical and Cultural Theory Electives; ENVI Humanities, Arts + Social Science Electives; PHIL Related Courses; PSCI Political Theory Courses;

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**Spring 2019**

**SEM Section:** 01  Cancelled

**ENVI 240 (F) Conservation and Climate Change** (WI)

What does climate change mean for the future of Earth's 8.7 million-or-so species? This tutorial introduces students to an emerging literature on how climate change alters the distributions, behaviors, and interactions of plant and animal species. In it we will pay close attention to how to read a scientific paper and how to write about science from the discipline of environmental studies. Some of the questions we will consider include: How is
scientific knowledge produced? What might the biotic world look like in 10, 100, and 1000 years? How are conservation and restoration practitioners responding to climate change? To what extent can local environmental management alter global trends?

**Class Format:** tutorial

**Requirements/Evaluation:** one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ENVI101 or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Distribution Notes:** WI: Tutorial format

**Attributes:** ENVI Humanities, Arts + Social Science Electives; ENVI Natural World Electives; SCST Related Courses;

Fall 2018

TUT Section: T1    TBA    Laura J. Martin

**ENVI 244 (S) Environmental Ethics** (WI)

**Crosslistings:** PHIL244 / ENVI244

**Primary Crosslisting**

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

**Class Format:** tutorial

**Requirements/Evaluation:** one 5- to 7-page essay every other week (6 in all) and carefully prepared oral responses to partners' essays in alternate weeks; evaluation will be based on essays, oral critiques, and quality of discussion

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ENVI 101 or one course in PHIL

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Department Notes:** meets Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WI)

**Attributes:** ENVI Environmental Policy; EVST Culture/Humanities; PHIL Contemporary Value Theory Courses; SCST Elective Courses;

Spring 2019

TUT Section: T1    TBA    Julie A. Pedroni

**ENVI 248 (S) "Our Response Will Define Our Future": Climate Change Policy Analysis** (WI)

In 2014, UN Secretary General Ban Ki-moon declared: climate change is "the defining issue of our age. It is defining our present. Our response will define our future." In this tutorial, we will examine a broad range of proposed, and currently implemented, policy responses to this grand challenge. We will employ policy analysis to evaluate these strategies' effectiveness and viability. This tutorial will consider approaches at varied scales (ranging from university campuses to coordinated global action) and addressing different sectors (including transportation, energy generation, and food production).
ENVI 259 (S) New England Environmental History (WI)
Crosslistings: AMST259 / ENVI259 / HIST259

Primary Crosslisting

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Class Format: seminar

Requirements/Evaluation: several short essays, final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ENVI 101 or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 15
Distributions: (D2) (WI)
Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada;

Spring 2019
SEM Section: 01  TR 9:55 am - 11:10 am   Laura J. Martin

ENVI 303 (S) Cultures of Climate Change (WI)
Crosslistings: ENVI303 / SOC303

Primary Crosslisting

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental
ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Class Format: seminar

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

Expected Class Size: 19

Distributions: (D2) (WI)

Attributes: ENVI Humanities, Arts + Social Science Electives; SCST Related Courses;

Spring 2019

SEM Section: 01    TR 11:20 am - 12:35 pm     Nicolas C. Howe

**ENVI 412 (S) Senior Seminar: Perspectives on Environmental Studies (WI)**

Crosslistings: ENVI412 / MAST402

Primary Crosslisting

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.

Class Format: seminar

Requirements/Evaluation: evaluation is based on active participation, discussion leading, several smaller assignments and capstone project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 302 or MAST 351 Maritime Policy or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: limited to senior Environmental Studies majors and concentrators and Maritime Studies concentrators

Expected Class Size: 20

Department Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: (WI)

Distribution Notes: does not meet Division 1, 2, or 3 requirements Each student in this course will complete a semester-long research project resulting in a final report of 20-25 pages. The project will proceed in phases, with significant pieces of writing due at regular intervals throughout the semester, and with multiple opportunities for revision and peer review. There will also be several short reading response papers during the first half of the semester.

Attributes: EVST Senior Practicum; SCST Elective Courses;

Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm     Nicolas C. Howe

**ENVI 420 (S) Architecture and Sustainability in a Global World (WI)**

Crosslistings: ARTH420 / ENVI420 / EXPR420 / GBST420

Secondary Crosslisting

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms,
gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

**Class Format:** seminar; with travel component

**Requirements/Evaluation:** response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none, although a course in art/architectural history would be advantageous; registered students will also be required to submit an online application provided by the instructor before enrollment in the course is confirmed

**Enrollment Limit:** 6

**Enrollment Preferences:** Art History majors, Environmental Studies majors

**Expected Class Size:** 6

**Materials/Lab Fee:** Travel funds will be provided by a Class of 1963 Sustainability Development Grant

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST

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**ENVI 423 (S) Global Change Ecology (WI)**

**Crosslistings:** ENVI423 / BIOL413

**Secondary Crosslisting**

Plants and animals are increasingly faced with rapid environmental change driven by human activities across the globe. How do they cope with challenges imposed by climate change, altered nutrient cycling, biological invasions, and increased urbanization? What are the impacts of organismal responses at the population and community level? This course uses an integrative approach to understand the impacts of global change at multiple levels of biological organization in both aquatic and terrestrial environments. We examine how global-scale environmental changes affect the distribution and abundance of species and alter community organization. We also consider the physiological and behavioral mechanisms underlying species responses and the role of acclimation versus adaptation in coping with rapid environmental change. Finally, we learn the analytical tools used to predict future responses to global change. Class discussions will focus on readings drawn from the primary literature.

**Class Format:** seminar

**Requirements/Evaluation:** class participation and several short papers

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** BIOL 203 or MAST 311 or BIOL 305 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Biology majors who have not yet taken a 400-level course

**Expected Class Size:** 12

**Department Notes:** Satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (WI)

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Spring 2019

**SEM Section: 01** M 1:10 pm - 3:50 pm  Michelle M. Apotsos

**SEM Section: 02** TR 9:55 am - 11:10 am  Sonya K. Auer

**SEM Section: 02** TR 11:20 am - 12:35 pm  Sonya K. Auer
ENVI 491 (S) The Suburbs (WI)
Crosslistings: HIST491 / ENVI491 / AMST490

Secondary Crosslisting

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: tutorial

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada;

Spring 2019

TUT Section: T1   TBA   Karen R. Merrill

EXPR 420 (S) Architecture and Sustainability in a Global World (WI)
Crosslistings: ARTH420 / ENVI420 / EXPR420 / GBST420

Secondary Crosslisting

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: seminar; with travel component

Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, although a course in art/architectural history would be advantageous; registered students will also be required to submit an online application provided by the instructor before enrollment in the course is confirmed

Enrollment Limit: 6

Enrollment Preferences: Art History majors, Environmental Studies majors
GBST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WI)

Crosslistings: HIST117 / GBST117 / ASST117

Secondary Crosslisting

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar; not open to juniors or seniors

Expected Class Size: 15-19

Distributions: (D2) (WI)

Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia;

GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WI)

Crosslistings: SOC248 / GBST247 / RUSS248

Secondary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE
requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018

TUT Section: T1 TBA Olga Shevchenko

GBST 326 (S) Security in Africa (WI)

Crosslistings: PSCI326 / GBST326

Secondary Crosslisting

Africa is the world's second largest and second most-populous continent. This course will explore this diverse region through the lens of human security which takes a broader understanding of security challenges and how they affect different individuals. We will begin by placing security challenges in Africa in the context of a colonial legacy and the changing nature of warfare. We will then examine specific security challenges including governance issues, gender relationships, and resource challenges, through the use of case studies. We will conclude by examining responses by the U.S. and UN to perceived security challenges in Africa.

Class Format: seminar

Requirements/Evaluation: short blog posts; research paper sections throughout semester; final research paper (15-20 pages); class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: PSCI 202 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: political science majors

Expected Class Size: 14

Distributions: (D2) (WI)

Attributes: PSCI International Relations Courses; PSCI Research Courses;

Spring 2019

SEM Section: 01 TR 9:55 am - 11:10 am Phoebe G. Donnelly

GBST 351 (S) The New Left and Neoliberalism in Latin America (DPE) (WI)

Crosslistings: GBST351 / PSCI351

Secondary Crosslisting

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and
analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America--or anywhere--both in policy and political terms.

Class Format: lecture/discussion, then seminar

Requirements/Evaluation: three short essays, a 1-page reflection paper, and a 12-page research proposal

Prerequisites: a course on Latin America and a course in Economics or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

Attributes: GBST Latin American Studies Electives; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Spring 2019

LEC Section: 01    TF 2:35 pm - 3:50 pm     James E. Mahon

GBST 352 (F) Politics in Mexico  (DPE) (WI)

Crosslistings: GBST352 / PSCI352

Secondary Crosslisting

Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

Class Format: lecture, discussion, then seminar

Requirements/Evaluation: map quiz, two short papers, and a 12- to 15-page research proposal

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA. WI: There will be 20 pages of writing and the short papers will be discussed in individual appointments with the professor.

Attributes: INST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Fall 2018

LEC Section: 01    TF 2:35 pm - 3:50 pm     James E. Mahon

GBST 420 (S) Architecture and Sustainability in a Global World  (WI)

Crosslistings: ARTH420 / ENVI420 / EXPR420 / GBST420

Secondary Crosslisting
What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: seminar; with travel component

Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, although a course in art/architectural history would be advantageous; registered students will also be required to submit an online application provided by the instructor before enrollment in the course is confirmed

Enrollment Limit: 6

Enrollment Preferences: Art History majors, Environmental Studies majors

Expected Class Size: 6

Materials/Lab Fee: Travel funds will be provided by a Class of 1963 Sustainability Development Grant

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST

Spring 2019

SEM Section: 01 M 1:10 pm - 3:50 pm Michelle M. Apotsos

GBST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)

Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Secondary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop
critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018
TUT Section: T1 TBA Magnús T. Bernhardsson

GEOS 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WI)
Crosslistings: GEOS221 / ENVI222

Former President Barack Obama once said: “There’s one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate.” While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process.

Class Format: tutorial
Requirements/Evaluation: weekly papers and a final oral presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: second-year students, Geosciences and Environmental Studies third- and fourth-year students
Expected Class Size: 10
Distributions: (D3) (WI)
Distribution Notes: WI: This course will involve significant writing in terms of weekly assignments.
Attributes: EXPE Experiential Education Courses;

Fall 2018
TUT Section: T1 TBA Alex A. Apotsos

GERM 118 (F) Animal Subjects (DPE) (WI)
Crosslistings: GERM118 / COMP118

Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be
represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

Class Format: tutorial
Requirements/Evaluation: regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students
Expected Class Size: 8
Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight. WI: Multiple writing and rewriting assignments that build on one another, totaling 20 pages or more, plus careful attention to writing practice in class.

Fall 2018
TUT Section: T1    TBA     Natalie E. Lozinski-Veach

GERM 316 (S) "Wer ist wir?:" Recent Debates over Multiculture in Germany  (WI)
German chancellor Angela Merkel controversially claimed in 2010: “Multikulti ist gescheitert.” (Multiculturalism has failed in Germany). We will investigate different perspectives on Germany's integration of minorities. In the 1960s, government labor contracts brought large numbers of foreign workers into the country and facilitated the “economic miracle.” How did the newcomers adapt to life in Germany and what did they hold on to from their home cultures? How did subsequent generations experience life in Germany? What were the major political shifts that took place regarding citizenship and participation in the public sphere? How do popular media portray minorities? How do members of minority groups portray themselves? We will read texts by: Zafer Senocak, Hatice Akyün, Yoko Tawada, Marica Bodrozic, Navid Kermani, Wladimir Kaminer, view feature films and documentaries, and discuss a wide range of social commentary and analyses across the political spectrum from right wing populists to left liberals: Thilo Sarrazin, Kirsten Heisig, Astrid Geisler and Christoph Schultheis, Wilhelm Heitmeyer, Alexander Häusler, Freya Klier, Mark Terkessidids, Rita Süssmuth and others.

Class Format: seminar
Requirements/Evaluation: four 5-page papers in German
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GERM 202 or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: German majors, but open to all with appropriate language skills
Expected Class Size: 8
Distributions: (D1) (WI)
Attributes: GBST Borders, Exiles + Diaspora Studies Electives;

Spring 2019
SEM Section: 01    MR 1:10 pm - 2:25 pm     Helga Druxes

GERM 331 (F) Silence, Loss, and (Non)Memory in Austria 1900-the Present  (DPE) (WI)
Crosslistings: COMP347 / GERM331

Primary Crosslisting
One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in
Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least three of the papers will be in German.

Class Format: tutorial

Requirements/Evaluation: five 5-page papers, one revision, discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

Enrollment Limit: 10

Enrollment Preferences: German or Comparative Literature majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.

Fall 2018

TUT Section: T1  TBA  Gail M. Newman

HIST 102 (F)  West Africa through Women's Voices  (DPE) (WI)

Crosslistings: HIST102 / WGSS102

Primary Crosslisting

This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources--oral tradition, legal records, women's popular songs, Islamic pedagogical verse, personal correspondence and novels--we will consider how women's experiences challenge dominant narratives of history that have often excluded them. The course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

Class Format: lecture

Requirements/Evaluation: discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10-15
Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equips students to understand how women in West Africa have understood and responded to structures of power and inequality, rather than applying frameworks of our own experiences and backgrounds.

Attributes: HIST Group A Electives - Africa;

Fall 2018
LEC Section: 01  M 7:00 pm - 9:40 pm  Matthew Swagler

HIST 117 (S)  Bombay/Mumbai: Making of a Modern Metropolis  (WI)
Crosslistings: HIST117 / GBST117 / ASST117

Primary Crosslisting
Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar; not open to juniors or seniors

Expected Class Size: 15-19

Distributions: (D2) (WI)

Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia;

Spring 2019
SEM Section: 01  MR 2:35 pm - 3:50 pm  Aparna Kapadia

HIST 121 (F)  The Two Koreas (WI)
Crosslistings: HiST121 / ASST121

Primary Crosslisting
The two Koreas--North and South--were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called "the Cold War's last divide." This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds,
including political documents, intellectual treatises, films, and short stories.

**Class Format:** tutorial

**Requirements/Evaluation:** students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** GBST East Asian Studies Electives; HIST Group B Electives - Asia;

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**HIST 135 (F) The Coffeehouse from Arabia to the Enlightenment (WI)**

Invented in sixteenth-century Arabia, the coffeehouse soon made its way to Egypt and Istanbul and then to Western Europe. This institution offered a social space where men (and women) could congregate to discuss politics and ideas. Everywhere, it was an object of suspicion, yet its onward march proved unstoppable, and it even became one of the central spaces of the Enlightenment, the eighteenth-century movement that laid the foundations of modern Western secular thought. In this course, we will reconstruct the progress of the coffeehouse in order to understand what made it so special. Through its prism we will explore a crucial period in the history of Europe and the Middle East, and investigate how intercultural interactions and intellectual exchange shaped the modern world at a time of religious and political polarization.

**Class Format:** seminar

**Requirements/Evaluation:** attendance and participation; three short analytical papers; a final research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Distributions:** (D2) (WI)

**Attributes:** HIST Group C Electives - Europe and Russia; HIST Group G Electives - Global History; HIST Group P Electives - Premodern;

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**HIST 137 (F) Victorian Britain and the Anglo-Afghan Wars (WI)**

Long before the US and its allies fought the recent war in Afghanistan (2001-14), Britain fought three Afghan Wars. Now almost forgotten, dusty reminders of Britain's imperial past, they were crucial moments in the "Great Game", the rivalry between the British and Russian empires for supremacy in Central Asia and control of land routes to British India. Largely disastrous for the British, the First Afghan War (1839-1842) resulted in the tragic deaths of some 16,000 individuals, the second (1878-1881) generated considerable domestic discord, and the third (1919) basically ended British influence in Afghan affairs. Nevertheless, they exercised the Victorian imagination and led to numerous cultural productions that will be dissected in our class: illustrated tales of British military exploits proliferated in the press; the children's writer G.A. Henty turned the conflicts into the stuff of imperial adventure; Rudyard Kipling made the Great Game the backdrop for several works of fiction; military officers, government officials, "lady travelers", and amateur scholars all mapped the landscape and people of Afghanistan, an endless source of fascination for the Victorians. By interpreting these various forms of documentary evidence, we will not only reconstruct the history of Britain's Afghan wars but dissect the stories Britons told themselves about their Empire and about Afghanistan and its people.

**Class Format:** seminar
**Requirements/Evaluation:** evaluation will be based on participation in class discussion, two document analyses (750 words each), two guided research essays (5 pages each), and a final research paper (10-12 pages)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** first-year or sophomore standing

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students, and then sophomores who have not taken a 100-level seminar

**Expected Class Size:** 15-19

**Distributions:** (D2) (WI)

**Attributes:** HIST Group C Electives - Europe and Russia;

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**Fall 2018**

**SEM Section:** 01    TR 9:55 am - 11:10 am    Chris Waters

**HIST 140 (S) Crime and Punishment in Russian History (WI)**

**Crosslistings:** RUSS140 / HIST140

**Primary Crosslisting**

For centuries, people have used crime in Russia and the Russian state's response to crime as lenses through which to examine Russian history and the Russian experience. This tutorial will follow in this tradition, but will adopt a more critical approach to question how or if crime and deviance can speak to the nature of the Russian state and its relationship to Russian society writ large. To answer this question, we will read a combination of original historical sources and recent scholarship that cover the entirety of Russian history: from the creation of the first legal code in Medieval Muscovy to the publication of Alexander Solzhenitsyn's Gulag Archipelago in 1962 and beyond. By semester's end, students will have developed an understanding of both the major historical actors and events in Russian criminal and legal history, and the intellectual debates that they sparked among contemporaries and present day scholars alike.

**Class Format:** tutorial

**Requirements/Evaluation:** A student either will write and present orally a 3- to 5-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under RUSS

**Attributes:** HIST Group C Electives - Europe and Russia;

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**Spring 2019**

**TUT Section:** T1    TBA    Yana Skorobogatov

**HIST 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WI)**

**Crosslistings:** WGSS152 / HIST152

**Primary Crosslisting**

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," due process, privileges and immunities, equal protection, and life, liberty or property; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and
experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Class Format: seminar

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to second years

Expected Class Size: 15-19

Distributions: (D2) (DPE) (WI)

Distribution Notes: WI Distribution Explanation: In the process of writing a substantial research paper, students will develop proposals, bibliographies, and drafts of the paper. Class will include peer review, writing workshops, and individual and group conferences on writing, revision, and editing. DPE Distribution Explanation: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives;

Spring 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     Sara  Dubow

HIST 155 (F)  School Wars in U.S. History  (WI)
Throughout the 20th century, parents, students, teachers, and policymakers have fought bitterly about the purpose of and practices in public schools. Public schools have been the site of a series of intense conflicts over the meanings of democracy and equality; the relationship between the individual, the family, and the state; and about completing claims to recognize the rights of teachers, children, and parents. Organized both chronologically and thematically, this course examines a series of "school wars" in the 20th century, focusing especially on battles over religion, race, and sex. Topics will include evolution/creationism, segregation and desegregation, bilingual education, sex education, free speech, and school prayer. This course asks how, why, and with what consequences schools have been an arena of cultural conflict in the United States? How do these debates help us understand the contested relationship between the rights of children and students, the rights of parents and families, the rights of communities and states, and the obligations of the federal government? How can historical analysis shed light on our present-day "school wars”? Many of these conflicts wind up in court, and we will be looking at some key Supreme Court decisions, but we will also draw upon memoirs, social histories, oral histories, popular culture, and other archival and documentary sources that focus on the experience of teachers and students. Tutorials meet in pairs. Every week, each student will either write an essay (1000-1250 words) that responds to and analyzes the readings OR a short essay (no more than 500 words) that responds to their partner's paper and raises further questions for discussion.

Class Format: tutorial

Requirements/Evaluation: four to five tutorial papers (approximately 5 pages) and four to five short response papers (approximately 2 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: First-Year and Sophomores

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: WI: 100-level History courses, particularly 100-level tutorials, are particularly focused on developing the skills and methods of historical writing and research.

Attributes: HIST Group F Electives - U.S. + Canada;
HIST 156 (F) Manifestos in American Politics  (WI)

Is there an American style or tradition of writing political manifestos? Given the United States's origins in revolution, the answer would seem on the surface to be a definitive "yes." But some are skeptical; one writer has gone so far as to say the term "manifesto" connotes "a radicalism that American writers generally lack." This course will explore that claim. How would we choose to define the very term, "manifesto?" Why have so many American writings been embraced as having the characteristics of a manifesto? We will explore these questions in two ways: first, through close readings and analyses of manifestos at three historical junctures in U.S. history (the Revolutionary era; the 1830s-1850s; and the decades following World War II); and second, through students' original research projects into manifestos of their own choosing.

Class Format: seminar

Requirements/Evaluation: the total number of pages of writing required will be about 35

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: First-Years and Sophomores

Enrollment Limit: 19

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10-15

Distributions: (D2) (WI)

Distribution Notes: WI: The first eight weeks of the class will be structured around many short writing assignments with a focus on the revision process. The last four weeks of the class (and including reading period) will focus on a short research paper that teaches students basic research skills of using the library.

Attributes: HIST Group F Electives - U.S. + Canada;

Fall 2018

SEM Section: 01  TR 11:20 am - 12:35 pm  Karen R. Merrill

HIST 162 (S) Unfamous Women, USA  (DPE) (WI)

How do historians write and discover the lives of American women who never ran for office, led social movements, or married famous men? What sorts of lives did they lead? In what ways did they respond to the social and political upheavals of their age? How do historians unearth everyday experiences? Are the stakes different when we attempt to tell the stories of people whose lives make little mark on official letters. We will read social and cultural U.S. women's history, looking at urban working class women, enslaved women, rural farmers and wives, immigrant women from Europe and the Caribbean. Tutorial pairs will spend at least one week investigating sources in the Chapin Library and perhaps looking at visual art at Williams College Museum of Art.

Class Format: tutorial

Requirements/Evaluation: students will write papers (4-6 pages) roughly every other week, students will also write one page critiques, students will make a formal oral presentation one week

Extra Info: not available for the fifth course option

Prerequisites: First-Years and Sophomores

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This course investigates women whose lack of political, economic and cultural power has persisted into the historical record. We will consciously think and write about the role of historians in recovering lives and stories. How much of someone's story can we really tell? How far should historians go in deploying peoples scanty records to make an intellectual argument?

Attributes: HIST Group F Electives - U.S. + Canada;

Spring 2019
TUT Section: T1 Cancelled

HIST 164 (S) Slavery in the American South (WI)
Crosslistings: AFR164 / AMST165 / HIST164

Primary Crosslisting

This writing intensive seminar will focus on slavery in the southern United States—one of the most difficult and challenging subjects in this country's history. After looking at several different approaches to North American slavery and examining in depth two of the key primary sources for the study of this institution, students will select an aspect of slavery for intensive research. The rich sources of the Chapin and Sawyer Libraries will be examined to show students the extensive body of materials available on campus for their research projects.

Class Format: seminar

Requirements/Evaluation: class discussion critical part of this course; brief weekly writing assignments based on the reading done for that class; the final piece of written work will be a research paper on a subject of student's choosing due at the end of the semester

Extra Info: in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery

Prerequisites: First-Years and Sophomores

Enrollment Limit: 19

Enrollment Preferences: First-Years and Sophomores

Expected Class Size: 15-19

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada;

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Charles B. Dew

HIST 165 (F) The Age of McCarthy: American Life in the Shadow of the Cold War (WI)

The Cold War cast a long shadow over American life in the years following World War II. The relationship between domestic and foreign affairs was particularly acute during the Age of McCarthy, an era marked by a intensifying Soviet-American rivalry abroad coupled with dramatic Red baiting and witch hunts at home. This course explores related aspects of American life from the late-1940s to the late-1950s, ranging from the phenomenon of McCarthyism itself to fallout shelters, spy cases, the lavender scare, nuclear families, the Hollywood blacklist, the religious revival and its implications for foreign policy, Sputnik and the space race, and links between the Cold War and Civil Rights. Using scholarly books and articles, primary sources, novels, music, and films, we will explore interactions between politics, diplomacy, society, and culture in the Age of McCarthy. In this writing-intensive course, we will focus on analyzing sources, writing clearly and effectively, and making persuasive arguments. Students will not only learn about history, but they will learn to think and write as historians.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, several short essays, in-class presentations, and a final 10- to 12-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: First-Years and Sophomores

Enrollment Limit: 19

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Distributions: (D2) (WI)

Attributes: HIST Group F Electives - U.S. + Canada;

Fall 2018

SEM Section: 01 TR 9:55 am - 11:10 am Jessica Chapman
HIST 167 (F)  Let Freedom Ring? African Americans and Emancipation  (WI)

Crosslistings: AFR167 / HIST167 / AMST167

Primary Crosslisting

This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Class Format: seminar

Requirements/Evaluation: research paper, short writing assignments, class participation

Prerequisites: First-Years and Sophomores

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora;  HIST Group F Electives - U.S. + Canada;  JLST Interdepartmental Electives;

Fall 2018

SEM Section: 01    M 7:00 pm - 9:40 pm     Gretchen Long

HIST 259 (S)  New England Environmental History  (WI)

Crosslistings: AMST259 / ENVI259 / HIST259

Secondary Crosslisting

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Class Format: seminar

Requirements/Evaluation: several short essays, final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

Distributions: (D2) (WI)

Attributes:  ENVI Humanities, Arts + Social Science Electives;  EVST Culture/Humanities;  EXPE Experiential Education Courses;  HIST Group F Electives - U.S. + Canada;

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am     Laura J. Martin
HIST 308 (S) The Nile  (DPE) (WI)
Crosslistings: ARAB308 / HIST308

Primary Crosslisting
For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to “water wars” in East Africa and the Middle East.

Class Format: seminar
Requirements/Evaluation: short papers and final project/paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, though background in Middle East history is preferable
Enrollment Limit: 19
Enrollment Preferences: History and Arabic Studies majors
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment. WI:
Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern;

Spring 2019
SEM Section: 01    TF 1:10 pm - 2:25 pm     Magnús T. Bernhardsson

HIST 323 (F) From Achilles to Alexander: Leadership and Community in Ancient Greece  (WI)
Crosslistings: CLAS323 / HIST323 / LEAD323

Secondary Crosslisting
Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the “tyrants” who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)
Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred
Enrollment Limit: 19
Expected Class Size: 12
Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS

Attributes: HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern; LEAD Facets or Domains of Leadership;

Fall 2018
LEC Section: 01 MR 2:35 pm - 3:50 pm Kerry A. Christensen

HIST 352 (F) Americans and the Maritime Environment (WI)
Crosslistings: HIST352 / MAST352

Secondary Crosslisting

This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind's changing relationship with the world's oceans. Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project

Requirements/Evaluation: two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style

Extra Info: offered only at Mystic Seaport

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Distributions: (D2) (WI)

Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern;

Fall 2018
LEC Section: 01 TBA Alicia C. Maggard

Spring 2019
LEC Section: 01 TBA Alicia C. Maggard

HIST 362 (S) Indigenous Women's History (DPE) (WI)
Crosslistings: AMST324 / HIST362 / WGSS324

Secondary Crosslisting

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

Class Format: seminar

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students’ development of independent research papers, this course satisfies the WI requirement.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

Spring 2019
SEM Section: 01 TR 8:30 am - 9:45 am Tyler J. Rogers

HIST 453 (S) Women, Gender, and Social Movements in U.S. History (WI)

Crosslistings: HIST453 / WGSS453

Primary Crosslisting

This seminar is devoted to researching and writing a substantial research paper on some aspect of U.S. women's or gender history, with a particular focus on social movements. Social movements organized around gender issues and identities have been significant sources of social and political change in U.S. History. Drawing on online archival collections of personal letters and diaries, published writings, organizational records, and oral histories, students will research an individual, social group, organization, event, or movement that invites them to explore that particular subject in depth, while also considering some of the following issues and questions: the different strategies, tactics, and ideologies used for organizing and movement building across the political spectrum; the ways that gender has united and divided grassroots movements; how and when it has been useful for women to act through women's groups versus other types of organizations; the ways that ethnicity, race, religion, and class have been resources for organizing and coalition building; how social movements have shaped and been shaped by larger political and economic developments; the ways that various gendered identities have served as both agents and objects of political and social change; and the relative importance of formally organized politics versus less formal strategies to effect political change.

Class Format: seminar

Requirements/Evaluation: 20- to 25-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: senior History majors

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: WI: This course will focus explicitly on the process of writing a substantial research paper, including writing a proposal, and workshopping and revising drafts in class.

Attributes: HIST Group F Electives - U.S. + Canada;

Spring 2019
SEM Section: 01 Cancelled

HIST 471 (S) Comparative Latina/o Migrations (WI)

Crosslistings: LATS471 / HIST471

Secondary Crosslisting

Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms "Hispanic" and "Latina/o" to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence
of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches.

Class Format: discussion/seminar

Requirements/Evaluation: evaluation will be based on class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Latina/o Studies concentrators

Expected Class Size: 8-15

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; GBST Borders, Exiles + Diaspora Studies Electives; HIST Group F Electives - U.S. + Canada; LATS 400-level Seminars;

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Carmen T. Whalen

HIST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE) (WI)

Crosslistings: JWST480 / GBST480 / ARAB480 / HIST480

Primary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing- intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018

TUT Section: T1 TBA Magnús T. Bernhardsson

HIST 481 (S) History of Taiwan (WI)
Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

**Class Format:** tutorial

**Requirements/Evaluation:** weekly papers and critiques

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History or Asian Studies majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** HIST Group B Electives - Asia;

Spring 2019

TUT Section: T1    TBA     Anne Reinhardt

**HIST 482 (F) The Great War, 1914-1918 (WI)**

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement. What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

**Class Format:** tutorial

**Requirements/Evaluation:** paper or critique every week

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** senior History Majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** HIST Group C Electives - Europe and Russia;

Fall 2018

TUT Section: T1    TBA     James B. Wood

**HIST 483 (S) Sport and Diplomacy (WI)**
Sport has emerged in recent years as a hot topic of study among diplomatic historians. Once considered a marginal topic, sport is now seen as a critical window into the world of international relations. Recent works address not only official state policies pertaining to international sport, but also issues of nationalism, imperialism, racial ideologies, transnational migration, public diplomacy, culture in foreign relations, and the role of sport governing bodies in the international system. In this tutorial, students will read key essays and monographs that contribute to this emerging literature, alongside state-of-the-field essays that explore the methodological and thematic approaches that historians have used to grapple with the complex interactions between countries, peoples, and cultures that occur within the realm of sport.

Class Format: tutorial

Requirements/Evaluation: students will write and present orally six essays (5-7 pages each) on assigned readings each week; students not presenting an essay in a given week will produce a 2-page written critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with some prior course work in foreign relations and/or international history

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: WI: Each student will be required to write six papers (5- to 7-pages each). We will discuss writing on a regular basis during tutorial meetings in pairs of two students.

Attributes: HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

Spring 2019

TUT Section: T1  TBA  Jessica Chapman

HIST 491 (S) The Suburbs (WI)

Crosslistings: HIST491 / ENVI491 / AMST490

Primary Crosslisting

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include:  how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: tutorial

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AMST Space and Place Electives; HIST Group F Electives - U.S. + Canada;
HSCI 240 (F) Great Astronomers and Their Original Publications (WI)
Crosslistings: ASTR240 / LEAD240 / SCST240 / HSCI240

Secondary Crosslisting
We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialogo, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (Miscellanea curiosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

Class Format: seminar
Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper
Enrollment Limit: 12
Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course
Distributions: (D2) (WI)
Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI, LEAD or SCST
Attributes: LEAD Facets or Domains of Leadership; SCST Related Courses;

Fall 2018
SEM Section: 01 W 1:10 pm - 3:50 pm Jay M. Pasachoff

INTR 219 (F) Women in National Politics (WI)
Crosslistings: PSCI219 / INTR219 / WGSS219

Primary Crosslisting
This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

Class Format: tutorial
Requirements/Evaluation: brief analytical papers and response papers for each week's readings
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: juniors and seniors, sophomores with permission of instructor
Distributions: (D2) (WI)

Fall 2018
TUT Section: T1 TBA Joy A. James
INTR 322 (F) Race, Culture, Incarceration (WI)
Crosslistings: AMST322 / AFR322 / INTR322 / PSCI313

Primary Crosslisting
This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

Class Format: seminar
Requirements/Evaluation: brief analytical papers and group presentations.
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST Space and Place Electives; JLST Interdepartmental Electives;

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm    Joy A. James

INTR 343 (F) Representations of Racial-Sexual Violence from Enslavement to Emancipation (WI)
Crosslistings: WGSS343 / AMST343 / AFR343 / INTR343

Primary Crosslisting
This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro: At the Dark End of the Street; films include Birth of a Nation; Bush Mama; To Kill a Mockingbird. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: tutorial; students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence.
Requirements/Evaluation: weekly primary and response papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: preference given to juniors and seniors
Expected Class Size: 8
Distributions: (D2) (WI)
Attributes: AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018
TUT Section: T1    TBA    Joy A. James
Spring 2019
TUT Section: T1    TBA    Joy A. James

INTR 361 (F) Writing about Bodies (WI)
Crosslistings: ARTH361 / WGSS361 / THEA361 / INTR361

Secondary Crosslisting
The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies--actors, dancers, singers--and what makes them unique. We will also
consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations—art, theatre, literature, anthropology, philosophy—and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the ’62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films and selected tapes of live performances.

**Class Format:** tutorial

**Requirements/Evaluation:** alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

**Attributes:** AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;

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**JAPN 407 (F) An Exploration of Japanese Language and Culture** (WI)

**Crosslistings:** ASST207 / JAPN407

**Primary Crosslisting**

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

**Class Format:** tutorial

**Requirements/Evaluation:** attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207T will meet once a week; JAPN 407T will meet twice a week

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none for ASST 207T; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407T

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective Japanese, Chinese, and Asian Studies majors

**Expected Class Size:** 10

**Department Notes:** students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T
Secondary Crosslisting

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Class Format: seminar

Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP

Attributes: JWST Core Electives;
Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018

TUT Section: T1 TBA Magnús T. Bernhardsson

JWST 492 (S) Modern Jewish Political Theory (WI)

Crosslistings: JWST492 / PSCI375 / REL330

Secondary Crosslisting

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst bourgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

Class Format: seminar

Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth;

Extra Info: a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them

Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

Expected Class Size: 18

Distributions: (D2) (WI)

Attributes: JWST Capstone Course; JWST Core Electives;

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Jeffrey I. Israel

LATS 106 (S) Coming of Age in the City: Growing up and Growing Older in Communities of Color (DPE) (WI)

This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that
have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Class Format: tutorial

Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-years, students considering an American Studies major or Latina/o Studies concentration

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This DPE tutorial foregrounds the significance of age, as it crosscuts with race, class, and gender, in explorations of urban inequality in the United States.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Space and Place Electives; LATS Core Electives;

Spring 2019

TUT Section: T1 Cancelled

LATS 222 (F) Ficciones: A Writing Workshop (DPE) (WI)

Crosslistings: ENGL252 / LATS222

Primary Crosslisting

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: studio/workshop

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ENGL DPE: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change WI: Requires minimum 30 pages of writing, close reading by peers and instructor, and final portfolio of revisions

Attributes: LATS Core Electives;

Fall 2018

STU Section: 01 TR 8:30 am - 9:45 am Nelly A. Rosario

Spring 2019

STU Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 338 (S) Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality (WI)
Primary Crosslisting

In this class we will investigate a wide variety of Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are the various facets of Latina/o identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Class Format: seminar

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

Extra Info: may not be taken on a pass/fail basis

Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; GBST Borders, Exiles + Diaspora Studies Electives; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Spring 2019

SEM Section: 01    TR 11:20 am - 12:35 pm     Maria Elena  Cepeda

LATS 346 (F) Latinas/os and the Media: From Production to Consumption    (WI)

Crosslistings: LATS346 / AMST346

Primary Crosslisting

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Class Format: seminar

Requirements/Evaluation: evaluation to be based on student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; FMST Core Courses; FMST Related Courses; LATS Core Electives;

Fall 2018

SEM Section: 01    TF 2:35 pm - 3:50 pm     Maria Elena  Cepeda
LATS 408 (F) Envisioning Urban Life: Objects, Subjects, and Everyday People (WI)
Crosslistings: LATS408 / AMST408

Primary Crosslisting

What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be "urban," to live in an "urban community," or to be the product of an "urban environment"? Who do we think the people are who populate these spaces? This course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality, form, and function of U.S. urban life. A few of the topics we may cover include historical accounts of the varied ways in which poverty and "urban culture" have been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio-spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, a short essay, a series of writing exercises, and a semester-long final project

Prerequisites: prior courses in AMST, LATS, or permission of instructor; not open to first year students

Enrollment Limit: 14

Enrollment Preferences: senior Latina/o Studies concentrators and senior American Studies majors

Expected Class Size: 14

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST 400-level Senior Seminars; AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; LATS 400-level Seminars;

Fall 2018

SEM Section: 01 W 1:10 pm - 3:50 pm Mérida Rúa

LATS 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE) (WI)
Crosslistings: ARTH440 / LATS440

Secondary Crosslisting

This seminar examines connections between Latina/o and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Class Format: seminar

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators

Expected Class Size: 12

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS. DPE: The key themes explored in the course concerning art and activism, borders and diaspora, globalism and modernism in the visual arts intersect with the
critical exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Also, a number of the exhibitions studied in the class explicitly take up issues of difference, power, and equity. Through discussion, presentations, and writing assignments students will develop and refine skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice. WI: This course is a Writing Intensive seminar. This means that there will be considerable focus on writing, revision, and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus.

Attributes: ARTH post-1600 Courses; LATS Countries of Origin + Transnationalism Elect;

Fall 2018
SEM Section: 01 W 1:10 pm - 3:50 pm C. Ondine Chavoya

LATS 471 (S) Comparative Latina/o Migrations (WI)
Crosslistings: LATS471 / HIST471

Primary Crosslisting
Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms "Hispanic" and "Latina/o" to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches.

Class Format: discussion/seminar
Requirements/Evaluation: evaluation will be based on class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: History majors and Latina/o Studies concentrators
Expected Class Size: 8-15
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; GBST Borders, Exiles + Diaspora Studies Electives; HIST Group F Electives - U.S. + Canada; LATS 400-level Seminars;

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Carmen T. Whalen

LEAD 206 (F) Dangerous Leadership in American Politics (WI)
Crosslistings: PSCI206 / LEAD206

Secondary Crosslisting
"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders?" A common assumption is that those who do it well--whether in the presidency, the parties, social movements, organizations, or local communities--are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention--as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition's leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will
explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

**Class Format:** tutorial

**Requirements/Evaluation:** six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses;

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**LEAD 240 (F)** Great Astronomers and Their Original Publications (WI)

**Crosslistings:** ASTR240 / LEAD240 / SCST240 / HSCI240

**Secondary Crosslisting**

We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper

**Enrollment Limit:** 12

**Enrollment Preferences:** if overenrolled, preference by written paragraph of explanation of why student wants to take the course

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI, LEAD or SCST

**Attributes:** LEAD Facets or Domains of Leadership; SCST Related Courses;

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**Fall 2018**

**SEM Section:** 01    W 1:10 pm - 3:50 pm     Jay M. Pasachoff
LEAD 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory  (WI)
Crosslistings: LEAD320 / PSCI320

Primary Crosslisting

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the $20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious—or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history—including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write a 10-12 page paper examining the politics of memory for a leader of their choice.

Class Format: seminar

Requirements/Evaluation: two short (5- to 6-page) essays and a 10- to 12-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Leadership Studies concentrators, Political Science majors

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: WI: Extensive feedback and in-class discussion of writing and argumentation.

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI Research Courses;

Fall 2018
SEM Section: 01    TR 9:55 am - 11:10 am     Mason B. Williams

LEAD 323 (F) From Achilles to Alexander: Leadership and Community in Ancient Greece  (WI)
Crosslistings: CLAS323 / HIST323 / LEAD323

Secondary Crosslisting

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the “tyrants” who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)

Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred

Enrollment Limit: 19

Expected Class Size: 12

Distributions: (D2) (WI)
LEAD 348 (S)  The Black Radical Tradition  (WI)
Crosslistings: LEAD348 / PSCI348 / AFR348

Secondary Crosslisting

The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of "radical"; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

Class Format: tutorial
Requirements/Evaluation: attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; open to all
Enrollment Limit: 10
Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: AFR Core Electives;  PSCI Political Theory Courses;

Spring 2019
TUT Section: T1  TBA  Neil Roberts

LEAD 360 (F)  The Political Thought of Frantz Fanon  (WI)
Crosslistings: PSCI370 / LEAD360 / PHIL360 / AFR360

Secondary Crosslisting

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Class Format: seminar
Requirements/Evaluation: evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors
Expected Class Size: 10
### LEAD 382 (F) The Great War, 1914-1918 (WI)

**Crosslistings:** LEAD382 / HIST482

**Secondary Crosslisting**

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement. What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

**Class Format:** tutorial

**Requirements/Evaluation:** paper or critique every week

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** HIST Group C Electives - Europe and Russia;

### MAST 231 (F) Literature of the Sea (WI)

**Crosslistings:** MAST231 / ENGL231

**Primary Crosslisting**

Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example--depending on fall or spring semester--Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville's masterpiece *Moby-Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science.

**Class Format:** small group tutorials with weekly lectures, including coastal and near-shore field trips and ten days at sea

**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final paper

**Extra Info:** offered only at Mystic Seaport

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Distributions:** (D1) (WI)
MAST 352 (F) Americans and the Maritime Environment  (WI)
Crosslistings: HIST352 / MAST352

Primary Crosslisting
This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind's changing relationship with the world's oceans. Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project

Requirements/Evaluation: two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style

Extra Info: offered only at Mystic Seaport

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Distributions: (D2) (WI)

Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern;

MAST 402 (S) Senior Seminar: Perspectives on Environmental Studies  (WI)
Crosslistings: ENVI412 / MAST402

Secondary Crosslisting
The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.

Class Format: seminar

Requirements/Evaluation: evaluation is based on active participation, discussion leading, several smaller assignments and capstone project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 302 or MAST 351 Maritime Policy or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: limited to senior Environmental Studies majors and concentrators and Maritime Studies concentrators

Expected Class Size: 20

Department Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: (WI)

Distribution Notes: does not meet Division 1, 2, or 3 requirements Each student in this course will complete a semester-long research project
resulting in a final report of 20-25 pages. The project will proceed in phases, with significant pieces of writing due at regular intervals throughout the semester, and with multiple opportunities for revision and peer review. There will also be several short reading response papers during the first half of the semester.

Attributes: EVST Senior Practicum; SCST Elective Courses;

Spring 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  Nicolas C. Howe

MUS 211 (S) Music, Nationalism, and Popular Culture  (DPE) (WI)

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel, Joao Gilberto, Youssou N'Dour), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Ernest Gellner, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Class Format: lecture/discussion

Requirements/Evaluation: class participation, two 4- to 6-page papers, Midterm paper, a Final Paper/Project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: upperclass students and Music majors

Expected Class Size: 12

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Attributes: AMST Arts in Context Electives; MUS World Music/Ethnomusicology;

Spring 2019
LEC Section: 01  MR 1:10 pm - 2:25 pm  Corinna S. Campbell

MUS 261 (S) The Saint and the Countess: Lost Voices of Medieval Women  (WI)

Crosslistings: WGSS261 / MUS261

Primary Crosslisting

Very few female voices from the Middle Ages are audible today; most of the music, poetry, and other writings that survives reveals the creativity and expresses the attitudes of men. This course will explore the experiences and viewpoints of medieval women through the lens of the poetry and songs of two exceptional 12th-century figures: the German abbess Hildegard of Bingen, whose long and immensely productive life was shaped by the requirements of monastic culture; and the French Countess of Dia in Provence, whose elusive life and works exemplify the dynamics of aristocratic court culture. We will ask how these and other musical women active in both the sacred and the secular spheres (such as the nun Birgitta of Sweden, and Queen Blanche of Castile) negotiated their places and made their voices heard within the patriarchal society of their time. We will examine the ways in which these contrasting environments informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way we will critically assess how these lost voices have been recreated to speak to us today through recordings and film.

Class Format: seminar
MUS 275 (F) Shakespeare through Music (WI)
The plays of William Shakespeare are replete with references to music, and in his day included singing and even dancing as part of the narrative. As his plays entered the global canon, composers and choreographers, along with musicians and dancers, have contributed as avidly to interpreting Shakespeare's plots and characters as have theater directors and actors across the world. This tutorial course will focus on three plays--the tragedies Romeo and Juliet and Othello, and the comedy Midsummer Night's Dream--in order to compare and contrast a broad range of ways in which music works to tell these stories and portray these characters. We will consider these three plays in genres ranging from symphony orchestra, opera, and ballet to film scores, modern dance, jazz, musical theater, and popular song. Music from the Renaissance to the present day will be explored, including composers such as Purcell, Mendelssohn, Tchaikovsky, Verdi, Prokofiev, Bernstein, Britten, Ellington, and Costello. We will also examine film scores ranging from the silent era through such directors as Max Reinhardt, Orson Welles, Franco Zeffirelli, and Baz Luhrmann. Through comparative analysis of different approaches to relating Shakespeare's plays through music, this tutorial aims to develop both critical listening to music and critical thinking about music.

Class Format: tutorial
Requirements/Evaluation: each student will write five 6- to 7-page essays, and provide five peer reviews; evaluation will be based on the quality of written work and discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: current or prospective Music and Women's Gender & Sexuality Studies majors
Expected Class Size: 6
Distributions: (D1) (WI)
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Fall 2018
TUT Section: T1  TBA  M. Jennifer Bloxam

MUS 472 (S) Bach's Legacy (WI)
How have composers after Bach engaged with his legacy? This seminar will trace the course of the Classical and early Romantic period "Bach Revival" through Mozart, Beethoven, Mendelssohn, and Clara and Robert Schumann, and explore how he was venerated in the later Romantic era by Brahms and Busoni. Our main focus, however, will be on how composers of the modern era have viewed him and used his music. We will test critical conceptual frameworks offered by David Lowenthal's "The Past is a Foreign Country" and Harold Bloom's "The Anxiety of Influence," using them as lenses through which to view contemporary classical composers' Bach-inspired creations, ranging from Schoenberg and Webern through Sophia Gubaidulina, George Crumb, and David Lang. Finally, we will consider both the musical techniques and meanings of reworkings and quotations of Bach's music in film, jazz and popular music.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on several papers totaling at least 20 pages, presentations, and class participation
PHIL 114 (F) Freedom and Society (WI)
Freedom is one of our fundamental values as Americans. It is emphasized in our founding documents, and it occupies a central place in our contemporary political discourse. But do we ask: What is freedom? and Why do we value it? In the first unit of this course, we will consider the relationship between freedom and social order. Do society's laws limit our freedom in order to make us safe? Or do laws somehow enhance or enable our freedom? We will read Thomas Hobbes, John Locke, and Jean-Jacques Rousseau in seeking answers to these questions. We will then turn to some specific social forms in the second unit. We will ask whether they promote or preclude our freedom. We will read Adam Smith and Karl Marx on capitalism, and Simone de Beauvoir on gender.

Class Format: seminar
Requirements/Evaluation: weekly reading response papers; take-home midterm and final exams
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-years and sophomores
Expected Class Size: 19
Department Notes: meets 100-level PHIL major requirement
Distributions: (D2) (WI)
Attributes: JLST Interdepartmental Electives;

PHIL 116 (S) Perception and Reality (WI)
This course is an introduction to philosophy through four major themes: The nature of the universe, the existence of gods, thought itself, and the mind/body problem. Throughout, we will appeal to reason and evidence in forming our best beliefs. Our discussions will range over historical and contemporary works in the Western Tradition.

Class Format: seminar
Requirements/Evaluation: active participation; four (5-6 page) essays
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-years and sophomores; there is no need to email the professor in advance to indicate interest in the course
Expected Class Size: 19
Department Notes: meets 100-level PHIL major requirement
Distributions: (D2) (WI)
PHIL 119 (F)  Plato with Footnotes: Ethics and Politics  (WI)
This course addresses a central question in practical philosophy: How should we live? The question has two parts: What is the best life for individuals? And what social and political arrangements make such a life possible? In attempting to answer these questions we also engage related theoretical questions concerning what is real and how we have access to it. We begin with readings from Plato's Republic—a seminal work in the history of philosophy that illustrates the inseparability of theoretical and practical questions and has exerted a powerful influence on nearly every subsequent attempt to answer these questions in the context of the Western philosophical tradition. While reading the Republic, we also consider some of the best of these attempts in the Western philosophical canon ("footnotes on Plato." Possible footnotes include Aristotle, Hobbes, Rousseau, Kant, Mill, Nietzsche, Adorno, and Foucault as well as contemporary philosophers. We will focus especially on questions concerning assumptions (about human nature, justice, and freedom, and the idea of a good life) that underpin democratic theories.

Class Format: seminar
Requirements/Evaluation: attendance, frequent short papers, two 5-page papers (totaling 25 pages) and class participation
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students, prospective and actual majors
Expected Class Size: 19
Department Notes: meets 100-level PHIL major requirement
Distributions: (D2) (WI)
Distribution Notes: WI: This writing intensive course involves writing multiple two page papers that involve identifying arguments or explication of text and critical responses. You will be given regular feedback on short papers in preparation for writing two longer 5 page essays that require you to use the same skills in a more expanded argument.
Attributes: LEAD Ethical Issues of Leadership; LGST Interdepartmental Electives;

Fall 2018
SEM Section: 01  TR 8:30 am - 9:45 am  Jana Sawicki

Spring 2019
SEM Section: 01  TR 8:30 am - 9:45 am  Jana Sawicki

PHIL 121 (F)  Truth, Goodness, and Beauty  (WI)
In our everyday lives, we routinely assume that our clocks can tell us the truth about what time it is, that committing murder is wrong, and that there are people, landscapes, and works of art that are beautiful. But we are also aware that people can and often do disagree about what is true, what is good or right, and what is beautiful. Should the fact of such disagreement lead us to conclude that truth, goodness, and beauty are in some basic sense relative to human beings, perhaps as individuals, perhaps as members of societies or cultures? Some philosophers defend such conclusions, but others argue that truth, goodness, and beauty are "objective," in some important sense, despite the fact that people disagree about them. This introductory course addresses these and related issues.

Class Format: seminar
Requirements/Evaluation: attendance, frequent short papers totaling about 30 pages, class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students and potential Philosophy majors
Expected Class Size: 19
Department Notes: meets 100-level PHIL major requirement
Distributions: (D2) (WI)
PHIL 122 (F) Philosophical Approaches to Contemporary Moral Issues (WI)
In this tutorial we will examine a number of prominent and controversial social issues, using our study of them both as an opportunity to better understand the moral dimensions of those issues in and of themselves, and to consider the ways in which selected classical and contemporary moral theories characterize and address those moral dimensions. Topics will depend to some extent on student interest, but are likely to include concerns that fall under such headings as euthanasia, conscientious eating, abortion, capital punishment, the ethics of protest, and torture and terrorism. The course will use a case-based approach to examine these issues, and so in most weeks we will (1) read philosophical articles focused on a key concept or set of arguments central to the issue, and (2) consider in detail one morally complex case in which the concept or arguments have special application or relevance. In addition, we will devote several class meetings interspersed throughout the semester to reading foundational sources in ethical theory.

Class Format: tutorial
Requirements/Evaluation: bi-weekly tutorial papers, oral commentaries, and tutorial discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; this course is suitable for first-year students
Enrollment Limit: 10
Enrollment Preferences: prospective Philosophy majors and those committed to the tutorial
Expected Class Size: 10
Distributions: (D2) (WI)

Fall 2018
TUT Section: T1 TBA Julie A. Pedroni

PHIL 123 (S) Objectivity in Ethics (WI)
Is morality simply a matter of opinion? In this course we’ll examine several influential attempts to provide a rational foundation for morality, along with Nietzsche’s wholesale rejection of these efforts. Readings will include work by Plato, Hobbes, Kant, Mill, Nietzsche, and contemporary authors.

Class Format: seminar
Requirements/Evaluation: participation in discussion; short response papers; four 5-page papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-years and sophomores and students who need to fulfill their 100-level requirement for the philosophy major
Expected Class Size: 19
Department Notes: meets 100-level PHIL major requirement
Distributions: (D2) (WI)

Spring 2019
SEM Section: 01 MR 2:35 pm - 3:50 pm Melissa J. Barry

PHIL 126 (S) Paradoxes (WI)
There are three grains of sand on my desk. This is unfortunate, but at least there isn't a heap of sand on my desk. That would be really worrisome. On the other hand, there is a heap of sand in my backyard. I don't know how exactly how many grains of sand are in this heap, but let's say 100,000. My daughter removes one grain of sand. I don't know why, she just does. It seems like there is still a heap of sand in my backyard. In fact, it seems like you can't change a heap of sand into something that isn't a heap of sand by removing one grain of sand. Right? But now we have a problem. By repeated application of the same reasoning, it seems that even after she removes 99,997 grains of sand--I don't know what she wants with all this
sand, but I'm starting to worry about that girl--there is still a heap of sand in my backyard. But three grains isn't enough for a heap. So there is not a heap in my backyard. Now I'm confused. Where did my reasoning go wrong? What we have here is an example of the sorites paradox. It is a paradox, because I started with seemingly true statements and used valid reasoning to arrive at contradictory conclusions. We can learn a lot about logic, language, epistemology and metaphysics by thinking through and attempting to resolve paradoxes. In this class, we'll work together to think through some ancient and contemporary paradoxes. We'll also work on writing lucid prose that displays precisely the logical structure of arguments, engages in focused critique of these arguments, and forcefully presents arguments of our own. Other topics could include: Zeno's paradoxes of motion and plurality, the liar's paradox, the surprise exam paradox, paradoxes of material constitution, Newcomb's Problem, and the Prisoner's Dilemma.

**Class Format:** seminar

**Requirements/Evaluation:** several short writing assignments and a longer final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 19

**Department Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WI)

Spring 2019

**SEM Section:** 01  TF 2:35 pm - 3:50 pm  Keith E. McPartland

**PHIL 212 (S)  Ethics and Reproductive Technologies (WI)**

**Crosslistings:** WGSS212 / SCST212 / PHIL212

**Primary Crosslisting**

In her groundbreaking book, The Tentative Pregnancy, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, and post-mortem gamete procurement. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

**Class Format:** discussion

**Requirements/Evaluation:** active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

**Prerequisites:** none, but introductory-level course in PHIL and/or WGSS recommended

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS and PHIL majors or prospective majors

**Expected Class Size:** 19

**Department Notes:** meets Contemporary Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WI)

**Attributes:** PHIL Contemporary Value Theory Courses; PHILH Bioethics + Interpretations of Health;

Spring 2019

**LEC Section:** 01  TF 2:35 pm - 3:50 pm  Julie A. Pedroni

**PHIL 220 (F)  Happiness (WI)**

According to Aristotle the ultimate good is happiness—everything we desire we desire for the sake of happiness. Yet what is it to be happy? Should we value other things (say justice or passionate commitment and curiosity) over happiness? Are happiness and pleasure the same thing? Is
happiness an emotional or mental state or is it a social construct? What do the social and psychological sciences have to teach us about happiness? Philosophy? Is the happy life a life of virtue? Does being virtuous guarantee happiness? How important are honor, money, love, work, friendship and our connections to others to our happiness? In this tutorial we will read from Ancient, modern and contemporary philosophical sources as well several relevant studies in the social sciences and positive psychology movement in order to engage questions concerning happiness.

Class Format: tutorial

Requirements/Evaluation: five 5-page papers and five 2-page papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students interested in philosophy and/or happiness

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: WI: This course is writing intensive insofar as it requires over 35 pages of writing, regular feedback from me and your partner on writing and critical analysis, and successive efforts to improve your ability to write a variety of types of critical essays. Guidelines for different methods of engaging in critical analysis will be provided.

Fall 2018
TUT Section: T1 TBA Jana Sawicki

PHIL 232 (F) Modern Political Thought (WI)

Crosslistings: PHIL232 / PSCI232

Secondary Crosslisting

This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Class Format: lecture/discussion

Requirements/Evaluation: four formal papers of 5-7 pages; brief informal writing tasks inside and outside of class

Prerequisites: none; open to all

Enrollment Limit: 19

Enrollment Preferences: Political Science majors

Expected Class Size: 19

Distributions: (D2) (WI)

Attributes: PSCI Political Theory Courses;

Fall 2018
LEC Section: 01 TF 2:35 pm - 3:50 pm Laura D. Ephraim

PHIL 235 (S) Morality and Partiality: Loyalty, Friendship, Patriotism (WI)

The aim of this tutorial is to critically examine the nature, importance, and ethical value of personal attachments and loyalties. Loyalty is frequently expected by family, friends and lovers, and demanded by institutions, religious and political communities, as well as by the state. A person incapable of loyalty is often characterized as fickle, cold, self-serving and sometimes even pathological. However, the status of loyalty as a virtue has always been suspect: it has been argued that it is incompatible with impartiality, fairness and equality, and claimed that it is always exclusionary. So, some relationships with other people--such as friendships, familial ties, love, patriotism--seem to be ethically desirable, central to the quality of our lives, and yet prima facie in tension with the widely held belief that morality requires impartiality and equal treatment of all human beings. Are we ever justified in
having more concern, and doing more, for our friends, family, community or nation? Does morality require that we always subordinate our personal relationships to universal principles? Is patriotism incompatible with cosmopolitanism, and if so, which of the two should we value? If loyalty is a virtue, what are the proper limits of its cultivation and expression?

**Class Format:** tutorial; tutorial pairs will meet with the instructor for one hour a week

**Requirements/Evaluation:** tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none; open to first year students

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and then sophomores

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** PHIL Contemporary Value Theory Courses;

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In this course, we will examine a number of issues in contemporary metaphysics through a discussion of the nature of kinds. The problem of universals has vexed philosophers at least since the time of Plato. Oscar is a dog and Annie is a dog. Oscar and Annie aren't identical but they have something in common; each of them is a dog, each of them belongs to a single kind and they share the property of being a dog. But what is going on here? We, at least most of us, are happy to say that Oscar and Annie exist. But is there a third entity that we need to countenance: the universal caninity? If we do think that there is such a thing as caninity, what sort of thing is it? If we don't, what accounts for the truth of our judgment that Oscar and Annie have something in common? Scientists often give explanations for the behavior of objects in terms of their properties. What role do properties play in causation, explanation and laws of nature? Finally there are different kinds of kind. Some kinds or properties seem to be pretty natural, e.g. being an electron or a dog. Other kinds seem to be less natural and seem somehow to be socially constructed, e.g. being a work of art, an American or a sausage. But are there really natural kinds? Can we, as Plato put it, "carve nature at the joints", or are all kinds constructed rather than discovered? Furthermore what is involved in the social construction of a kind? Finally, the nature and existence of some kinds is a hotly contested political matter. How should we think about racial kinds or about gender kinds? While we will be concerned to place our discussions of these issues in historical context, most of the reading for the class will consist in articles written by contemporary philosophers.

**Class Format:** lecture and discussion

**Requirements/Evaluation:** one -10 page midterm paper and one -15 page final paper which will involve draft and revision, possible short response papers, and active participation in class

**Prerequisites:** one PHIL course; familiarity with formal logic helpful but not required; or permission of instructor

**Enrollment Limit:** 18

**Expected Class Size:** 10-15

**Distributions:** (D2) (WI)

**Attributes:** PHIL Contemp Metaphysics & Epistemology Courses;

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What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical
materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Class Format: tutorial

Requirements/Evaluation: one 5- to 7-page essay every other week (6 in all) and carefully prepared oral responses to partners' essays in alternate weeks; evaluation will be based on essays, oral critiques, and quality of discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Department Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WI)

Attributes: ENVI Environmental Policy; EVST Culture/Humanities; PHIL Contemporary Value Theory Courses; SCST Elective Courses;

Spring 2019

TUT Section: T1 TBA Julie A. Pedroni

PHIL 291 (F) Violence: Its Trajectory and Its Causes (WI)

This tutorial focuses on two books by Harvard psychologist Steven Pinker: The Better Angels of our Nature, Why Violence Has Declined (2011) and Enlightenment Now: The Case for Reason, Science, Humanism, and Progress (2018). We focus first on the controversial theses that—despite two world wars and the Holocaust—the twentieth century was not the most violent so far, and that, over the entire course of history, human beings have become decreasingly violent. We then turn to the books' explanations of the factors they identify as leading us to be violent—our "inner demons"—and as curbing our violence—our "better angels," among which the books particularly emphasize reason, science, and humanism.

Class Format: tutorial

Requirements/Evaluation: tutorial papers and responses to partner's tutorial papers, in alternating weeks; participation in tutorial discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; the books are written for general readers, not for those with expertise in any academic discipline

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and potential majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: JLST Interdepartmental Electives; PHIL Contemporary Value Theory Courses;

Fall 2018

TUT Section: T1 TBA Alan White

PHIL 306 (S) The Good Life in Greek and Roman Ethics (WI)

Crosslistings: CLAS306 / PHIL306

Primary Crosslisting

Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his Republic. We will then turn to
Aristotle's Nicomachean Ethics. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero's On the Ends of Good and Evil.

As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.

Class Format: seminar

Requirements/Evaluation: several short response pieces. A final paper of 10-15 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Limit: 9

Enrollment Preferences: juniors & seniors & students who can demonstrate an interest in the subject matter of the class; there will not be any preference purely on the basis of major; final selection for the course will be made on the basis of an interview with the instructor

Expected Class Size: 9

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL

Attributes: PHIL History Courses;

Spring 2019

SEM Section: 01 W 4:45 pm - 8:30 pm Keith E. McPartland

PHIL 337 (F) Justice in Health Care  (WI)

Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we'll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice within the health care context. This will provide the background for subsequent examination of specific topics, which may include, among others: justice in health care financing and reform, which may itself include an analysis of the Affordable Care Act or current legislative proposals; justice in health care rationing, with particular attention to the relationship between rationing criteria and gender, "race," disability, and age; justice in the procurement and allocation of organs for transplantation; obesity and personal responsibility for illness; and justice in medical research, including "double standards" for research conducted in less developed countries.

Class Format: tutorial

Requirements/Evaluation: evaluations will be based on biweekly papers, oral commentaries, and tutorial discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors, Public Health concentrators, and students committed to taking the tutorial

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: JLST Interdepartmental Electives; PHIL Contemporary Value Theory Courses; PHLH Bioethics + Interpretations of Health;

Fall 2018

TUT Section: T1 TBA R 9:00 pm - 9:30 pm Julie A. Pedroni

PHIL 360 (F) The Political Thought of Frantz Fanon  (WI)

Crosslistings: PSCI370 / LEAD360 / PHIL360 / AFR360

Secondary Crosslisting

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth
century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; PSCI Political Theory Courses;

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**PHIL 388 (S) Consciousness (WI)**

The nature of consciousness remains a fundamental mystery of the universe. Our internal, felt experience—what chocolate tastes like to oneself, what it is like to see the color red, or, more broadly, what it is like to have a first person, waking perspective at all—resists explanation in any terms other than the conscious experience itself in spite of centuries of intense effort by philosophers and, more recently, by scientists. As a result, some prominent researchers propose that the existence of consciousness requires a revision of basic physics, while others (seemingly desperately) deny that consciousness exists at all. Those positions remain extreme, but the challenge that consciousness poses is dramatic. It is at the same time the most intimately known fact of our humanity and science's most elusive puzzle. In this tutorial we will read the contemporary literature on consciousness. We will concentrate both on making precise the philosophical problem of consciousness and on understanding the role of the relevant neuroscientific and cognitive research. Tutorial partners will have an opportunity to spend the end of the semester working on a special topic of their choosing including, for instance, consciousness and free will, pain and anesthesia, consciousness and artificial intelligence, or disorders of consciousness.

**Class Format:** tutorial; expect several short lectures by the instructor over the course of the semester where all the tutorial members convene

**Requirements/Evaluation:** participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work on off weeks

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions; no need to email the professor in advance

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors, Neuroscience or Cognitive Science concentrators; open to sophomores; every effort will be made to pair students according to similar or complementary background

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** COGS Interdepartmental Electives; PHIL Contemp Metaphysics & Epistemology Courses;

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**PHIL 401 (F) Senior Seminar: Contemporary Moral Psychology and Virtue Ethic (WI)**
The seminar will focus on contemporary philosophical work on practical and intellectual virtues considered indispensable for a good, meaningful human life. We will begin by reading selections from seminal ethical writings by Plato, Aristotle and Hume, then move on to the 20th century revival of eudaimonistic and sentimentalist traditions of virtue ethics. Special stress will be placed on discussing the nature of virtues such as integrity, empathy, self-knowledge, authenticity and emotional maturity, and on articulating realistic psychological and social preconditions for their development.

**Class Format: seminar**

**Requirements/Evaluation:** active participation in class discussion; seminar presentations; 10 weekly several short papers; a 12-15-page final paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** required of all senior philosophy majors

**Enrollment Limit:** 15

**Enrollment Preferences:** enrollment is limited to senior philosophy majors

**Expected Class Size:** 8-10

**Distributions:** (D2) (WI)

**Distribution Notes:** The course will require weekly short papers and a final paper, totaling about 35 pages

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**PHLH 220 (F) Nutrition in the Developing World  (DPE) (WI)**

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and over-nutrition beginning as early as in utero can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America.

**Class Format: seminar**

**Requirements/Evaluation:** six 1-page essays, one situation analysis paper (5-7 pages), one final term paper (10-15 pages), one oral presentation, and active class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** PHLH 201 or equivalent

**Enrollment Limit:** 19

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of nutrition program design and implementation. WI: As a WI course, students will write six 1-page essays (each with an optional rewrite) and a 5- to 7-page, country assessment paper which will help build the specific writing skills necessary for the final 10- to 15-page paper.

**Attributes:** PHLH Nutrition, Food Security + Environmental Health;
Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx’s revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: lecture/discussion

Requirements/Evaluation: eight short essays, several short homework assignments, and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 35

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 35

Department Notes: formerly POEC 301

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives; POEC Required Courses;

Fall 2018

LEC Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija, James E. Mahon

PSCI 160 (S) Refugees in International Politics (DPE) (WI)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be–how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants, evaluate international organizations’ roles in managing population displacement, and consider refugee camps in theory and example. In whose interest is the prevailing system? Who might change it, and how?

Class Format: tutorial

Requirements/Evaluation: eleven graded essays: five primary, five critique, and one statement

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Refugees are, by definition, those persecuted because of their political allegiance or membership in an ethnic, racial or religious group; having lost the protection that nationality should give them, they become de facto stateless. This course examines the way in which states oppress people and the question of why we privilege these categories of oppression. WI: Students will write, and will write about writing, every week.

Attributes: POEC International Political Economy Courses; PSCI International Relations Courses;

Spring 2019

TUT Section: T1 TBA Cheryl Shanks
"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders?". A common assumption is that those who do it well—whether in the presidency, the parties, social movements, organizations, or local communities—are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention—as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition’s leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

Class Format: tutorial

Requirements/Evaluation: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses;
PSCI 232 (F) Modern Political Thought (WI)
Crosslistings: PHIL232 / PSCI232

Primary Crosslisting
This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Class Format: lecture/discussion
Requirements/Evaluation: four formal papers of 5-7 pages; brief informal writing tasks inside and outside of class
Prerequisites: none; open to all
Enrollment Limit: 19
Enrollment Preferences: Political Science majors
Expected Class Size: 19
Distributions: (D2) (WI)
Attributes: PSCI Political Theory Courses;

Fall 2018
LEC Section: 01    TF 2:35 pm - 3:50 pm    Laura D. Ephraim

PSCI 235 (S) Survival and Resistance: Environmental Political Theory (WI)
Crosslistings: ENVI235 / PSCI235

Primary Crosslisting
Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have “rights”? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet’s health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory’s traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Class Format: seminar
Requirements/Evaluation: formal and informal writing assignments and class participation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first years and sophomores
Expected Class Size: 12
Distributions: (D2) (WI)
Attributes: AMST Critical and Cultural Theory Electives; ENVI Humanities, Arts + Social Science Electives; PHIL Related Courses; PSCI Political Theory Courses;

Spring 2019
PSCI 238 (F) Economic Liberalism and Its Critics (WI)
Crosslistings: POEC250 / PSCI238 / ECON299

Secondary Crosslisting

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: lecture/discussion

Requirements/Evaluation: eight short essays, several short homework assignments, and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 35

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 35

Department Notes: formerly POEC 301

Distributions: (D2) (WI)

Attributes: AMST Critical and Cultural Theory Electives; POEC Required Courses;

Fall 2018
LEC Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija, James E. Mahon

PSCI 257 (F) Iran, Islam, and the Last Great Revolution (WI)
Crosslistings: ARAB257 / PSCI257

Primary Crosslisting

The title and inspiration for this course comes from Robin Wright's book The Last Great Revolution. Wright argues that the 1979 Revolution in Iran completes the promise of the Modern Era, "launched in the West" but "adopted by or adapted to all other parts of the world." The overthrow of 2500 years of monarchy "paved the way for using Islam to push for empowerment." It is this empowerment, of nations and of ordinary individuals, that stands as the signal quality of modernity. The notion that post revolutionary Iran offers an alternative path to modernity is hardly conventional wisdom in the United States or Europe, where images of men draped in religious passion and women in forbidding black chadors are as common as the belief that the 1979 Revolution set Iran spinning back thirteen centuries in time. If westerners do not view Iran as entirely anti-modern, then at best they see it as a country filled with "paradoxes" and "puzzles," one in which indie rock bands play underground, figuratively and literally beneath the feet of retrograde religious fanatics, or unveiled women attend all-night parties only to slip back into proper hejab the next morning. The class will ask you to consider why these assumptions exist, whether they are the symptoms of a western civilization "clashing" with the east, and if they are exclusive to the United States or Europe. Does there also exist an "orientalism in reverse," a negative gaze of Iranians towards the west and towards their fellow, "backwards" citizens?

Class Format: seminar

Requirements/Evaluation: first short essay, 5 pages (15%); second short essay, 5 pages (15%); research paper, 15-20 pages (30%); participation, including blogs, presentation, and precis (40%)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Political Science majors
Expected Class Size: 15
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under ARAB

Fall 2018
SEM Section: 01 M 7:00 pm - 9:40 pm Shervin Malekzadeh

PSCI 260 (S) Power, Feminist-Style (DPE) (WI)
Crosslistings: PSCI260 / WGSS260

Secondary Crosslisting
This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice—the concept of power—from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, bell hooks, Catherine MacKinnon, Hannah Arendt, and Gloria E. Anzaldúa.

Class Format: seminar

Requirements/Evaluation: class facilitation, critical reflections (four 3- to 4-page assignments), review of peer's essay (2-3 pages), essay draft and revision (8-10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: Women's, Gender, and Sexuality Studies majors
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.
WI: Writing assignments train students' attention on various elements of argumentation and style and involve peer and teacher review and revision.

Attributes: WGSS Theory Courses

Spring 2019
SEM Section: 01 MW 11:00 am - 12:15 pm Greta F. Snyder

PSCI 274 (S) Revolutions (WI)

Why do revolutions occur, or perhaps more to the point, why do they fail to occur? When do they end and what do they actually achieve? What, in other words, is so revolutionary about revolutions? This course considers whether and how revolutions differ from social movements, coups d'etats, and armed rebellions by looking at a broad range of uprisings, from the "colored revolutions" and liberating "springs" of recent years to the classical examples of the French, American, Mexican, Chinese, Cuban, and Iranian revolutions, as well as the challenging cases of Haiti and South Africa. This class seeks a subversive politics of its own. There is a certain, shiny allure to revolutions, particularly within political science. In a field committed to the dry study and explanation of social phenomena, revolutions are the sexy exception, the example of politics par excellence. Our goal ought to be to call the allure into question, to ask whether this is a merit of undeserved distinction, particularly given recent developments in Egypt and Syria, as well as the ongoing consequences of revolutions in Russia, Iran, China, many years after the fact, after the last triumphant regiment rolled through capital
streets.

Class Format: seminar

Requirements/Evaluation: first short essay, 3-5 pages (15%); second short essay, 3-5 pages (15%); final essay, 15-20 pages (20%); participation, (30%)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Distributions: (D2) (WI)

Attributes: PSCI Comparative Politics Courses;

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Shervin Malekzadeh

PSCI 291 (S) American Political Events (WI)

Scandals. Wars and assassinations. Contested elections, Supreme Court decisions, and constitutional amendments. As large as they loom in our daily experience and our historical memory, these sorts of events--concrete, discrete things that happen in and around the political world--are often underestimated as catalysts of political change. Indeed, in the study of American political development, we often look to complex processes and underlying causes as explanations for how and why ideas, institutions, and policies both emerge and evolve. Yet for all our focus on long-term and subtle causal mechanisms, events often serve as political turning points in ways that vary over time, last for extended periods of time, and are not always entirely predictable at the time. Beginning from the presumption that change often has proximate as well as latent causes, this tutorial focuses on events as critical junctures in American politics. Our concern with these events is not with why they happened as or when they did but, rather, with how they altered the American political order once they did--with how they caused shifts in political alignments, created demands for political action, or resulted in a reordering of political values. Over the course of the semester, we will look at ten different types of events, ranging from those that seem bigger than government and politics (economic collapse) to those that are the daily grist of government and politics (speeches), in each instance juxtaposing two different occurrences of a particular category of event. In so doing, we will seek to use controversial and consequential moments in American politics as a window into deeper questions about political change and the narratives we tell about it.

Class Format: tutorial

Requirements/Evaluation: five 5-to 7-page essays, five 2- to 3-page critiques, and a final 4-page reflection

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-years and sophomores considering a major in Political Science

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: WI: Five required essays, five required critiques, and a final reflection. Lots of writing and attention to writing throughout.

Attributes: PSCI American Politics Courses;

Spring 2019

TUT Section: T1 TR 8:30 am - 9:45 am Justin Crowe

PSCI 313 (F) Race, Culture, Incarceration (WI)

Crosslistings: AMST322 / AFR322 / INTR322 / PSCI313

Secondary Crosslisting

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass
incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

Class Format: seminar

Requirements/Evaluation: brief analytical papers and group presentations.

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributions: (D2) (WI)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; AMST Space and Place Electives; JLST Interdepartmental Electives;

Fall 2018

SEM Section: 01   W 1:10 pm - 3:50 pm   Joy A. James

PSCI 316 (S) Policy Making Process (WI)

Politics as usual. It's a phenomenon we all love to hate. But what does it mean? When government policy is decided by politics, does that mean the policy is necessarily bad? Can we get rid of politics in policy making or improve on it somehow? What would "politics as unusual" look like anyway? This class examines the policy making process with particular emphasis on the United States: How do issues get defined as problems worthy of government attention? What kinds of alternatives are considered as solutions to these problems? Why do we end up with some policies but not others? Do certain kinds of processes yield better policies than others? How should we decide what constitutes a good policy?

Class Format: seminar

Requirements/Evaluation: several short papers, research paper, class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: one course in PSCI or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science and Political Economy majors, and students with an interest in public policy

Expected Class Size: 14

Distributions: (D2) (WI)

Attributes: POEC U.S. Political Economy + Public Policy Course; PSCI American Politics Courses; PSCI Research Courses;

Spring 2019

SEM Section: 01   TR 11:20 am - 12:35 pm   Cathy M. Johnson

PSCI 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory (WI)

Crosslistings: LEAD320 / PSCI320

Secondary Crosslisting

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the $20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history--including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write a 10-12 page paper examining the politics of memory for a leader of their choice.

Class Format: seminar
Requirements/Evaluation: two short (5- to 6-page) essays and a 10- to 12-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Leadership Studies concentrators, Political Science majors

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: WI: Extensive feedback and in-class discussion of writing and argumentation.

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI Research Courses;

Fall 2018

SEM Section: 01  TR 9:55 am - 11:10 am  Mason B. Williams

PSCI 326 (S)  Security in Africa  (WI)

Crosslistings: PSCI326 / GBST326

Primary Crosslisting

Africa is the world's second largest and second most-populous continent. This course will explore this diverse region through the lens of human security which takes a broader understanding of security challenges and how they affect different individuals. We will begin by placing security challenges in Africa in the context of a colonial legacy and the changing nature of warfare. We will then examine specific security challenges including governance issues, gender relationships, and resource challenges, through the use of case studies. We will conclude by examining responses by the U.S. and UN to perceived security challenges in Africa.

Class Format: seminar

Requirements/Evaluation: short blog posts; research paper sections throughout semester; final research paper (15-20 pages); class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: PSCI 202 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: political science majors

Expected Class Size: 14

Distributions: (D2) (WI)

Attributes: PSCI International Relations Courses; PSCI Research Courses;

Spring 2019

SEM Section: 01  TR 9:55 am - 11:10 am  Phoebe G. Donnelly

PSCI 345 (S)  Cosmology and Rulership in Ancient Chinese Political Thought  (WI)

This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese political thought. The purpose is to gain an understanding of a number of different perspectives on politics and leadership, especially Confucianism, Legalism and Taoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered. The class will begin with background readings, since no prior work in Chinese philosophy or history is assumed. Then the class will read significant portions of the following canonical works: *The Analects, Mencius, the Daodejing, Zhuangzi, and Han Feizi*.

Class Format: discussion/lecture

Requirements/Evaluation: two 5-page papers and one 15-page paper

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 15
PSCI 348 (S) The Black Radical Tradition (WI)

Crosslistings: LEAD348 / PSCI348 / AFR348

Secondary Crosslisting

The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of “radical”; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

Class Format: tutorial

Requirements/Evaluation: attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to all

Enrollment Limit: 10

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AFR Core Electives; PSCI Political Theory Courses;

Spring 2019

TUT Section: T1    TBA     Neil Roberts

PSCI 351 (S) The New Left and Neoliberalism in Latin America (DPE) (WI)

Crosslistings: GBST351 / PSCI351

Primary Crosslisting

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America—or anywhere—both in policy and political terms.

Class Format: lecture/discussion, then seminar

Requirements/Evaluation: three short essays, a 1-page reflection paper, and a 12-page research proposal

Prerequisites: a course on Latin America and a course in Economics or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
Attributes: GBST Latin American Studies Electives; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Spring 2019
LEC Section: 01 TF 2:35 pm - 3:50 pm James E. Mahon

PSCI 352 (F) Politics in Mexico  (DPE) (WI)
Crosslistings: GBST352 / PSCI352

Primary Crosslisting
Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

Class Format: lecture, discussion, then seminar
Requirements/Evaluation: map quiz, two short papers, and a 12- to 15-page research proposal
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: some knowledge of Mexican history
Enrollment Limit: 15
Enrollment Preferences: Political Science majors and seniors
Expected Class Size: 14
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA. WI: There will be 20 pages of writing and the short papers will be discussed in individual appointments with the professor.
Attributes: INST Latin American Studies Electives; LATS Countries of Origin + Transnationalism Elect; POEC Comparative POEC/Public Policy Courses; PSCI Comparative Politics Courses; PSCI Research Courses;

Fall 2018
LEC Section: 01 TF 2:35 pm - 3:50 pm James E. Mahon

PSCI 359 (S) The Body as Property  (DPE) (WI)

From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan “my body, my choice”; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).

Class Format: tutorial
Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay
**PSCI 370 (F) The Political Thought of Frantz Fanon** (WI)

Crosslistings: PSCI370 / LEAD360 / PHIL360 / AFR360

Secondary Crosslisting

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AFR Core Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; PSCI Political Theory Courses;

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**PSCI 375 (S) Modern Jewish Political Theory** (WI)

Crosslistings: JWST492 / PSCI375 / REL330

Secondary Crosslisting

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish
nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

**Class Format:** seminar

**Requirements/Evaluation:** six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth;

**Extra Info:** a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

**Expected Class Size:** 18

**Distributions:** (D2) (WI)

**Attributes:** JWST Capstone Course; JWST Core Electives;

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**PSCI 420 (F) Senior Seminar: The Nuclear Revolution (WI)**

This is a course about the "long shadow" nuclear weapons cast over the international system. In its simplest terms, the class focuses on whether international politics still works essentially the same way in the nuclear age as it did prior to 1945 or if the world has truly experienced a nuclear "revolution" in the word's most basic sense. The course begins with an examination of the key events and theories that led ultimately to the development of the world's first nuclear weapons, including some basic technical concepts and the Manhattan Project. From there, the course covers a number of topics, both conceptual and historical, that bear directly on the question of how nuclear weapons shape international politics. Specifically, the course will cover the U.S. decision to drop the atomic bombs on Hiroshima and Nagasaki, as well as the Japanese response; the body of theory and concepts that underpin fundamental debates over nuclear strategy; the U.S.-Soviet nuclear rivalry; the influence of nuclear weapons in crises; how nuclear weapons shape alliance politics; whether nuclear weapons have political utility; nuclear accidents; nuclear technologies; the problem of nuclear proliferation and the nonproliferation regime; the importance of regional nuclear powers; and contemporary issues like the North Korean and Iranian nuclear questions.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, two 2- to 3-page response papers, a 20- to 25-page research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** PSCI 202

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science major seniors with an International Relations concentration

**Expected Class Size:** 15

**Distributions:** (D2) (WI)

**Distribution Notes:** WI: Students will be required to write a substantial research paper, roughly 25 pages in length, for this course. They will also be asked to evaluate their peers' papers

**Attributes:** PSCI International Relations Courses;

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Spring 2019

SEM Section: 01    W 1:10 pm - 3:50 pm    Jeffrey I. Israel

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Fall 2018

SEM Section: 01    W 1:10 pm - 3:50 pm    Galen E Jackson
This is a course about remembering. This is a class about how we learn to forget. Above all, it is about power--power close to the bone, power made sublime, how power is made and unmade. This course takes as its central thesis the claim that power, external and objective, is also internal and subjective, invisibly working to shape understandings of who we are even as it performs the visible rituals of bureaucratic regulation typically associated with states and governments. To take this claim one step further, we'll hypothesize that immaterial and invisible forms of domination are power's most effective form even as they are the most difficult to measure and understand. Alternating between case and theory, looking at power both naked and sublime, we will examine the struggle by state and elite actors to shape subjectivities through culture and identity formation in order to secure quiescence and rule. Close attention will be paid to how socializing agents, including schools and educational systems, media and film, families and local communities, shape and reshape efforts to have ordinary citizens internalize what Stuart Hall describes as "the horizon of the taken-for-granted," those ruling ideas and beliefs that consist "of things that go without saying because---they come without saying." The course is set up as a deliberate conversation between the works of Antonio Gramsci, Michel Foucault, Friedrich Nietzsche, and Stuart Hall, as well as their interlocutors and critics, most notably James C. Scott. The trajectory of this literature carries us from domination "thinly" centered in class and mediated by culture, to power completely de-centered from material forms of rule. Though each author is distinct, if heterodox, in his approach to the question of power, Gramsci, Foucault, Nietzsche, and Hall are bound together by the shared belief that power is relationship, between class and culture, culture and identity, state and society.

Class Format: seminar

Requirements/Evaluation: essays and participation

Prerequisites: PSCI 204 Introduction to Comparative Politics

Enrollment Limit: 15

Enrollment Preferences: upper-class students, especially seniors

Expected Class Size: 15

Distributions: (D2) (WI)

Distribution Notes: WI: All students will be required to produce an original 20-page article, worthy of publication, by the end of the term. Session leaders are expected to distribute a single 4-page paper to the class by 8 pm on Wednesday. Their classmates will produce a 2-page written response to the week's presentations, readings, as well as class discussion, due on Friday

Fall 2018

SEM Section: 01  W 1:10 pm - 3:50 pm  Shervin Malekzadeh

PSYC 335 (S) Early Experience and the Developing Infant (WI)

The period from conception to age three is marked by impressive rapidity in development and the plasticity of the developing brain affords both fetus and infant an exquisite sensitivity to context. This course delves into the literature that highlights the dynamic interactions between the developing fetus/infant and the environment. The course readings span a range of disciplines and cover a diversity of hot topics in the study of prenatal and infant development, including empirical research drawn from the developmental, neuroscience, psychopathology, and pediatric literatures.

Class Format: seminar

Requirements/Evaluation: active class participation, regular thought papers and class presentations, and a written report and accompanying presentation of an independent project

Prerequisites: PSYC 201, PSYC 212, and PSYC 232 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Distributions: (D2) (WI)

Attributes: PHLH Biomedical Determinants of Health; PHLH Reproductive, Maternal and Child Health; PSYC Area 3 - Developmental Psychology;

Spring 2019

SEM Section: 01  TR 11:20 am - 12:35 pm  Amie A. Hane
PSYC 341 (S) Stereotypes, Prejudice, and Discrimination  (WI)
Crosslistings: PSYC341 / WGSS339

Primary Crosslisting
This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people’s perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course
Requirements/Evaluation: weekly brief papers, oral reports, two longer papers
Prerequisites: PSYC 201 and 242
Enrollment Limit: 16
Enrollment Preferences: senior, then junior Psychology majors
Expected Class Size: 16
Distributions: (D2) (WI)
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; PSYC Area 4 - Social Psychology; PSYC Empirical Lab Course; TEAC Related Courses;

REL 134 (S) Leaving the World Behind: The Literature of Reclusion  (WI)
Crosslistings: ANTH134 / REL134 / COMP134 / CHIN134

Secondary Crosslisting
Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state--to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: tutorial
Requirements/Evaluation: tutorial papers, responses, and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors
Expected Class Size: 10
Distributions: (D2) (WI)
REL 252 (S) Zen Buddhist Visual Culture: The Path to Nirvana (WI)
Crosslistings: ARTH376 / REL252 / ASST376

Secondary Crosslisting
This course is about the ways in which images are produced, viewed, and used in the Zen Buddhist tradition. It explores the various ways in which visual culture is a key part of Zen Buddhist teaching in China and Japan. In this class we will look at both high art and popular expressions of Zen Buddhist visual culture. Topics of interest include: 1) Buddhist image making and icon worship; 2) Gardens; 3) tearooms, tea ceremony and tea bowls; 4) The Zen temples Ryoan-ji, Daisen-in, and Daitoku-ji; 5) The political function of Zen and its art in Japan's samurai culture; and 6) The popular Zen Buddhist cult of Bodhisattva Avalokiteshvara and his gender transformation; and 7) Daruma (Bodhidharma) imagery in popular culture. This course is a CRAAS (critical reasoning and analytical skills) course. The class format also offers students opportunities to practice public speaking and writing skills.

Class Format: lecture/class discussion
Requirements/Evaluation: class discussions and participation; oral presentations, short papers; and a research paper
Enrollment Limit: 10
Enrollment Preferences: sophomores, juniors and seniors
Expected Class Size: 8
Distributions: (D2) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ASST; meets Division 2 requirement if registration is under REL
Attributes: ARTH pre-1600 Courses;

REL 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE) (WI)
Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

Primary Crosslisting
This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decry harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue an intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Class Format: seminar
Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)
**REL 262 (F) Time and Blackness (WI)**

Crosslistings: AFR208 / REL262 / AMST208

**Secondary Crosslisting**

The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from--and create--paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

**Class Format:** tutorial

**Requirements/Evaluation:** assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** AFR Core Electives; AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora;

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**REL 269 (S) MindSight: Mindfulness and Medicine (DPE) (WI)**

Crosslistings: REL269 / ASST269 / ANTH269

**Secondary Crosslisting**

This course offers a social analysis and historical genealogy of mindfulness meditations from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals, clinics, schools, communities, and even prisons to improve health and other social
outcomes. We explore the scientific evidence including clinical research and other qualitative studies that have shown how mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were first taught the Buddha two millennia ago in monastic and lay settings before turning to the modern studies and applications of mindfulness training. How has research on mindfulness exploded since 2000 and how does this relate to better models of the human brain and behavior? We critically examine the models developed by clinical psychiatry, neuroscience, and biomedicine, including brain imaging technologies like the fMRI, that have improved our understanding of the relationship between the brain, behavior, and emotions. We consider research on mindfulness-based stress reduction (MBSR) within clinical medicine, the rise of the 'kindness curriculum' in schools, and other areas of applied research on mindfulness that have generated a 'science of personal transformation'. Last but not least, we ask how mindfulness has been used to improve the interpersonal skills and training of doctors, teachers, and social workers to help improve social and learning outcomes as well as enhance patient/provider encounters. Students will be expected to engage in a mindfulness practice during the semester.

Class Format: tutorial
Requirements/Evaluation: weekly papers, 4- to 8-pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: students majoring or concentrating in; ANTH, SOC, REL, ASST, PH, COGS, and NSCI
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: DPE: This class fulfills the DPE requirement because it will explore the ways that stress related to poverty, social inequality, and structural violence can and have been alleviated by mindfulness-based practices. Further it critiques the continuing misperception that mindfulness practices are elite, non-inclusive practices that cannot benefit populations suffering from pervasive NCDs (non-communicable diseases) like obesity and high blood pressure that are related to broader social inequities. WI: This course is a tutorial and there will be weekly writing assignments.
Attributes: GBST South + Southeast Asia Studies Electives; PHLH Social Determinants of Health;

Spring 2019
TUT Section: T1 TBA Kim Gutschow

REL 273 (F) Heroes, Saints and Celebrity (WI)
Crosslistings: ANTH222 / REL273
Secondary Crosslisting
This course examines the ways in which cultures select, ritually celebrate, institutionally harness, and ultimately devour people designated as 'extraordinary'. We will begin by considering cultural archetypes and theories of the hero and how heroism has been understood in different eras and cultural contexts. Using Weber's theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and action and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.
Class Format: seminar
Requirements/Evaluation: class participation, two short response papers, research paper, final exam
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 19
Distributions: (D2) (WI)

Fall 2018
SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

REL 330 (S) Modern Jewish Political Theory (WI)
By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

Class Format: seminar
Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth;
Extra Info: a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track
Expected Class Size: 18
Distributions: (D2) (WI)
Attributes: JWST Capstone Course; JWST Core Electives;

Spring 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  Jeffrey I. Israel

REL 334 (S) Imagining Joseph  (WI)
Crosslistings: REL334 / COMP334 / ANTH334 / JWST334

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Class Format: seminar
Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: based on responses to a questionnaire
Expected Class Size: 10
**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP

**Attributes:** JWST Core Electives;

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**Spring 2019**

**SEM Section:** 01  W 1:10 pm - 3:50 pm  Peter Just

**RLFR 206 (F) The Outsider in French & Francophone Film Adaptations of Literary Texts** (DPE) (WI)

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

**Class Format:** seminar

**Requirements/Evaluation:** three response papers, one short essay on film adaption, one video essay with a student partner

**Extra Info:** not available for the fifth course option

**Prerequisites:** students should have taken RLFR 105 or above, or placement test, or by permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Comparative Literature majors, Africana Studies concentrators, French majors and certificates

**Expected Class Size:** 12

**Distributions:** (D1) (DPE) (WI)

**Distribution Notes:** DPE: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers, in literary texts and their film adaptations. WI: This course is WI because students write three response, 4-page papers and one 7-page script for the narration in their video essay.

**Attributes:** FMST Core Courses;

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**Fall 2018**

**SEM Section:** 01  TR 11:20 am - 12:35 pm  Sophie F. Saint-Just

**RLFR 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film** (DPE) (WI)

Crosslistings: RLFR414 / COMP414

**Primary Crosslisting**

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

**Class Format:** seminar

**Requirements/Evaluation:** three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay

**Extra Info:** not available for the fifth course option

**Prerequisites:** 200 RLFR level courses

**Enrollment Limit:** 19

**Enrollment Preferences:** French and Comparative Literature majors and certificate students

**Expected Class Size:** 10
**RLSP 200 (S) Advanced Grammar and Composition through Literature**  (WI)

This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 105, by placement exam results, or even after students have begun to sample the Department's literature and culture offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities. Conducted in Spanish.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** a weekly essay based on the stories read in class, written lab exercises, participation in the grammatical and literary discussions, quizzes, a mid-term and a final

**Prerequisites:** RLSP 105, any course 201+, placement exam or permission of instructor

**Enrollment Limit:** 19

**Expected Class Size:** 10-19

**Distributions:**  (D1) (WI)

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**Spring 2019**

**LEC Section:** 01  MWF 11:00 am - 11:50 am  Gene H. Bell-Villada

**CON Section:** 02  W 2:10 pm - 3:00 pm  Gene H. Bell-Villada

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**RLSP 228 (S) Velázquez, Goya, and Picasso**  (WI)

Crosslistings: RLSP228 / ARTH228

**Primary Crosslisting**

This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

**Class Format:** tutorial

**Requirements/Evaluation:** 3- to 5-page weekly assignment

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none
Enrollment Limit: 10
Enrollment Preferences: first-year students and sophomores
Expected Class Size: 10
Distributions: (D1) (WI)
Distribution Notes: WI: The tutorial format offers students an intensive opportunity to improve their writing by demanding regular writing assignments that the student has to read out loud to their partner and professor. Students write biweekly papers throughout the semester. These papers are then analyzed during the tutorial session by the other student’s response

Spring 2019
TUT Section: T1    TBA    Soledad Fox

RLSP 274 (S) Women's Contemporary Cultural Production in Latin America  (DPE) (WI)
Crosslistings: WGSS275 / COMP286 / RLSP274

Primary Crosslisting
In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucía Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

Class Format: lecture
Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: Spanish 105, placement exam results, permission of instructor or Department Chair
Enrollment Limit: 19
Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators
Expected Class Size: 15
Distributions: (D1) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under WGSS
W: There will be one-page long written exercises every week and two 7-8 pages essays. D: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.
Attributes: LATS Countries of Origin + Transnationalism Elect;

Spring 2019
LEC Section: 01    MR 1:10 pm - 2:25 pm    Roxana A. Blancas Curiel

RUSS 140 (S) Crime and Punishment in Russian History  (WI)
Crosslistings: RUSS140 / HIST140

Secondary Crosslisting
For centuries, people have used crime in Russia and the Russian state's response to crime as lenses through which to examine Russian history and the Russian experience. This tutorial will follow in this tradition, but will adopt a more critical approach to question how or if crime and deviance can
speak to the nature of the Russian state and its relationship to Russian society writ large. To answer this question, we will read a combination of
original historical sources and recent scholarship that cover the entirety of Russian history: from the creation of the first legal code in Medieval
Muscovy to the publication of Alexander Solzhenitsyn’s Gulag Archipelago in 1962 and beyond. By semester’s end, students will have developed an
understanding of both the major historical actors and events in Russian criminal and legal history, and the intellectual debates that they sparked
among contemporaries and present day scholars alike.

Class Format: tutorial

Requirements/Evaluation: A student either will write and present orally a 3- to 5-page essay on the assigned readings or will be responsible for
offering an oral critique of their partner’s work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under RUSS

Attributes: HIST Group C Electives - Europe and Russia;

Spring 2019

TUT Section: T1 TBA Yana Skorobogatov

RUSS 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WI)

Crosslistings: SOC248 / GBST247 / RUSS248

Secondary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very
reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in
rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference
emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the
Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic
studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus
especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE
requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of
the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week, comments on the partner’s paper in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they
take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social,
cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between
responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Fall 2018
RUSS 331 (S)  The Brothers Karamazov  (WI)
Crosslistings: COMP331 / ENGL371 / RUSS331

Primary Crosslisting
Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of *The Brothers Karamazov*.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one 200-level literature class

Enrollment Limit:  10

Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English

Expected Class Size: 10

Distributions: (D1) (WI)

Attributes: JLST Interdepartmental Electives;

Spring 2019

TUT Section: T1    TBA    Olga Shevchenko

SCST 153 (S)  Androids, Cyborgs, Selves  (WI)
Crosslistings: ENGL153 / SCST153

Secondary Crosslisting
In this expository writing course, we will analyze and argue about how near-human or partly human bodies and intelligences are imagined in fiction and film. When do these bodies, these intelligences, improve the worlds in which they appear, and when do they threaten them? How are they gendered, how are they raced, and why? And what do they want? As we will see, authors in different cultural and technological contexts have imagined not-quite-human selves for different ends and in radically different ways. This course focuses on articulating these differences and developing significant claims about them in clear, argumentative prose. We will spend half or more of our class time discussing and practicing writing skills. Texts may include *R.U.R.*, "The Bicentennial Man," *Blade Runner*, *Metropolis (Suite 1: The Chase)*, and *Her*.

Class Format: seminar

Requirements/Evaluation: writing (four 5-page essays in multiple drafts) and discussion/participation

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit:  12

Expected Class Size: 12

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under SCST WI: This writing-intensive course is geared towards improving students' analytical and argumentative prose in the context of studying literary and filmic fictions.

Spring 2019
SCST 212 (S) Ethics and Reproductive Technologies  (WI)
Crosslistings: WGSS212 / SCST212 / PHIL212

Secondary Crosslisting

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that “[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace—or to let us think we can replace—chance with choice.” Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as “motherhood” and “parenthood,” family and genetic relatedness, exploitation and commodification, and reproductive rights and society’s interests in reproductive activities. Topics will range from consideration of “mundane” technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, and post-mortem gamete procurement. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors or prospective majors

Expected Class Size: 19

Department Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WI)

Attributes: PHIL Contemporary Value Theory Courses; PHLH Bioethics + Interpretations of Health;

Spring 2019

LEC Section: 01  TF 2:35 pm - 3:50 pm  Julie A. Pedroni

SCST 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction  (WI)
Crosslistings: SCST213 / AFR213 / WGSS213

Secondary Crosslisting

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on—and often disrupt—modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

Class Format: tutorial

Requirements/Evaluation: attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10
**SCST 240 (F) Great Astronomers and Their Original Publications**  (WI)

**Crosslistings:** ASTR240 / LEAD240 / SCST240 / HSCI240

**Secondary Crosslisting**

We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper

**Enrollment Limit:** 12

**Enrollment Preferences:** if overenrolled, preference by written paragraph of explanation of why student wants to take the course

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI, LEAD or SCST

**Attributes:** LEAD Facets or Domains of Leadership; SCST Related Courses;

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**SCST 370 (F) Medicine, Pathology, and Power: An Ethnographic View**  (DPE) (WI)

**Crosslistings:** SCST370 / ANTH371 / WGSS371

**Secondary Crosslisting**

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering;
interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Class Format: seminar

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

Attributes: EXPE Experiential Education Courses; PHLH Methods in Public Health; SCST Related Courses;

Fall 2018

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SOC 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WI)

Crosslistings: SOC248 / GBST247 / RUSS248

Primary Crosslisting

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

DPE: This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, we will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.
SOC 303 (S) Cultures of Climate Change  (WI)
Crosslistings: ENVI303 / SOC303

Secondary Crosslisting
This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Class Format: seminar
Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second
Expected Class Size: 19
Distributions: (D2) (WI)
Attributes: ENVI Humanities, Arts + Social Science Electives; SCST Related Courses;

Spring 2019
SEM Section: 01    TR 11:20 am - 12:35 pm     Nicolas C. Howe

SOC 329 (F) Work and Future of Capitalism  (WI)
What does it mean to work? How does capitalism shape the way we work? What might work look like in the future? In this three-part course, students engage with global capitalism's past, present, and future, asking analytic and normative questions about work and the trajectory of capitalism. The first part of the course examines the historical origins of capitalism and leading theories about what capitalism is and how it stratifies the world into social classes. A central theme in part one will be how capitalist labor relations shape meaning and subjectivity, particularly the experience of dignity. In part two, we examine recent and emerging trends in capitalist labor, such as global commodity chains, the death of the career, the rise of the "gig" economy, platform capitalism, and even the seemingly inevitable end of work itself as entire occupations become automated by machine learning. A key question will be how these transformations exacerbate and/or alleviate longstanding inequalities from capitalism's 19th century past. Through a series of essays, culminating in a final paper, the course concludes by asking students to imagine what work might look like in the next century. Should we continue to work at all? What kinds of productive activity should we value, and how would we go about restructuring (or even overturning) capitalism to allow them to flourish?

Class Format: seminar
Requirements/Evaluation: participation, three utopia essays (3-5 pages), paper workshop, final paper (10-12 pages)
Prerequisites: none
Enrollment Preferences: Anthropology and Sociology majors
Distributions: (D2) (WI)
Distribution Notes: WI: This course requires a series of 3- to 5-page essays that work toward a paper workshop and final paper on the topic of the future of work. Students will use the essays to research "real utopias"—currently existing organizations, workplaces, and policy regimes that challenge traditional capitalist labor relations. This research will inform a workshop and final paper, which will ask them to envision their own organization, workplace, or policy regime.
THEA 125 (F) Theater and Politics (WI)
Crosslistings: ENGL125 / THEA125

Secondary Crosslisting

This seminar traces the surprisingly close and controversial relationship between theater and politics from ancient Greek tragedy to modern literature, contemporary film and philosophy. When Plato kicked off political philosophy by outlining his ideal city-state, one of his first moves was to ban theatrical performance on the grounds that play-acting would make men poor governors of themselves. In more recent times, however, the work of artists and playwrights as diverse as Bertolt Brecht and Antonin Artaud have provocatively suggested that theater itself could remedy the ills that Plato thought it caused. In today’s age of global spectatorship, writers, artists, and activists continue to ask: who are the real actors and spectators of today’s digital world-stage, when governments and other powerful institutions have increasingly sophisticated tools for gathering information about and controlling the on-looking masses, but revolutions are nevertheless organized via social media or triggered by cell phone images? May include works by Platon, Euripides, Melville, Woolf, Rancière, and Claire Denis.

Class Format: seminar

Requirements/Evaluation: three papers and a portfolio of interpretive questions, totaling 20 pages of written work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Distributions: (D1) (WI)

Fall 2018

THEA 249 (F) Staging Race and Gender (DPE) (WI)
Crosslistings: ENGL249 / THEA249 / WGSS269

Secondary Crosslisting

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley’s Black Odyssey, a 21st century production of a black man’s coming into consciousness amid violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O’Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

Class Format: seminar

Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D1) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS

DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and
There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered “classic” texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Class Format: seminar/studio, three hours per week

Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Distributions: (D1) (DPE) (WI)

Distribution Notes: DPE: This course approaches questions of ownership, race, and power both critically and creatively. WI: There will be more than 20 pages of writing, both critical and creative in this course.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D1) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

Attributes: AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;

Fall 2018

TUT Section: T1 TBA Carol Ockman

WGSS 102 (F) West Africa through Women's Voices (DPE) (WI)

Crosslistings: HIST102 / WGSS102

Secondary Crosslisting

This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources--oral tradition, legal records, women's popular songs, Islamic pedagogical verse, personal correspondence and novels--we will consider how women's experiences challenge dominant narratives of history that have often excluded them. The course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

Class Format: lecture

Requirements/Evaluation: discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10-15

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equips students to understand how women in West Africa have understood and responded to structures of power and inequality, rather than applying frameworks of our own experiences and backgrounds.

Attributes: HIST Group A Electives - Africa;

Fall 2018

LEC Section: 01 M 7:00 pm - 9:40 pm Matthew Swagler

WGSS 105 (F) American Girlhoods (DPE) (WI)

Crosslistings: AMST105 / WGSS105 / ENGL105

Secondary Crosslisting

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.
Class Format: seminar
Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-years without an AP5, IB 6 or 7; Women's, Gender and Sexuality Studies majors
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
DPE: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equality and power and what kinds of literary and cultural forms writers utilize to illuminate these differences. Through analyzing diverse representations of girlhood, the course also gives students the critical tools to articulate and interrogate the texts' desire for equity and justice, and to describe what power and agency might mean within these works, as well as in the world. WI: Students do at least 20 pages of writing and have the chance to revise several papers. We also spend significant class time to talking about successful academic writing.
Attributes: AMST Arts in Context Electives;

Fall 2018
SEM Section: 01    TF 2:35 pm - 3:50 pm     Kathryn R. Kent

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WI)
Crosslistings: ENGL113 / WGSS113 / AMST113
Secondary Crosslisting

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: seminar; discussion, some lecture, project work in archives and art gallery
Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This
course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives; ENGL Criticism Courses; EXPE Experiential Education Courses; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Fall 2018

SEM Section: 01    TR 8:30 am - 9:45 am    Bethany Hicok

WGSS 119 (S)  Asian American Femininities  (DPE) (WI)
Crosslistings: COMP119 / WGSS119

Primary Crosslisting

This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

Class Format: tutorial
Requirements/Evaluation: weekly papers or peer responses
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students
Expected Class Size: 8
Distributions:  (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP DPE:

The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn. WI: A primary goal of this tutorial is for students to develop a regular writing practice of literary analysis.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019

TUT Section: T1    TBA    Vivian L. Huang

WGSS 132 (F)  Black Writing To, From, and About Prison  (DPE) (WI)
Crosslistings: WGSS132 / ENGL132

Secondary Crosslisting

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. Course texts will include letters from Angela Davis's edited collection If They Come in the Morning, autobiographies like that by Malcolm X, poetry by Ericka Huggins and Huey Newton, as well as critical interventions by scholars like Nikki Jones, WEB Du Bois, and selections from Eric Stanley and Nat Smith's edited collection Captive Genders. We will also look at contemporary groups organizing around the question of prisons and justice including Critical Resistance, BYP100 (Black Youth Project 100), and TGUP (Transgender Gender Variant Intersex Justice Project).

Class Format: seminar
Requirements/Evaluation: three 4- to 5-page individual papers, one 4- to 5-page hybrid paper, informal writing, letter writing
Extra Info: may not be taken on a pass/fail basis
Prerequisites: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 19
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS DPE:
This class meets the DPE designation in that it facilitates critical engagement with the question of what counts as justice, for whom, for what reasons, and at what cost individually and communally. Students will sharpen their understanding of the relationship between race, gender, and power in the afterlife of slavery. WI: This class is Writing-Intensive in that it requires a minimum of 20 pages of formal writing.

Fall 2018
SEM Section: 01    MWF 8:30 am - 9:45 am     Ianna Hawkins Owen

WGSS 152 (S) The Fourteenth Amendment and the Meanings of Equality  (DPE) (WI)
Crosslistings: WGSS152 / HIST152
Secondary Crosslisting
For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment’s meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," "life, liberty or property," the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.
Class Format: seminar
Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 19
Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to second years
Expected Class Size: 15-19
Distributions: (D2) (DPE) (WI)
Distribution Notes: WI Distribution Explanation: In the process of writing a substantial research paper, students will develop proposals, bibliographies, and drafts of the paper. Class will include peer review, writing workshops, and individual and group conferences on writing, revision, and editing. DPE Distribution Explanation: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; JLST Interdepartmental Electives;

Spring 2019
SEM Section: 01    TF 2:35 pm - 3:50 pm     Sara Dubow

WGSS 212 (S) Ethics and Reproductive Technologies  (WI)
Crosslistings: WGSS212 / SCST212 / PHIL212
Secondary Crosslisting
In her groundbreaking book, The Tentative Pregnancy, Barbara Katz Rothman writes that “[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace—or to let us think we can replace—chance with choice.” Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and
development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, and post-mortem gamete procurement. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors or prospective majors

Expected Class Size: 19

Department Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WI)

Attributes: PHIL Contemporary Value Theory Courses; PHLH Bioethics + Interpretations of Health;

Spring 2019
LEC Section: 01 TF 2:35 pm - 3:50 pm Julie A. Pedroni

WGSS 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction (WI)
Crosslistings: SCST213 / AFR213 / WGSS213

Secondary Crosslisting

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on—and often disrupt—modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text Kindred (1979), the haunting dystopian novel Parable of the Sower (1994), the popular vampire text Fledgling (2005), and the collection Bloodchild and Other Stories (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book Dawn (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

Class Format: tutorial

Requirements/Evaluation: attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: AFR Core Electives; WGSS Racial Sexual + Cultural Diversity Courses

Spring 2019
TUT Section: T1 TBA Rhon S. Manigault-Bryant
Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, visual art such as Kerry James Marshall's "Heirlooms and Accessories" and Glenn Ligon's "Runaways", and film such as Jordan Peele's *Get Out*.

**Class Format:** seminar

**Requirements/Evaluation:** weekly keyword responses, one presentation, four papers totaling about 20 pp. including an engaged feedback process, thoughtful class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST, AFR or WGSS WI: Students write 4 papers totaling at least 20 pages over the course of the semester including 1 critical revision. DPE: This course examines the work of African American writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts.

**Attributes:** ENGL 200-level Gateway Courses; ENGL Literary Histories C;

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WGSS 219 (F) Women in National Politics (WI)

Crosslistings: PSCI219 / INTR219 / WGSS219

**Secondary Crosslisting**

This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

**Class Format:** tutorial

**Requirements/Evaluation:** brief analytical papers and response papers for each week's readings

**Extra Info:** may not be taken on a pass/fail basis, not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors, sophomores with permission of instructor

**Distributions:** (D2) (WI)

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Spring 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Ianna Hawkins Owen

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WGSS 241 (S) Sex and Gender in Ancient Greece and Rome (WI)

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Fall 2018

TUT Section: T1  TBA  Joy A. James
Crosslistings: CLAS241 / COMP241 / WGSS241

Secondary Crosslisting

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Class Format: tutorial

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS

Spring 2019

TUT Section: T1    TBA     Amanda R. Wilcox

WGSS 244 (F) Actually Existing Alternative Economies    (DPE) (WI)

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain--and now parts of the U.S.--are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' Feminist geographers Julie Graham and Katherine Gibson developed practices of 'mapping' local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

Class Format: tutorial

Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: open to sophomores and above
**Expected Class Size:** 10

**Distributions:** (D2) (DPE) (WI)

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**Fall 2018**

**TUT Section:** T1    TBA    Kiaran Honderich

**WGSS 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now** (DPE) (WI)

Crosslistings: ANTH256 / REL256 / WGSS256 / ASST256

**Secondary Crosslisting**

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha’s inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and ‘she devils’ alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy—gender, sexuality, race, and class—that Buddhism has attempted to transcend. We begin by considering three women in the Buddha’s life—his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

**Class Format:** seminar

**Requirements/Evaluation:** class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

**Expected Class Size:** 15

**Distributions:** (D2) (DPE) (WI)

**Distribution Notes:** DPE: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality. WI: Class is WI because of its reading responses, in-class writing, a final research paper, and required writing chats with the instructor where we identify patterns, strengths, and weaknesses in student writing.

**Attributes:** GBST East Asian Studies Electives; WGSS Racial Sexual + Cultural Diversity Courses

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**Fall 2018**

**SEM Section:** 01    M 7:00 pm - 9:40 pm    Kim Gutschow

**WGSS 260 (S) Power, Feminist-Style** (DPE) (WI)

Crosslistings: PSCI260 / WGSS260

**Primary Crosslisting**

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice—the concept of power—from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the
way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, bell hooks, Catherine MacKinnon, Hannah Arendt, and Gloria E. Anzaldúa.

Class Format: seminar

Requirements/Evaluation: class facilitation, critical reflections (four 3- to 4-page assignments), review of peer's essay (2-3 pages), essay draft and revision (8-10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large. WI: Writing assignments train students' attention on various elements of argumentation and style and involve peer and teacher review and revision.

Attributes: WGSS Theory Courses

Spring 2019

SEM Section: 01    MW 11:00 am - 12:15 pm     Greta F. Snyder

WGSS 261 (S)  The Saint and the Countess: Lost Voices of Medieval Women  (WI)

Crosslistings: WGSS261 / MUS261

Secondary Crosslisting

Very few female voices from the Middle Ages are audible today; most of the music, poetry, and other writings that survives reveals the creativity and expresses the attitudes of men. This course will explore the experiences and viewpoints of medieval women through the lens of the poetry and songs of two exceptional 12th-century figures: the German abbess Hildegard of Bingen, whose long and immensely productive life was shaped by the requirements of monastic culture; and the French Countess of Dia in Provence, whose elusive life and works exemplify the dynamics of aristocratic court culture. We will ask how these and other musical women active in both the sacred and the secular spheres (such as the nun Birgitta of Sweden, and Queen Blanche of Castile) negotiated their places and made their voices heard within the patriarchal society of their time. We will examine the ways in which these contrasting environments informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way we will critically assess how these lost voices have been recreated to speak to us today through recordings and film.

Class Format: seminar

Requirements/Evaluation: evaluation based on several short papers and presentations, and a final project and presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Music and Women's Gender & Sexuality Studies majors

Expected Class Size: 6

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am     M. Jennifer  Bloxam

WGSS 269 (F)  Staging Race and Gender  (DPE) (WI)
This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's Black Odyssey, a 21st century production of a black man’s coming into consciousness amid violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O’Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

Class Format: seminar

Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ENGL or THEA; meets Division 2 requirement if registration is under WGSS

DPE: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies

WI: Students will submit four papers totaling at least 20 pages

Attributes: ENGL 200-level Gateway Courses;

Fall 2018

SEM Section: 01 Cancelled

WGSS 274 (S) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE) (WI)

Crosslistings: ENGL254 / WGSS274

Secondary Crosslisting

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include Annie John (1985), Lucy (1990), The Autobiography of My Mother (1996), My Brother (1997), Mr. Potter (2002), and See Now Then (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: tutorial; meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)
Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging. WI: This course will fulfill the Writing-Intensive distribution requirement in that it requires a minimum of 20 pages of formal writing.

Attributes: ENGL Post-1900 Courses; ENGL 200-level Gateway Courses;

Spring 2019
TUT Section: T1 TBA Ianna Hawkins Owen

WGSS 275 (S) Women's Contemporary Cultural Production in Latin America (DPE) (WI)
Crosslistings: WGSS275 / COMP286 / RLSP274

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucía Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

Class Format: lecture
Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: Spanish 105, placement exam results, permission of instructor or Department Chair
Enrollment Limit: 19
Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under WGSS
W: There will be one-page long written exercises every week and two 7-8 pages essays. D: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.
Attributes: LATS Countries of Origin + Transnationalism Elect;

Spring 2019
LEC Section: 01 MR 1:10 pm - 2:25 pm Roxana A. Blancas Curiel

WGSS 324 (S) Indigenous Women's History (DPE) (WI)
Crosslistings: AMST324 / HIST362 / WGSS324

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and
artists.

Class Format: seminar

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: In this course, we examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives. WI: With substantial focus on students' development of independent research papers, this course satisfies the WI requirement.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora; HIST Group F Electives - U.S. + Canada; HIST Group G Electives - Global History;

Spring 2019

SEM Section: 01    TR 8:30 am - 9:45 am     Tyler J. Rogers

WGSS 338 (S) Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality  (WI)

Crosslistings: LATS338 / WGSS338 / AMST339

Secondary Crosslisting

In this class we will investigate a wide variety of Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are the various facets of Latina/o identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Class Format: seminar

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

Extra Info: may not be taken on a pass/fail basis

Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 12

Distributions: (D2) (WI)

Attributes: AMST Arts in Context Electives; AMST Comp Studies in Race, Ethnicity, Diaspora; AMST Critical and Cultural Theory Electives; GBST Borders, Exiles + Diaspora Studies Electives; LATS Core Electives; WGSS Racial Sexual + Cultural Diversity Courses; WGSS Theory Courses

Spring 2019

SEM Section: 01    TR 11:20 am - 12:35 pm     Maria Elena  Cepeda

WGSS 339 (S) Stereotypes, Prejudice, and Discrimination  (WI)

Crosslistings: PSYC341 / WGSS339

Secondary Crosslisting
This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people’s perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

**Class Format:** empirical lab course

**Requirements/Evaluation:** weekly brief papers, oral reports, two longer papers

**Prerequisites:** PSYC 201 and 242

**Enrollment Limit:** 16

**Enrollment Preferences:** senior, then junior Psychology majors

**Expected Class Size:** 16

**Distributions:** (D2) (WI)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora; ASAM Related Courses; PSYC Area 4 - Social Psychology; PSYC Empirical Lab Course; TEAC Related Courses;

Spring 2019

LEC Section: 01 W 1:10 pm - 3:50 pm Steven Fein

LAB Section: 02 M 1:00 pm - 4:00 pm Steven Fein

**WGSS 343 (F) Representations of Racial-Sexual Violence from Enslavement to Emancipation** (WI)

Crosslistings: WGSS343 / AMST343 / AFR343 / INTR343

**Secondary Crosslisting**

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, LGBTQ and ethnic/black studies. Books include *Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro; At the Dark End of the Street;* films include *Birth of a Nation; Bush Mama; To Kill a Mockingbird.* The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

**Class Format:** tutorial; students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence.

**Requirements/Evaluation:** weekly primary and response papers

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference given to juniors and seniors

**Expected Class Size:** 8

**Distributions:** (D2) (WI)

**Attributes:** AMST Critical and Cultural Theory Electives; JLST Interdepartmental Electives; WGSS Racial Sexual + Cultural Diversity Courses

Fall 2018

TUT Section: T1 TBA Joy A. James

Spring 2019

TUT Section: T1 TBA Joy A. James

**WGSS 361 (F) Writing about Bodies** (WI)
Crosslistings: ARTH361 / WGSS361 / THEA361 / INTR361

Secondary Crosslisting

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies--actors, dancers, singers--and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations--art, theatre, literature, anthropology, philosophy--and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the '62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films and selected tapes of live performances.

Class Format: tutorial

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

Enrollment Limit: 10

Expected Class Size: 10

Distributions: (D2) (WI)

Distribution Notes: meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

Attributes: AMST Critical and Cultural Theory Electives; PERF Interdepartmental Electives;

Fall 2018

TUT Section: T1    TBA     Carol Ockman

WGSS 371 (F) Medicine, Pathology, and Power: An Ethnographic View  (DPE) (WI)

Crosslistings: SCST370 / ANTH371 / WGSS371

Secondary Crosslisting

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Class Format: seminar

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators
Expected Class Size: 19

Distributions:  (D2) (DPE) (WI)

Distribution Notes: DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

Attributes: EXPE Experiential Education Courses;  PHLH Methods in Public Health;  SCST Related Courses;

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm     Kim Gutschow

WGSS 453 (S) Women, Gender, and Social Movements in U.S. History  (WI)
Crosslistings: HIST453 / WGSS453

Secondary Crosslisting
This seminar is devoted to researching and writing a substantial research paper on some aspect of U.S. women's or gender history, with a particular focus on social movements. Social movements organized around gender issues and identities have been significant sources of social and political change in U.S. History. Drawing on online archival collections of personal letters and diaries, published writings, organizational records, and oral histories, students will research an individual, social group, organization, event, or movement that invites them to explore that particular subject in depth, while also considering some of the following issues and questions: the different strategies, tactics, and ideologies used for organizing and movement building across the political spectrum; the ways that gender has united and divided grassroots movements; how and when it has been useful for women to act through women’s groups versus other types of organizations; the ways that ethnicity, race, religion, and class have been resources for organizing and coalition building; how social movements have shaped and been shaped by larger political and economic developments; the ways that various gendered identities have served as both agents and objects of political and social change; and the relative importance of formally organized politics versus less formal strategies to effect political change.

Class Format: seminar

Requirements/Evaluation: 20- to 25-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: senior History majors

Expected Class Size: 10

Distributions:  (D2) (WI)

Distribution Notes: WI: This course will focus explicitly on the process of writing a substantial research paper, including writing a proposal, and workshopping and revising drafts in class.

Attributes: HIST Group F Electives - U.S. + Canada;

Spring 2019
SEM Section: 01  Cancelled

WGSS 468 (S) Practicum in Curating: Visual Art for a Garden  (WI)
Crosslistings: WGSS468 / ARTH468

Secondary Crosslisting
This course aims to develop the wide range of skills needed to realize an art exhibition in a botanical garden (specifically Marie Selby Botanical Gardens in Sarasota where the instructor is Curator at Large. The course responds to her charge to exhibit artists with 100% name recognition for the first five years of Selby’s new “Living Museum” initiative which puts works of art in dialogue with botanicals. In the wake of shows devoted to Marc Chagall (2017), Andy Warhol (2018) and Paul Gauguin (forthcoming, 2019), each student will research and choose a non-male and/or non-white artist of some renown and construct an exhibition of works that might be possible to borrow. Course work includes 1) research on the artist and the
concept, the focal works of art, auxiliary objects that do not require climate control (e.g. photographs and other works on paper), social history and other methodological frameworks. 2) writing requests e.g., loans, rights; and 3) preparations for several of the following: press release, wall texts, wall labels, audio guide, and programming for the exhibition. The final project includes a 10-page synthetic research paper, written for a general audience, about the artist and their use of flowers as well as the projected installation of the climate-controlled gallery. Students may have the opportunity to participate in a WSP in situ in which they will experience all sectors of the museum, glass house, and gardens.

**Class Format:** seminar; this is a practicum so while it meets 3 hours/week as a seminar does, it is hands on in a different way (e.g., co-peer and one-on-one reviewing by me in class)

**Requirements/Evaluation:** in-class presentations of research (weekly or bi-weekly), a substantive annotated bibliography, several short writing assignments

**Extra Info:** (e.g. letters, queries, reviews), reading and critiques of others' work, in-class presentation of two drafts of the final paper and installation

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** at least one 100-level course in ARTH

**Enrollment Limit:** 10

**Enrollment Preferences:** junior and senior art majors, especially those who have had either methods or a senior seminar and/or those with strong research, writing, and design skills

**Expected Class Size:** 10

**Materials/Lab Fee:** field trip expenses that may not be funded by the department (not to exceed $100)

**Distributions:** (D2) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS

**Attributes:** ARTH post-1600 Courses;